



# TEACHER PROFESSIONAL DEVELOPMENT MASTER PLAN 2017.-.2022



**basic education**  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA





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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 then, 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 teachers' education and development, especially by teachers. The Summit resulted in a declaration that called for the development of a new, strengthened, integrated national plan for teacher development in South Africa. The declaration led to the development of an *Integrated Strategic Planning Framework for Teacher Education and Development in South Africa (ISPFTED)*, which is an on-going, 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.

The executive summary below outlines some of the key milestones that were targeted over a 25-year period, broken down into periods of five years, what was achieved and what still needs to be done. The development of the Master Plan is one way of trying to fast-track the implementation of the ISPFTED, and to ensure that it achieves its intended targets and milestones. The Master Plan was approved by the joint HEDCOM between DBE and DHET in 2018. Regular updates on the implementation of the Master Plan will be provided through the HEDCOMS of the two departments.

A small white rectangular box containing a handwritten signature in black ink, which appears to be 'HM Mveli'.

**MR HM MWELI**

**DIRECTOR-GENERAL**

## **ACRONYMS**

1. **ISPFTED:** Integrated Strategic Planning Framework for Teacher Education And Development
2. **NDP:** National Development Plan
3. **NICPD:** National Institute for Curriculum and Professional Development
4. **PTI:** Provincial Teacher Development Institute
5. **DTDC:** District Teacher Development Centre
6. **PLC:** Professional Learning Community
7. **SACE:** South African Council for Educators
8. **DBE:** Department of Basic Education
9. **LIS:** Library Information Services
10. **CPD:** Continuing Professional Development
11. **PED:** Provincial Education Department
12. **SGB:** School Governing Body
13. **RCL:** Representative Council of Learners
14. **TPD:** Teacher Professional Development
15. **HEDCOM:** Heads of Education Committee
16. **CEM:** Council of Education Ministers
17. **QCTO:** Quality Council for Trade and Occupations
18. **IQMS:** Integrated Quality Management System
19. **WSE:** Whole School Evaluation
20. **EMGD:** Education Management and Governance
21. **LTSM:** Learner and Teacher Support Material
22. **PTEDC:** Provincial Teacher Education and Development Committee

## 1. EXECUTIVE SUMMARY

### 1.1 Background

The Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED) was launched in 2011, as part of the declaration of the Teacher Development Summit held in 2009. The primary outcome of the framework is to improve the quality of teacher education and development in order to improve the quality of teachers and teaching. The framework provides for a 15-year horizon in terms of implementation, which is categorised into three-year deliverables.

### 1.2 What has been achieved so far?

The table below from 2011 to 2014 highlights the progress that has been made in achieving some of the targets by the key role players, the DBE and DHET.

The table below from 2011 to 2017 highlights the progress that has been made in achieving some of the targets by the key role players, the DBE and DHET.



2011-2014				
DELIVERABLES	PROGRESS	NEXT STEPS	Responsibility	RATING
1. The Funza Lushaka Bursary Scheme is strengthened, and teacher recruitment is doubled	Spending on the Funza Lushaka bursary scheme, increased from R424 million in 2010/11, when 10 074 bursaries were awarded, to R893.9 million in 2013/14, when almost 14 500 bursaries were awarded. There have been improvements in the recruitment and recruitment systems for new teachers. Together with Provincial Departments, District Offices, Schools and local communities the DBE have introduced district-based and community-based teacher recruitment programmes. Through these creative strategies more than 2000 young people have been awarded the Funza Lushaka bursary to register for a teaching degree that will see them joining the teaching profession when they graduate.	The DBE, in partnership with the Department of Planning, Monitoring and Evaluation (DPME), commissioned an evaluation of the Funza Lushaka Bursary Programme. The purpose of this evaluation was to assess the Programme's effectiveness against its intended outcomes, the extent to which the Programme has been efficient in its implementation, as well as its long-term sustainability. The evaluation was conducted by JET Education Services between May 2014 and March 2016.	DBE	Complete

2. A National Institute for Curriculum and Professional Development (NICPD) is established	Three (3) director posts have so far been filled. A concept document has been developed, and is currently being refined. A possible office space has been identified, and discussions need to be undertaken to secure it.	To set up an adequately resourced institute, in terms of personnel, office space and the necessary equipment to make it fully functional.	DBE	
3. Provincial Teacher Education Committees (PTECS) are established in all Provinces	PTEDCs have been established in all 9 provinces, and are fully functional.	DBE-DHET to monitor and support the effectiveness of the PTEDCs and support as appropriate.	DBE	
4. Subject-based and issue-based Professional Learning Communities(PLCS) are initiated	Guidelines on PLCs were developed in collaboration with one of our partners, VVOB. Training was also provided to all provincial officials on how to establish PLCs as well as how a PLC is expected to operate.	Monitoring the establishment of PLCs by schools and Circuits. Best models to be documented for sharing of best practices.	DBE	
5. The system to identify and address teacher development needs has been established for at least numeracy/mathematics and literacy/English first additional language for all phases	Teachers have been tested in mathematics as well as English First Additional Language. Administering of the tests was outsourced to external service providers	An in-house system to test teachers in high enrolment subjects to be developed. Assessment items also to be developed that will allow teachers to undertake tests at their own convenience. Popularizing the Siyavula system and ensuring that it is effectively utilised. Need to work with Siyavula to expand the system to the lower levels. Developing online systems in languages, accounting and other high enrolment subjects. An online DBE Moodle Platform has been developed to manage the Pre and Post Tests as part of the diagnostic assessments.	DBE	
6. Develop teacher knowledge and practice standards	A pilot study to develop knowledge and practice standards for Foundation Phase numeracy and literacy was conducted as part of European Union (EU) funded Strengthening Foundation Phase Teacher Education Programme (SFPTED).	A further programme, the Teaching and Learning Development Capacity Improvement Programme (TLDCIP) is being implemented from 2015/16 to 2019/20. Knowledge and practice standards will be developed for mathematics and Languages in primary education, for inclusive teaching and for teaching practice.	DHET	
7. Optimise, extend and expand the capacity of Teacher Education Institutions	About R1.1 billion has been allocated to universities for teacher education infrastructure since the launch of the ISPFTED.  Nelson Mandela University has been supported to extend its teacher education operations to the Missionvale campus, the Bachelor of Education in Foundation Phase Teaching is now being offered from the Missionvale campus.	Sol Plaatjie University has been established in Kimberly, Northern Cape, a full suite of initial teacher education programmes will be offered by the new university.  There are plans to establish further teacher education programmes on the Siyabuswa Campus, as well as the Mbombela campus  Vaal University of Technology was not previously involved in teacher education, it has now been supported to develop and offer a Bachelor of Education	DHET	



	<p>The University of Mpumalanga has been established with the former Ndebele College of Education site becoming its Siyabuswa Campus. A Bachelor of Education in Foundation Phase Teaching is being offered at this campus.</p> <p>The following universities have been supported to establish and offer new programmes in areas where they were not operating previously:</p> <ul style="list-style-type: none"> <li>- CUT: Bachelor of Education in Foundation Phase teaching</li> <li>- DUT: Postgraduate Certificate in Education in Senior and FET teaching</li> <li>- RU: Bachelor of Education in Foundation Phase teaching</li> <li>- TUT: Bachelor of Education in Foundation Phase teaching</li> <li>- UCT: Postgraduate Certificate in Education in Foundation Phase teaching</li> <li>- UL: Bachelor of Education in Foundation Phase teaching</li> <li>- UMP: Bachelor of Education in Foundation Phase teaching</li> <li>- UWC: Bachelor of Education in Foundation Phase teaching</li> <li>- VUT: Bachelor of Education in Senior Phase teaching</li> <li>- WSU: Bachelor of Education in Foundation Phase teaching</li> </ul>	<p>in Senior Phase and FET teaching, with a focus on Mathematics, Science and Technology teaching specialisations. The first intake is planned for 2018.</p> <p>Going forward the DHET will be implementing the Teaching and Learning Development Capacity Improvement Programme which focuses on capacitating universities to develop and implement quality teacher education programmes</p>		
<p>8. Establish Provincial Teacher Education Committees (PTECs) to inform enrolment planning at public TEIs to match evidence based TED targets</p>	<p>PTECs have been established in all provinces. The Terms of Reference (ToRs) for the committees have been put in place. The committees meet a minimum of once per year, with meetings in most provinces taking place twice a year. The DHET provides secretariat services for these meetings.</p>	<p>Continued support.</p>	<p>DHET</p>	
<p>9. Strengthen Foundation Phase teacher provisioning</p>	<p>R141 million was utilised to implement a range of projects in the SFPTEP. The following achievements were made:</p> <ul style="list-style-type: none"> <li>- The number of universities involved in Foundation Phase teacher education has increased from 13 at the inception of the programme to 24 at present (2017);</li> </ul>	<p>Data from HEIS is collected annually and analysed to show the status of the number of graduates, their specialisations and phases to inform teacher supply and demand in all phases.</p>	<p>DHET</p>	

	<ul style="list-style-type: none"> <li>- 120 articles have been published in accredited journals</li> <li>- 213 B Ed, 4 B Ed Honours, 59 Med and 53 PhD students were funded through the programme</li> <li>- The seed employment of 21 new primary education academics has been supported at universities</li> <li>- The programme has seeded the establishment of the South African Research Association for Early Childhood Education (SARAECE), a fully functional independent association.</li> <li>- The programme has seeded the development of South African Journal of Childhood Education which is now a fully accredited journal.</li> </ul> <p>The most conspicuous highlight of the EU Foundation Phase programme is the collaborative spirit the programme has instilled within and across the universities.</p>	<p>The TLDCP has, as one of its deliverables, a 4% year on year increase in the number of primary education teacher graduates.</p>		
<p>10. Strengthen the teaching practice/ school experience component of teacher education programmes through the development of Teaching Schools (TSs) and Professional Practice Schools (PPSs)</p>	<p>A research study into the establishment of teaching schools has been concluded and a report which makes recommendations on the establishment of these schools has been produced.</p> <p>The University of Johannesburg has been supported to establish a Teaching school to support the delivery of its B Ed in Foundation Phase and Intermediate Phase teaching at its Soweto Campus.</p> <p>The University of Mpumalanga was supported to develop a nearby primary school as a Teaching School to support the delivery of its B Ed in Foundation Phase at its Siyabuswa Campus</p>	<p>The TLDCIP outputs include the development of knowledge and practice standards in Maths and Languages in primary education, inclusive teaching and knowledge and practice standards for ECD (birth – 4years) teacher education.</p>	<p>DHET</p>	

2011-2017

DELIVERABLES	PROGRESS	NEXT STEPS		RATING										
1. Subject-based and issue-based Professional Learning Communities(PLCS) are widely established	<ul style="list-style-type: none"> <li>- DBE, in partnership with VVOB ( Flemish Development Partner) conducted capacity building sessions in 8 provinces</li> <li>- Issue base PLCs such as Support Networks for Female Principals have been established in all provinces. Regular sessions are coordinated for female principals to engage on matters that affect them as female leaders.</li> </ul>	An M & E programme has been developed to support provinces to track and support the promotion of PLCs; a programme to support inclusivity through PLCs has been developed for 2017 and further. Development of programme based and subject based PLCs is on-going	DBE and Provinces											
2. The system to identify and address teacher development needs has been established for at least foundation phase and intermediate phase learning areas	. Teachers have been tested in mathematics as well as English First Additional Language. Administering of the tests was outsourced to external service providers	An agreement has been reached with Siyavula to utilize their assessment platform for Teacher Diagnostic Assessments in Mathematics and Physical Science. An in-house DBE Moodle system has also been developed to manage the undertaking of Pre and Post Tests in the sector. More avenues are currently being explored on how to establish more platforms for teacher diagnostic assessments.	DBE and Provinces											
3. Fully resourced Provincial Teacher Development Institutes (PTDIs) have been established in all Provinces	5 provinces have established 8 Institutes: Eastern Cape (4), Gauteng (2), Limpopo (1), KZN (1), and Western Cape (1).	Establishing well-functioning PTDIs in the remaining provinces. The status per Province is as follows: <table border="1" data-bbox="1153 742 1736 906"> <thead> <tr> <th>PROVINCE</th> <th>STATUS</th> </tr> </thead> <tbody> <tr> <td>North West</td> <td>In Progress</td> </tr> <tr> <td>Northern Cape</td> <td>No progress</td> </tr> <tr> <td>Mpumalanga</td> <td>No Progress</td> </tr> <tr> <td>Free State</td> <td>No Progress</td> </tr> </tbody> </table>	PROVINCE	STATUS	North West	In Progress	Northern Cape	No progress	Mpumalanga	No Progress	Free State	No Progress	Provinces	
PROVINCE	STATUS													
North West	In Progress													
Northern Cape	No progress													
Mpumalanga	No Progress													
Free State	No Progress													
4. Priority, targeted professional development opportunities for classroom teachers, school leaders and subject advisors are immediately initiated and rolled out over five years(to 2022), and priorities are reviewed for implementation over the following five-year period	<p><b><u>CPTD Programmes</u></b></p> <ul style="list-style-type: none"> <li>- An extensive number and range of programmes in Languages, Maths, Science, Technology and selected FET subjects have been initiated in all provinces. PED programmes lists are available in the NSLA and TDCM /oversight visit reports; there are HEI and SACE catalogues.</li> </ul> <p><b><u>School Leadership</u></b></p> <ul style="list-style-type: none"> <li>- The Department has approved the development of the Advanced Diploma in Leadership and Management at exit level 7. A service provider has been appointed to develop course materials for the qualification. The curriculum outline has been completed and agreed upon with universities. The writing process by SAIDE (the appointed service provider) has commenced. The writing will be</li> </ul>	<p><b><u>CPTD Programmes</u></b></p> <p>Key priority areas will be identified over the next three years where programmes will be developed. Data on the number of educators and effectiveness of programmes will be developed to ensure that programmes make a difference. Focus will also be on increasing the use of ICT and to ensure that 21<sup>st</sup> century skills are embedded in both teachers and learners. Quality will be promoted through ensuring that programmes are accredited where necessary, and also SACE endorsed.</p>	DBE and provinces											

	completed in March 2018 with the diploma implemented from 2019			
5. Teacher knowledge and practice standards have been developed for all subjects	<p><b><u>DHET</u></b> The Teaching and Learning Capacity Improvement Programme (TLDCIP) is a five year programme that will be implemented by the DHET from 2015/16 to 2019/20. The Primary Teacher Education Development focus area will seek to develop knowledge and practice standards for Mathematics or Languages/ Literacy teachers; Inclusive Education and the teaching practice component of ITE programmes. Standards are used to inform the development of curriculum frameworks for Mathematics or Languages/ Literacy and Inclusive Education courses and the teaching practice component of ITE programmes.</p> <p><b><u>SACE</u></b> The process of developing Professional Practice Standards has been initiated by SACE.</p> <p><b><u>DBE</u></b> DBE is working with UNESCO within the SADC region to develop regional Professional Teaching Standards. DBE will also work with SACE and DHET to strengthen exit standards for newly qualified teachers that will be linked to an induction programme that is being developed.</p> <p>DBE developed the Professional Development Framework for Digital Learning (including Initial Teacher Education and Education Schools/Faculties among its target audience) in consultation with HEIs and identifies 13 cross-curricular digital learning competencies covering professionalism and foundational knowledge, curriculum focus and leadership in digital learning.</p>	<p>The development of knowledge and practice standards has started. The Inclusive teaching standards as well as the standards for ECD teacher education have been presented at a Joint standards meeting with SACE.</p> <p>The work is ongoing.</p>	DHET and DBE	
6. Optimise, extend and expand the capacity of Teacher Education Institutions	<p><b><u>DHET</u></b> A new direction has been added to this outcome. It will focus on strengthening the capacity of teacher education institutions to offer quality programmes and qualifications. This will be undertaken through the support from the European Union to implement the Teaching and Learning Development Capacity Improvement Programme which consists of five projects:</p>	<p><b>TEACHER EDUCATION FOR EARLY CHILDHOOD CARE AND EDUCATION (TEECEP )</b> <b>Outcome: Strengthening capacity for ECD educator development</b> Before March 2017 there was no HEQSF – aligned qualifications policy in place for ECD educators, and no universities offered such qualifications. The policy on minimum requirements for ECD was gazetted in March 2017.</p>	DHET	

	<p><b>TEACHER EDUCATION FOR EARLY CHILDHOOD CARE AND EDUCATION (TEECEP )</b>  <b>Outcome: Strengthening capacity for ECD educator development</b></p> <p><b>TEACHER EDUCATION FOR INCLUSIVE TEACHING (TEFiT)</b>  <b>Outcome: Strengthen university capacity for inclusive and special needs education , ensuring that all new teacher graduates have a high level ability to implement inclusive education approaches in their practice</b></p> <p><b>PRIMARY TEACHER EDUCATION PROJECT (PrimTed)</b>  <b>Outcome: A university system that has sufficient capacity for the development of sufficient numbers of quality primary school teachers, including African language Foundation Phase teachers.</b></p> <p><b>UNIVERSITY TEACHER EDUCATION RESEARCH PROJECT</b>  <b>Outcome : Enhanced research output on research in post school education and training, including teacher / lecturer education to inform policy and practice</b></p>	<p>Ten universities are being supported to offer ECD qualifications.  24 new academics/students are supported to complete their Masters or PhD studies.</p> <p><b>TEACHER EDUCATION FOR INCLUSIVE TEACHING (TEFiT)</b>  <b>Outcome: Strengthen university capacity for inclusive and special needs education , ensuring that all new teacher graduates have a high level ability to implement inclusive education approaches in their practice</b></p> <p>Three universities with existing centres of specialisation are being supported to develop programmes for Inclusive and special needs education. 7 programmes /short courses are being developed and 19 new lecturers/students are being supported to complete their studies</p> <p><b>PRIMARY TEACHER EDUCATION PROJECT (PrimTed)</b>  <b>Outcome: A university system that has sufficient capacity for the development of sufficient numbers of quality primary school teachers, including African language Foundation Phase teachers.</b></p> <p>A strengthened Mathematics and Languages curriculum for teacher education programmes across 24 universities.</p> <p><b>UNIVERSITY TEACHER EDUCATION RESEARCH PROJECT</b>  <b>Outcome : Enhanced research output on research in post school education and training, including teacher / lecturer education to inform policy and practice</b></p> <p>237 new lecturers (80% black and/or women under 40 years of age) have been taken onto the Department’s New Generation of Academics Programme since 2015 and are supported to complete masters, doctoral or postdoctoral studies.</p>		
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		46 new lecturers and 30 students are supported to undertake Master's or PhD studies through the TLDCIP.		
7. Strengthen the teaching practice/ school experience component of teacher education programmes through the development of Teaching Schools (TSs) and Professional Practice Schools (PPSS)	<p>A number of activities are being initiated to strengthen Teaching Practice. The TLDCIP includes :</p> <ul style="list-style-type: none"> <li>• A project to develop innovative and online resources to strengthen Teaching Practice in primary education</li> <li>• The development of an online course for school based mentors</li> <li>• The development of resources for mathematics and languages for use in teaching practice</li> <li>• The round table for teaching practice has led to a workshop on the development of an implementation brief for teaching practice</li> </ul>	<p>The development of the materials has begun. Progress is being made and it is anticipated that the standards for Inclusive teaching will be finalised by April 2018.</p> <p>Inputs from working groups have been received and will be compiled to develop a draft implementation brief which will be presented for comment in March 2018.</p>	DHET	

### 1.3 What are the key elements of the Master Plan?

The Master Plan document is categorised into three main sections.

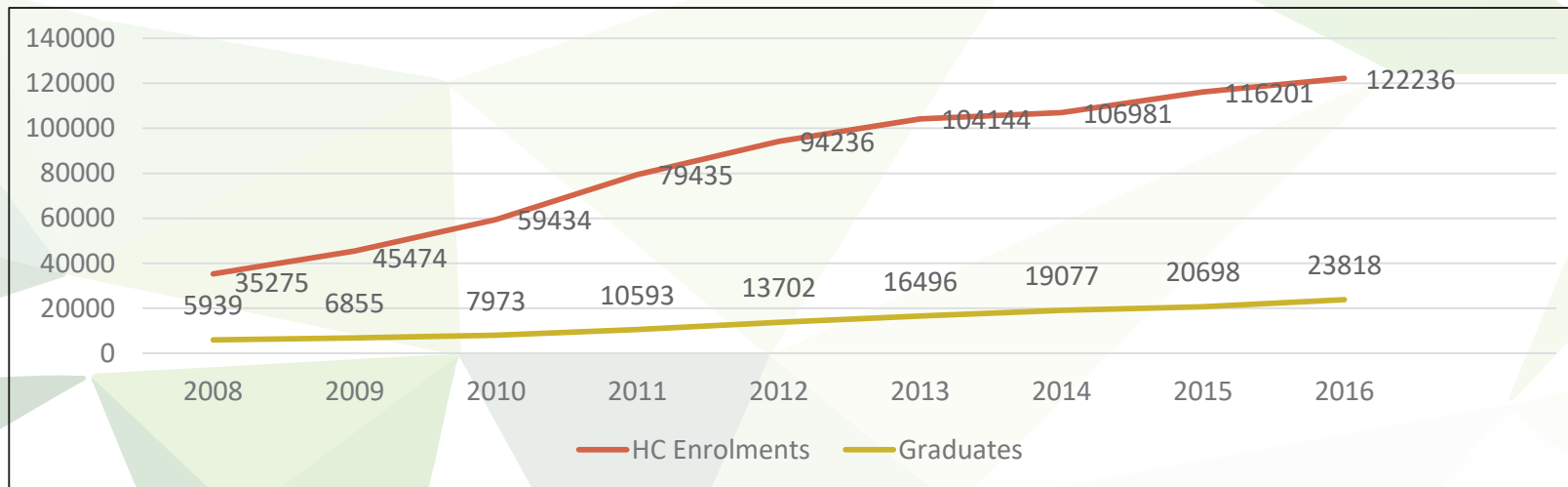
- **SECTION A: Strategic Planning Map with targets to 2022**
- **SECTION B: Business Processes**
- **SECTION C: Guideline Documents**

### 1.4 What does the available research tell us?

Important South African and non-South African research exists and this should continually guide the implementation of the current plan. Some of this research is mentioned in subsequent sections of this document.

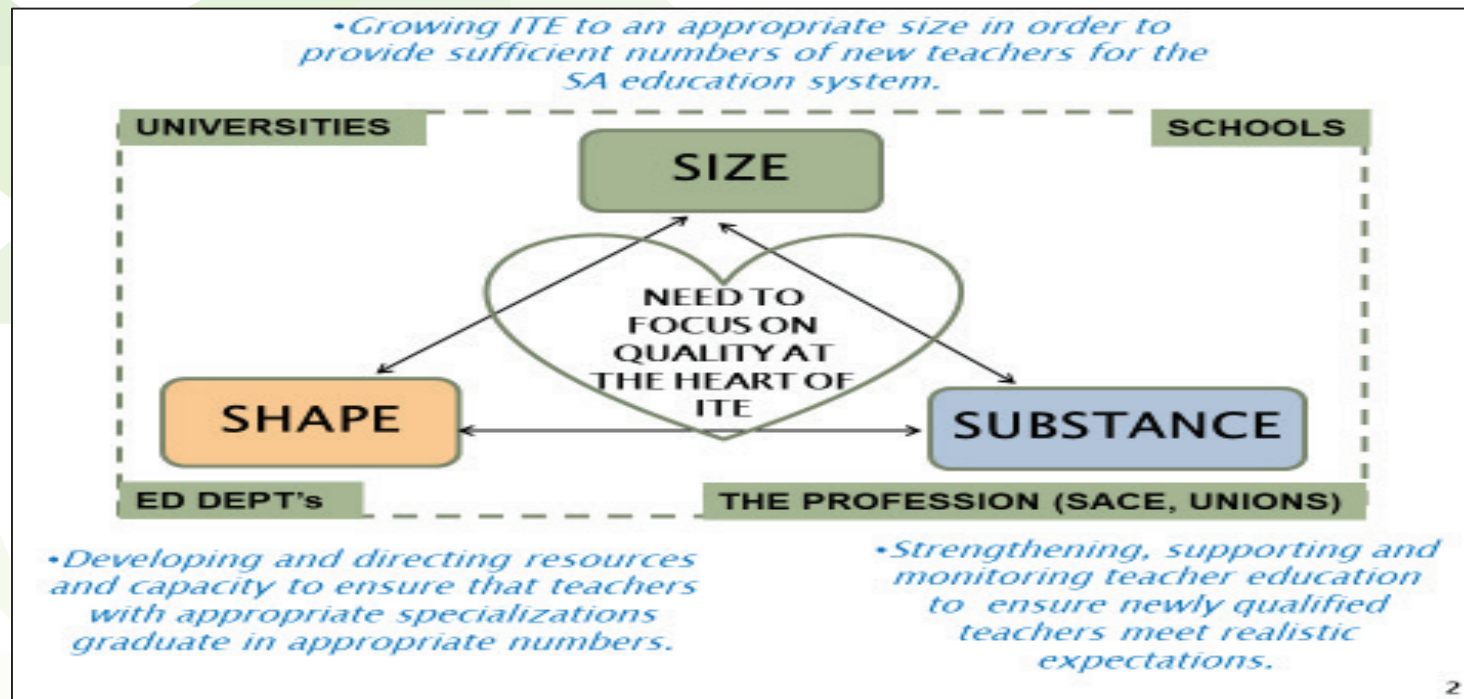
In the last five years, the provision of an adequate number of teachers was a priority. Data collected by the DHET (Trends in Teacher Education) show that these efforts have resulted in a sufficient supply of graduates as illustrated in the figure below.

Efforts have resulted in a sufficient supply of graduates as illustrated in the figure below.



	2008	2009	2010	2011	2012	2013	2014	2015	2016
HC Enrolments	35 275	45 474	59 434	79 435	94 236	104 144	106 981	116 701	122 236
Graduates	5 939	6 855	7 973	10 593	13 702	16 496	19 077	20 738	23 818
Graduates	5 939	6 855	7 973	10 593	13 702	16 496	19 077	20 738	23 818

However, a DHET report entitled *Teacher supply and demand* (2016) shows that the focus must shift from the size of teacher education to encompass the shape (demands in different phases) and the substance (quality of teacher education). This context is illustrated in the figure overleaf.



In addition, Unesco's 2013/14 Global Monitoring Report for education, titled *Teaching and learning: Achieving quality education for all*, reveals some interesting data on the quality of teachers. In summarising research from around the world, it is argued strongly that teaching the basics of reading in the initial school grades should be done better, using methods that have been found to work. In part, the challenge is to strengthen the knowledge of teacher trainers in the use of these methods. The evidence on initial teacher education in South Africa is mixed. Evaluations of existing university-based programmes have pointed to good practices, but also serious shortfalls which need to be addressed jointly by the various stakeholders<sup>1</sup>. At the same time, evidence from the SACMEQ<sup>2</sup> programme suggests strongly that younger teachers, meaning those trained in the new university-based system, are on average far better than their older peers when it comes to subject knowledge. This can be seen in the following graph:

<sup>1</sup> Taylor, N. (2014). An examination of aspects of initial teacher education curricula at five higher education institutions. Johannesburg: JET Education Services. Available from: <<http://jet.org.za/publications/initial-teacher-education-research-project/taylor-iterp-summary-report-on-component-1-feb15web.pdf>> [Accessed May 2015].

<sup>2</sup> Southern and Eastern Africa Consortium for Monitoring Educational Quality.



### Subject knowledge scores of Grade 6 mathematics teachers in SACMEQ



Source: Own analysis of South Africa SACMEQ data.

What the above graph also indicates is that the subject knowledge of older teachers did not improve substantially over the years. This would be in line with research indicating that even in developed countries, shifting teacher competencies through in-service training has proven to be extremely difficult. This underlines the importance of continually monitoring, partly through feedback from teachers themselves, whether teacher development initiatives seem to be having the desired impact. The Department of Basic Education's own Early Grade Reading Study (EGRS), implemented in North West since 2015, is beginning to provide valuable insights which should influence our teacher development strategies. Above all, particular kinds of on-site coaching for teachers appear to impact positively on learning outcomes, whilst also being cost-effective<sup>3</sup>.

Lastly, UNESCO's report emphasises the importance of cohesion between the various policies affecting teachers. In particular, teacher development will be most successful in an environment where the career pathways and incentives (including non-financial incentives) experienced by teachers are clear and conducive to retaining teachers, especially dedicated and talented ones, within the profession.

<sup>3</sup> More details can be found on the DBE's website.

## 2. Mapping the NDP recommendations for Teacher Development and ISPFTED

This section maps the NDP, Action Plan to 2030 and MSTF targets to the ISPFTED

### NDP

### ISPFTED

NDP recommendations	ISPFTED activity/NSLA reporting/ other parts of the TPD system
<b>i) NDP recommendation: Short-term Teacher development based on workbooks</b>	
Help teachers develop better ways of delivering the curriculum using the learner workbooks that are provided, including structuring lessons, covering the material in the curriculum and conducting assessments. This should be the short-term focus and directed at in-service teachers. As teachers gain confidence and develop skills to deliver the curriculum, the focus will move to other aspects of teacher development.	This is addressed as part of <b>Activity 1.6 (identification and addressing of teacher development needs)</b> . In the revised Strategic Planning Map. PED reporting should cover this explicitly.
<b>ii) NDP recommendation: Longer -term Teacher development</b>	
Help teachers improve their knowledge of the subjects they teach. This is of critical importance. Teacher development should build teachers' subject knowledge and provide training in effective teaching methods. Teacher development programmes should be targeted at those areas where teachers' subject knowledge is weakest.	This is addressed as part of <b>Activity 1.5 and 1.6. (identification and addressing of teacher development needs)</b> in the revised Strategic Planning Map
<b>iii) NDP recommendation: System support and self- development.</b>	
The department, schools and professional bodies should be involved in organising and delivering teacher development activities. Teachers must also take the initiative to identify the areas in which they need further development and approach the department for assistance to access training opportunities. Courses that are in line with the requirements of the teacher's job must be fully subsidised by the government and should take place outside term time. On completion of the course or professional development activities, teachers should earn points towards meeting the continuing Professional Teacher Development requirements of the South African Council for Educators.	This is addressed as part of <b>Activity 1.5 and 1.6. (identification and addressing of teacher development needs)</b> . In the revised Strategic Planning Map and in the CPTD management system.
<b>iv) NDP recommendation: Use of technology</b>	
Expose teachers to the use of technology in their own training, and train them to use it in their teaching. Greater use of technology backed by high-speed broadband could open new opportunities not currently available for learners in disadvantaged schools.	This is addressed as part of <b>Activity 1.7 ( development of platform for teacher testing and access to courses)</b> in the revised Strategic Planning Map
<b>v) NDP recommendation: Investigate introducing professional certification.</b>	
Investigate introducing professional certification. Newly qualified teachers would need to demonstrate certain competencies before they are employed in schools, and after that they would be offered preliminary or probationary certification, to be finalised based on demonstrated competence. The professional certification of all teachers would need to be renewed periodically (for example, every five years), serving as an incentive for teachers to undertake continuous professional development.	Processes are in place at SACE to link the registration of teachers to the CPTD Professional Development points cycle
<b>vi) NDP recommendation: Support professional associations</b>	
Support professional associations working more closely with teachers to provide professional development opportunities, disseminate information about best practices and provide updates on cutting-edge research in particular school subject areas. In subject areas where professional associations do not exist, provide incentives to stimulate their establishment.	Mechanisms are in place to work with and support professional associations. The Department has established relationships with the South African Principals' Association (SAPA), Education

	Management Association of South Africa (EMASA) and support their programmes.
<b>vii) NDP recommendations: TEACHER UNIONS</b>	
<p>Teacher unions are crucial to improving the education system. Experience in other countries shows that without a good level of professional expertise among union leaders, it is difficult to get unions to move beyond the issue of salary increments to the core professional concern of improving the quality of education:</p> <ul style="list-style-type: none"> <li>• Investigate ways of working with unions to reach their members.</li> <li>• Sponsor advanced studies for union leaders as part of a constructive partnership.</li> <li>• Assist unions in developing the capacity to implement continuous professional development strategies for their members</li> <li>• Over time, accredit professional development institutes linked to unions so that they can offer continuous professional development that earns points towards meeting the Continuing Professional Teacher Development requirements of the South African Council for Educators</li> </ul>	<ul style="list-style-type: none"> <li>• This is being addressed as part of Activity. 1.6. <b>(Identification and addressing of teacher development needs)</b>. In the revised Strategic Planning Map. The DBE has initiated a Teacher Union Collaboration programme</li> <li>• Union leaders have been included in study tours</li> <li>• The DBE has initiated a Teacher Union Collaboration programme</li> <li>• All Unions have well established teacher development institutes and are offering SACE endorsed courses as part of Teacher Union Collaboration (TUC)</li> </ul>

<b>NDP recommendations</b>	<b>Progress and steps to be taken</b>
<b>i) Strengthening appointment measures of principals</b>	
<p>The NDP calls for the change in the appointment process of principals to ensure that competent individuals are attracted to become school principals. The report by the Ministerial Task Team (MTT) established to investigate the allegations about the buying and selling of posts of educators also recommended changes in the appointment processes of educators. The NDP further calls for candidates, as in other senior management positions to undergo competency assessment to determine their suitability and identify the areas in which they would need development and support.</p>	<p>The department has begun to address the matter through the development of Guidelines on the Procedure for the Recruitment, Selection, Appointment and Promotion of Educators which were approved by HEDCOM. A Competency Assessment Framework for School Principals has been developed to serve at the ELRC for discussion and approval. The Department will advertise a tender to appoint a service provider to develop the test and analyse the results for PEDs to consider when appointing school principals.</p>

## **SECTION A**

This section deals with the process planning map focussing on the four key outputs as outlined in the Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED). Whilst the ISPFTED outlines key outputs with three year targets, the Master plan further breaks down the targets into annual targets. Furthermore, the section highlights on key activities to be undertaken under **output one**, including the related activities.

### **OUTPUT 1: INDIVIDUAL AND SYSTEMIC TEACHER DEVELOPMENT NEEDS ARE IDENTIFIED AND ADDRESSED.**

There are five (5) key activities that are outlined as per the Integrated Strategic Planning Framework for Teacher Education and Development. These are the following:

#### **a) Establish the National Institute for Curriculum and Professional Development (NICPD):**

The key tasks are about ensuring that the Institute is fully set up, and it is adequately resourced in terms of personnel, office space and the necessary equipment to make it fully functional. The plan acknowledges the work that has been done currently to set up the Institute. The plan envisages that by 2022, the institute will have been fully established and fully functional.

#### **b) Develop and deliver teacher diagnostic self-assessments to assess curriculum Competence.**

The plan acknowledges the work that has been done in terms of outsourcing teacher testing in English First Additional Language (EFAL) as well as Mathematics in all phases. The plan envisages that by 2022, testing will take place in all high enrolment subjects. Furthermore, the DBE will develop a system for the in-house testing of teachers. Key activities in this regard include the development of assessment items in high enrolment subjects by teams of subject specialists. This process will be followed by the development of an online system, including the development of mobile applications that will enable teachers to take tests at their own convenience. The system should also enable teachers to use an offline system that is paper-based. The use of pre and post testing in this regard will be institutionalised as part of the diagnosis. The last activity will be the linking of assessments to endorsed programs so that after the teacher shall have undertaken a test, such a teacher will be directed to an endorsed programme that will address the identified knowledge gap.

#### **c) Develop high-quality, content-rich, pedagogically sound CPD courses for teachers.**

The system of ensuring that programmes for teacher development are of high quality is already in place, and is implemented in collaboration with the South African Council for Educators (SACE). Through this system, providers of programs for teacher training apply to SACE for approval as providers as

well as the endorsement of their programmes. The endorsement of programmes is based on needs identified through, amongst others, the IQMS as well as the analysis of National and regional test results. Once the system of teacher diagnostic assessments is fully functional, needs emanating from such a system will further inform the endorsement process. The strengthening of this system will be an on-going activity. The NICPD should, in collaboration with SACE and other stakeholders, continuously conduct research to inform the needs process as well as the impact of programmes that have been delivered. This system also enables teachers to be credited with professional development points upon completion of their training programmes.

#### **d) Develop and deploy a TED ICT support system**

The deployment of ICT to support the delivery of teacher development programmes is also a key focus of the plan. This is also done within the context of the roll out of Operation Phakisa. Delivery of digital learning will not only depend on the roll out of connectivity as well as digital devices to schools and teachers, but also focuses on the training of teachers to teach effectively using digital tools and resources to enhance learning (implement digital learning). The plan acknowledges the development of the Professional Development Framework for Digital Learning (PDFDL) as a key lever that will improve teacher capacity to implement digital learning. The roll out of ICT infrastructure in Teacher Development Centres, as well as the training of Centre Managers and Provincial ICT specialists in work- integrated learning are some of the initiatives that are taking the ICT roll out forward. It is envisaged that by 2022, the capacity of teachers to implement digital learning will have been significantly improved. The roll out of teacher diagnostic assessments also supports this activity.

The PDFDL will be supported by a platform for micro-learning that will host teacher development resources for digital learning that can be accessed on all digital devices including mobile phones. Individual teachers will define their own TPD requirements or participate in school-initiated activities on the platform at any place or time as defined by their immediate needs and interests. Teachers will claim CPTD points for self- and school-initiated activities.

#### **e) Address immediate to medium term systemic teacher development needs**

There has been a number of research reports as well as outcomes of regional and international assessments that point to fundamental systemic weaknesses. The diagnostic reports for the previous Annual National Assessments (ANA) as well as the reports from the National Education and Evaluation Development Unit (NEEDU) have consistently confirmed these weaknesses. The NICPD will be required to constantly evaluate these reports and come up with interventions that are aimed at addressing these challenges. NICPD will have to collaborate with other structures and government departments to address these. Some of the challenges are not about the content of the programmes, but about the enablers such as the time for teacher training as well as the funding for programmes. The NICPD will be required to provide evidence based advice on how these challenges can be overcome.

The Master Plan also addresses some of the activities that are not addressed in the Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED). These are however in support of the key activities in the framework.

These are the following:

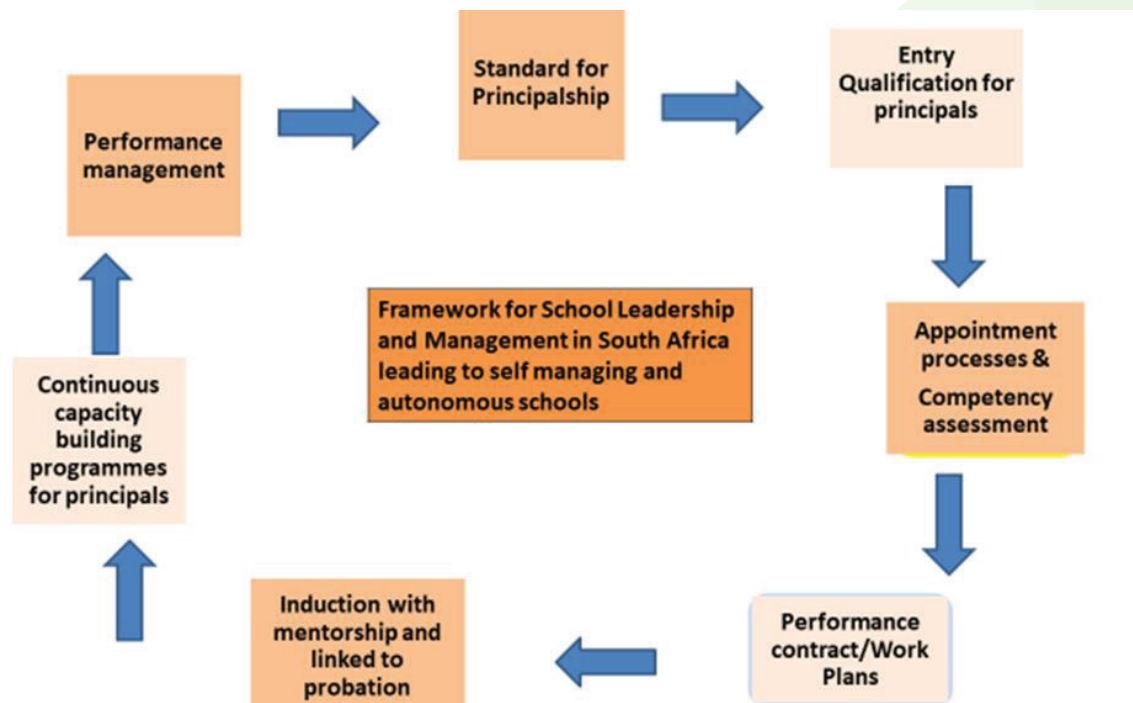
**I. Manage the Library Information Services (LIS) provisioning to schools and promotion of reading**

Poor literacy levels across the system have been identified in various research reports as being at the core of our systemic challenges. The inability of our learners to read fluently, at the appropriate grade level and with comprehension is at the core of this problem. The NICPD is already working with structures such as the National Education Collaboration Trust (NECT) as well as the ETDP SETA to train teachers on how to teach reading. Other than strengthening the capacity of our teachers to teach reading, the NICPD is also managing a read to lead campaign which aims to address the poor culture of reading in society in general. Integral to this strategy is the effective use of libraries to promote reading. Learners and parents are being encouraged to use libraries more effectively. The strategy also aims to mobilise the private sector to donate books to libraries. Other schools being supplied with Library infrastructure and books, library personnel is being trained and deployed to schools to support the teaching of reading and to promote the reading campaign, also to assist with the proper management of libraries.

**II. Measures to strengthen leadership and management in schools**

The report on schools that work, as well as the reports produced by the various research organizations, have pointed to a causal link between poor learner outcomes and the poor quality of leadership and management in our schools. This means that poor management has a direct impact on the quality of learner outcomes in our schools. The strategy to improve learning outcomes has to incorporate measures to improve the quality of leadership and management in our schools. The recently published report on “Jobs for cash” points to serious policy gaps and corruption in the appointment of principals. The Master plan outlines activities that need to be undertaken to ensure that measures for appointing principals are improved. These include forging links with teacher unions and professional organizations such as the South African Principals Association (SAPA) and the Education Management Association of South Africa (EMASA).

The cycle below represents the steps that should be followed to improve leadership and management over time.



### III. Measures to improve school governance

The issues of schools governance are as important as those for school management. Improving the governance of schools requires that people appointed in school governing bodies must be passionate, committed and competent. The plan outlines measures that have been undertaken to strengthen the election processes, to ensure that there are proper mechanisms for hand-over and induction of new members. The plan also deals with strengthening monitoring and oversight through the SGB functionality tool, and to ensure that development programmes for members of the SGBs are informed by the issues coming out of the tool. The strengthening of collaboration with associations of School Governing Bodies is part of the strategy to improve school governance.

#### **IV. Develop guidelines on how to utilise the Skills Development budgets for PEDs**

One of the key enablers to achieve the objectives and outputs as outlined in the framework is the availability of funding to fund teacher training. There is already legislation through the Skills Development Act and the Skills Development Levies Act to ensure that funds are made available by employers to fund training programmes. Despite this enabler, challenges have been experienced by Provincial Education Departments to adequately plan and utilise the available funding to fund priority teacher development programme. This challenge poses a risk to the successful implementation of the framework. The Master Plan outlines the measures that will be put in place to ensure that proper planning is done to fund priority teacher development programmes.

#### **OUTPUT 2: INCREASED NUMBERS OF HIGH-ACHIEVING SCHOOL-LEAVERS ARE ATTRACTED INTO TEACHING**

##### **a) Implement a strengthened teacher recruitment campaign.**

A recent report, titled: *“Relationships between teacher supply and demand and the size, shape and substance of teacher education in South Africa”* produced by the Department of Higher Education and Training (June, 2015) indicates that the University System is able to provide adequate numbers of new teachers to teach in South African Schools. The findings by the report of the Department of Higher Education and Training are corroborated by two other reports addressing teacher supply namely reports from the Centre for Development and Enterprise (*Teachers in South Africa: Supply and Demand 2013-2015*: March 2015) and the University of Stellenbosch (*Teacher Supply in South Africa: A Focus on Initial Teacher Education Graduate Production*: July, 2015). The three reports also agree that more work is required to ensure that the University System produces sufficient numbers of quality teachers in specific Phase and subject specialisation areas that are aligned to the needs of the Basic Education Sector. The Basic Education Sector will implement various creative recruitment strategies to attract high achieving, motivated young people to choose teaching as a career in order to address teacher supply in specific priority areas and Phases such as mathematics, physical science, technology and in the Foundation Phase.

##### **b) Implement enhanced bursary funding schemes for initial teacher education students.**

The Funza Lushaka bursary programme was established in 2007 with the broad departmental goal of meeting the supply and demand needs for high quality teachers. The Funza Lushaka bursary programme of the Department of Basic Education (DBE) has made a considerable contribution by improving the attractiveness of teaching as a profession of choice for many South African youth. The merit-based criteria for awarding the bursary have contributed to a higher calibre of students entering Initial Teacher Education programmes. The DBE, in partnership with the Department of Planning, Monitoring and Evaluation (DPME), commissioned an evaluation of the Funza Lushaka Bursary Programme in 2014. The overall recommendation was that the DBE should retain the Programme as it is an effective policy instrument to address supply requirements of qualified teachers in areas of scarce skills and



should be sustained by Government, along with the improvements recommended in the report. The DBE will work in the Basic Education Sector to ensure better planning and targeted implementation of national and provincial bursary schemes.

### **OUTPUT 3: TEACHER SUPPORT IS ENHANCED AT THE LOCAL LEVEL**

#### **a) Establish Provincial Teacher Development Institutes (PTDIs).**

The provinces are working with the Department of Basic Education to establish PTDIs. Thus far 5 provinces have established 7 PTDIs. These provinces are Eastern Cape with 4, Gauteng with 1, KwaZulu-Natal with 1, Limpopo with 1 and Western Cape with 1. Provinces such Mpumalanga, Free State, North West and Northern Cape have not yet established PTDIs.

#### **b) Establish District Teacher Development Centres (DTDCs).**

The Department has been working with Provinces, Districts and partners to establish DTDCs as hubs for Teacher Professional Development at local level. Thus far, 147 DTDCs have been established across all provinces. Districts that do not have centres are being encouraged to establish them. Out of these hubs, 125 have been recapitalised in the area of ICTs by VODACOM and UNISA. All these 125 DTDCs have connectivity. 45 of the 125 DTDCs have Video conferencing facilities. 10 of the 147 DTDCs are fully registered Microsoft Imagine Academies. 35 DTDCs have created 35 jobs for internship of young IT graduates. A number of teachers are currently accessing these centres and are being trained on content of all subjects. All digitized workbooks, lesson plans, assessments tasks and memoranda are uploaded in the ICT rooms. Teacher assessment tools are also uploaded to allow teachers to administer their own self-diagnostic assessments in order to determine their content needs and areas of development. Out of school youth are also trained on the CISCO and Microsoft Certification programmes.

#### **c) Establish Professional Learning Communities (PLCs) to strengthen teacher Professionalism**

The DBE-VVOB partnership has developed a Guideline document on PLCs and delivered advocacy and capacity building workshops with Subject Advisors and lead teachers with a view to support the process on the establishment of PLC at the local (school) level. To date 815 officials from PED H/O, District and Circuit offices participated in the programme. The focus for 2017/18 will be on M & E and the use of PLCs to support inclusivity. LTSM: Policy Development and Innovation have developed a complementary document giving guidelines for the establishment of online PLCs. This aligns to *Digital Learning Competency 4: Participate in local and global professional learning communities.*

## **OUTPUT 4: AN EXPANDED AND ACCESSIBLE FORMAL TEACHER EDUCATION SYSTEM IS ESTABLISHED**

### **a) Develop teacher knowledge and practice standards**

The development of teacher knowledge and practice standards will take place using a phased approach, starting with identified priorities ( numeracy (FP), maths(IP , SP and FET) and languages . Over time these will be expanded to include other subjects. While the process will be facilitated by the DHET, the actual development will be done by the field of teacher education and subject experts. 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 content rich, pedagogically sound short courses for teachers described in Activity 1.2 ( Output 1).

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

As a first step, the DHET will work collaboratively with universities to ensure that resources available for teacher education are optimally utilised. As a second step, existing institutional capacity will be extended by identifying and resourcing new TED delivery sites . As a third step if despite the above measures, the number of teachers is still found to be inadequate, new institutions will be established where required and appropriate in conjunction with the proposed new universities in Mpumalanga and the Northern Cape.

### **c) Establish Provincial Teacher Education Committees (PTECs) to inform enrolment planning at public TEIs**

PTEDCs are committees comprising high level national education department representatives, provincial education department representatives and representatives of universities that operate in the provinces. These committees must advise on:

- Setting of evidence based provincial targets for the product of new teachers and the development of existing teachers through qualification programmes
- Medium term provincial plans to reach these targets
  - Need to align with enrolment planning cycles in teacher education institutions
  - Need for provincial plans to address both provincial and national TED imperatives
- Consideration of the province's plans in enrolment planning, infrastructure planning and funding processes of universities operating in the provinces
- The allocation of financial resources within provincial budgets to achieve these targets

### **d) 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 .

PSs are sites at which student teachers are placed for the actual practical components of their programmes and where they will spend extended periods of time. The DHET will develop national norms and standards for TSs and PSs and work with TEIs and PEDs to identify, resource and support them.

**This document strengthens the ISPFTED as follows:**

1. Mapping of NDP recommendations for teacher development with the ISPFTED
2. Re-organisation of the outputs for smoother co-ordination .i.e. NICPD, PTDI and DTDCs as a continuous flow of actions, and the development of courses and identification and addressing of teacher professional needs as strongly linked.
3. Setting of Annual targets from 2018 to 2022.
4. Presentation of Business processes at DBE, PED, District and school levels to provide clearer roles and responsibilities and accountability processes.
5. Presentation of detailed guidelines for some of the activities in the ISPFTED.

*The ISPFTED document can be accessed on the DBE website on [www.education.gov.za](http://www.education.gov.za) (Thutong)*

## SECTION A

### STRATEGIC PLANNING MAP WITH ANNUAL TARGETS TO 2022

#### OUTPUT 1: INDIVIDUAL AND SYSTEMATIC TEACHER DEVELOPMENT NEEDS ARE IDENTIFIED AND ADDRESSED.

	Activity description	Lead agency	Delivery Partners	Key Tasks	ANNUAL TARGETS				
					2017/18	2018/19	2019/2020	2020/21	2021/22
1.1	Establish the National Institute for Curriculum and Professional Development (NICPD).	DBE	-	1. Set up the NICPD in the DBE.	NICPD established minimally within the DBE	Concept document developed on the further expansion of the NICPD	Approval of the expansion concept note and development of an expansion plan	Implementation of expansion plan within approved funding	Implementation of expansion plan within approved funding
				2. Appoint staff in the NICPD.	Directorate and Chief Director Post filled	Full staff complement to be appointed	Appointment of full staff complement.	Appointment of staff as per the expansion plan	Appointment of staff as per the expansion plan
				3. 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.	Minimal Resources allocated to the NICPD	NICPD to be fully funded to carry out its mandate	NICPD to be fully funded to carry out its mandate	NICPD to be fully funded to carry out its mandate	NICPD to be fully funded to carry out its mandate
	Activity description	Lead agency	Delivery Partners	Key Tasks	ANNUAL TARGETS				
					2017/18	2018/19	2019/20	2020/21	2021/22
1.2	Develop and deliver teacher diagnostic self-assessments to assess curriculum Competence.	DBE (NICPD-CR; E-LEARNING)	DBE PEDs; Subject-based Experts; Districts; Schools	1. Work with subject committees and identified subject specialists to develop assessment items in identified subjects.	Assessment items developed in two subjects.	Assessment items developed in four subjects	Assessment items developed in six subjects	Assessment items developed in eight subjects	Assessment items developed in ten subjects

				2. Develop an online platform for teacher knowledge testing. There may be a single platform for various subjects, or there may be multiple platforms developed.	Platform to be developed and piloted	Platform put through a trial run	Platform operational  Platforms developed in other subjects, or existing platform expanded	Platform functional  New or expanded platform/s piloted	Platform functional  New or expanded platform/s operational
				3. Make diagnostic self-assessments available to teachers, in online and/or paper-based form. Institutionalise Pre and Post Testing.	Teachers undertaking online testing, including Pre and Post Testing	Teachers undertaking online testing, including Pre and Post Testing	Teachers undertaking online testing, including Pre and Post Testing	Teachers undertaking online testing, including Pre and Post Testing	Teachers undertaking online testing, including Pre and Post Testing
1.3	Develop high-quality, content-rich, pedagogically sound CPD courses for Teachers.	DBE: LTSM, TDI, CPTD /DHET	DHET- QCTO; PEDs; Subject-based Experts; SACE approved Providers; SETA QCTO; Unions	1. Coordinate the development of high quality programmes in response to the identified needs	Courses aligned to the needs identified through, amongst others, diagnostic assessments	Courses aligned to the needs identified through, amongst others, diagnostic assessments	Courses aligned to the needs identified through, amongst others, diagnostic assessment	Courses aligned to the needs identified through, amongst others, diagnostic assessment	Courses aligned to the needs identified through, amongst others, diagnostic assessments
				2. Ensure that courses are endorsed by SACE, and where appropriate are QCTO-accredited or HEQC-accredited.	Providers for all CPD courses for teachers are SACE endorsed.	Providers for all CPD courses for teachers are SACE endorsed.	Providers for all CPD courses for teachers are SACE endorsed	Providers for all CPD courses for teachers are SACE endorsed	Providers for all CPD courses for teachers are SACE endorsed

1.4	Develop and deploy a TED ICT support system	DBE: NICPD and CI; SACE; PEDs; Mindset; NECT	PEDs; DBE Partners; Service providers	1. Creation of platforms and apps; strengthening teacher capacity and digital learning;	Digital learning resources are integrated with teacher development activities supporting the national curriculum statements	Digital learning resources are integrated with teacher development activities supporting the national curriculum statements	1. Initiate the development of a mobile micro-learning platform;	1. Mobile micro-learning platform commissioned; 2. Evaluate mobile micro-learning platform; 3. Integrate with broader TD platform	1. Evaluate mobile micro-learning platform
				2. developing an online searchable database of courses and micro learning resources; deployment of broadcast programmes; designing and deploying a mobile micro-learning platform	Develop online digital learning self-reflection tool integrated with database of aligned digital learning courses.	1. Implement online digital learning self-reflection tool integrated with database of aligned digital learning courses; 2. Liaise with SACE and approved providers for integration of database for SACE-endorsed activities	1. Develop micro-learning TPD resources to support digital learning as pilot for broader application to TPD; 2. Integration with SACE database of endorsed activities.	1. Develop micro-learning TPD resources for digital learning to support curriculum-focused digital learning competencies; 2. Digital learning resources are integrated with teacher development activities supporting the national curriculum statements	1. Develop micro-learning TPD resources to support curriculum-focused digital learning competencies; 2. Digital learning resources are integrated with teacher development activities supporting the national curriculum statements
				3. Operation Phakisa: teacher professional development in	Development and advocacy of the Professional Development	Work with partners in the implementation of the Framework	1. Work with partners in the implementation	1. Work with partners in the implementation of the Framework;	1. Work with partners in the implementation of digital learning;

				digital skills and competencies	Framework for Digital Learning; as well as train teachers in ICT integration		<ul style="list-style-type: none"> <li>on of the Framework;</li> <li>2. Develop digital learning support resources for specific target audiences (teachers, principals, district teacher support, provincial managers, HEI, ITE students)</li> <li>3. Establish educational software development team to develop micro-learning TPD resources supporting digital learning pedagogies and curriculum-focused learning competencies</li> </ul>	2. Develop micro-learning TPD resources supporting digital learning pedagogies and curriculum-focused learning competencies	2. Develop micro-learning TPD resources supporting digital learning pedagogies and curriculum-focused learning competencies
1.5	Address immediate to medium term systemic teacher	DBE – Exams; FET;	DHET – HEQC PEDs; Districts; Schools; SACE	1. Analyse results of diagnostic self-assessments,	Teachers trained in	Teachers trained in	Teachers trained in identified programmes	Teachers trained in identified programmes	Teachers trained in identified programmes

development needs	GET; CPTD; IQMS; LTSM	approve providers; Unions, QCTO; WSP	national assessments and others reports to identify specific focus areas as national priorities to be targeted for development, and develop relevant diagnostic reports	identified programmes	identified programmes			
			2. Identify relevant existing short courses/formal qualification programmes that could be utilised	Make available catalogue of courses on DBE/DHET/SACE/SETA/ PED/ Vodacom/Mindset websites	Make available catalogue of courses on DBE/DHET/SACE/SETA/ PED/ Vodacom/Mindset websites	Make available catalogue of courses on DBE/DHET/SACE/SETA/ PED/ Vodacom/Mindset websites	Make available catalogue of courses on DBE/DHET/SACE/SETA/ PED/ Vodacom/Mindset websites	Make available catalogue of courses on DBE/DHET/SACE/SETA/ PED/ Vodacom/Mindset websites
			3. The NICPD to oversee the development of a Professional Development Framework in Digital Learning to support the delivery teacher development programmes for digital learning.	The Digital Learning Framework is finalised and mediated	The framework is implemented	1. The framework is implemented 2. Initiate the development of a mobile micro-learning platform to alleviate bottle-neck of face-to-face courses	1. The framework is implemented 2. Mobile micro-learning platform compliments and supports delivery of conventional teacher development programmes	The framework and teacher development platform is implemented
			4. Monitor and report on the implementation of training programmes and their impact	Work with SACE to ensure reporting of PD points as	Monitor and report on the implementation of the instrument.	Monitor and report on the implementation of the instrument	Monitor and report on the implementation of the instrument	Monitor and report on the implementation of the instrument



				per the CPTD Cycle Finalise the approval of instruments to measure impact	Instruments for impact assessment piloted	Instruments for impact assessment implemented	Instruments for impact assessment implemented	Instruments for impact assessment implemented
				5. Ensure that sufficient time is allocated for teachers to participate in Professional Development	Develop and mediate the relevant guidelines	Monitor and report on the implementation of the guidelines	Monitor and report on the implementation of the guidelines	Monitor and report on the implementation of the guidelines
				6. Ensure that teachers spend adequate time on teacher professional development	Teachers participate in 62 hours of TPD	Teachers participate in 66 hours of TPD	Teachers participate in 66 hours of TPD	Teachers participate in 70 hours of TPD

**ADDITIONAL ACTIVITIES FOR OUTPUT 1:**

	Activity description	Lead agency	Delivery Partners	Key Tasks	ANNUAL TARGETS				
					2017/18	2018/19	2019/20	2020/21	2021/22
1.6	Manage the Library Information Services (LIS) provisioning to schools and promotion of reading	DBE - LTSM	PED; other partners	1. Establish policy/guidelines for School Library Provisioning and Development					Policy developed from existing guidelines
				2. Identify partners to ensure successful delivery of LIS programmes	All organisational levels identify partners	All organisational levels identify partners	All organisational levels identify partners	All organisational levels identify partners	All organisational levels identify partners
				3. Plan the roll-out of school library assistants	100 library assistants employed by provinces 100 library assistant learnerships nationally through ETDP SETA 1000 library assistants through EPWP	100 library assistants employed by provinces 100 library assistant learnerships nationally through ETDP SETA 1000 library assistants through EPWP	100 library assistants employed by provinces 100 library assistant learnerships nationally through ETDP SETA 1000 library assistants through EPWP	100 library assistants employed by provinces 100 library assistant learnerships nationally through ETDP SETA 1000 library assistants through EPWP	100 library assistants employed by provinces 100 library assistant learnerships nationally through ETDP SETA 1000 library assistants through EPWP
				4. Plan Read to Lead campaigns	12 national events 3 provincial events in each province Communications and advertisements by DBE	12 national events 3 provincial events in each province Communications and advertisements by DBE	12 national events 3 provincial events in each province Communications and advertisements by DBE	Guidance will be provided on this Year's activities as Read to Lead was envisaged to run until 2019/20	Guidance will be provided on this Year's activities as Read to Lead was envisaged to run until 2019/20
				5. Training of librarians	DBE develops training resources PEDs develop provincial training teams	PED training teams provide professional development for 35% of	PED training teams provide professional development for 35% of	PED training teams provide professional development for 35% of	PED training teams provide professional development for 30% of teachers

						teachers in province responsible for libraries	teachers and all other personnel in province responsible for libraries	teachers and all other personnel in province responsible for libraries	and all other personnel in province responsible for libraries
				6. PEDs to provide funding for the LIS and Reading programmes	PEDs budget for LIS and Reading programmes	PEDs budget for LIS and Reading programmes	PEDs budget for LIS and Reading programmes	PEDs budget for LIS and Reading programmes	PEDs budget for LIS and Reading programmes
	Activity description	Lead agency	Delivery Partners	Key Tasks	ANNUAL TARGETS				
					2017/18	2018/19	2019/20	2020/21	2021/22
1.7	Measures to strengthen leadership and management in schools	DBE EMGD	DBE/PEDs/ associations in management and governance	1. Amendment of appointment measures for principals	Consult on the measures at the ELRC	Implement measures	Implement framework	Evaluate impact	Review the measures
				2. Administration of competency tests during appoint of principals	Consultation at the ELRC	Develop test through a service provider	implement competency tests	Implement competency tests	Evaluate impact
				3. The development of a qualification for principals	Finalise the content framework	Review training materials	Implement the programme	Evaluate impact	Review the strategy
				4. The implementation of the framework on the induction of newly appointed principals	Implement framework	Implement and monitor the framework	Implement and monitor the framework	Evaluate impact	Review the framework
				5. The training, monitoring and support of Circuit Managers and principals on financial management	Implement the framework impact	Evaluate impact	Review training materials	Conduct new training	Conduct new training

				6. The development of the national framework for the training of HODs	Implement training	Implement training	Review the strategy	implement new strategy	Implement strategy
				7. The implementation of intervention strategies emanating from findings on the survey on the availability of management documents in schools	Implement the strategy	Review survey tool	Implement recommendations on new findings	Implement recommendations on new findings	Implement recommendations on new findings
				8. Strengthening collaboration with associations in the field of management to provide EMGD programmes through secondment, conferences and quarterly meetings	Implement recommendations	Providing support to associations in the field of management to provide EMGD programmes through secondment, conferences and quarterly meetings	Providing support to associations in the field of management to provide EMGD programmes through secondment, conferences and quarterly meetings	Providing support to associations in the field of management to provide EMGD programmes through secondment, conferences and quarterly meetings	Evaluate the relationship with association and make new recommendations

1.8	Measures to improve school governance	DBE EMGD	DBE/PEDs/ SGB associations	1. Implementation of guidelines on how parents can support learners in schools	Implementation of guidelines on how parents can support learners in schools	Implementation of guidelines on how parents can support learners in schools	Conduct impact study	Review content materials	Implement new training materials
				2. The implementation of intervention strategies emanating from findings on the survey on the functionality of SGBs in schools	Conduct survey and implement recommendations	Conduct survey and implement recommendations	Review survey tool and conduct new survey	Conduct survey and implement recommendations	Conduct survey and implement recommendations
				3. The training, monitoring and support of SGBs on financial management	Conduct impact study on the training	Review and rewrite training material	The training, monitoring and support of SGBs on financial management	The training, monitoring and support of SGBs on financial management	Review and rewrite training material
				4. Strengthening collaboration with SGB associations to deliver governance programmes in schools	Strengthening collaboration with SGB associations to deliver governance programmes in schools	Strengthening collaboration with SGB associations to deliver governance programmes in schools	Strengthening collaboration with SGB associations to deliver governance programmes in schools	Strengthening collaboration with SGB associations to deliver governance programmes in schools	Review the collaboration

1.9	Utilization of the Skills Development budgets by PEDs	DBE-	PEDs	1. Improve measures for planning of funding priorities	Develop planning guidelines	Monitor and report on the planning annually.	Monitor and report on the planning annually.	Monitor and report on the planning annually.	Monitor and report on the planning annually
				2. Improve measures for utilization of funding	Develop monitoring and support processes for utilisation.	Monitor and report on utilisation twice a year.	Monitor and report on utilisation twice a year.	Monitor and report on utilisation twice a year.	Monitor and report on utilisation twice a year.
				3. Address issues of time for delivery of programmes at school level	Develop support mechanisms to ensure timely delivery	Monitor and report on timeliness of delivery of programmes on a quarterly basis.	Monitor and report on timeliness of delivery of programmes on a quarterly basis.	Monitor and report on timeliness of delivery of programmes on a quarterly basis.	Monitor and report on timeliness of delivery of programmes on a quarterly basis.
1.10	Implement strategy to improve poor performing school	DBE - ITE	PEDs; other partners	4. Develop guidelines on the strategy to improve poor performing schools	Strategy approved by HEDCOM and CEM	Strategy reviewed	Reviewed strategy approved by HEDCOM and CEM	Reviewed strategy implemented	Reviewed strategy implemented
				5. Mediate guidelines to provincial officials	Guidelines mediated	Guidelines mediated	Guidelines mediated	Guidelines mediated	Guidelines mediated
				6. Train unions in TUC and PEDs to prepare for the roll-out programme	Unions in TUC and PEDS trained	Unions in TUC and PEDS trained	Unions in TUC and PEDS trained	Unions in TUC and PEDS trained	Unions in TUC and PEDS trained

## OUTPUT 2: INCREASED NUMBERS OF HIGH-ACHIEVING SCHOOL-LEAVERS ARE ATTRACTED INTO TEACHING

	Activity description	Lead agency	Delivery Partners	Key Tasks	ANNUAL TARGETS				
					2017/18	2018/19	2019/2020	2020/21	2021/22
2.1	Implement a strengthened teacher recruitment campaign.	DBE- ITE	PEDs; Teacher unions;	1. The DBE to develop, fund and oversee the implementation of a recruitment strategy.	2000 Students recruited through the District and Community Based Teacher Recruitment Campaign	2000 Students recruited through the District and Community Based Teacher Recruitment Campaign	2000 Students recruited through the District and Community Based Teacher Recruitment Campaign	2000 Students recruited through the District and Community Based Teacher Recruitment Campaign	2000 Students recruited through the District and Community Based Teacher Recruitment Campaign
				2. PEDs to assist with the Implementation of recruitment activities at the provincial and district levels.	2000 Students recruited through the District and Community Based Teacher Recruitment Campaign	2000 Students recruited through the District and Community Based Teacher Recruitment Campaign	2000 Students recruited through the District and Community Based Teacher Recruitment Campaign	2000 Students recruited through the District and Community Based Teacher Recruitment Campaign	2000 Students recruited through the District and Community Based Teacher Recruitment Campaign
				3. Universities to assist with the implementation of recruitment activities at the institutional level.	2000 Students recruited through the District and Community Based Teacher Recruitment Campaign	2000 Students recruited through the District and Community Based Teacher Recruitment Campaign	2000 Students recruited through the District and Community Based Teacher Recruitment Campaign	2000 Students recruited through the District and Community Based Teacher Recruitment Campaign	2000 Students recruited through the District and Community Based Teacher Recruitment Campaign
2.2	Implement enhanced bursary funding schemes for initial teacher education students.	DBE- ITE; HRD	DBE; PEDs; ETPD SETA.	1. 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.	14,000 Bursaries awarded	13,500 Bursaries awarded	13,500 Bursaries awarded	13,500 Bursaries awarded	13,000 Bursaries awarded
				2. 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	Priority areas reviewed based on PED information submitted	Priority areas reviewed based on PED information submitted	Priority areas reviewed based on PED information submitted	Priority areas reviewed based on PED information submitted	Priority areas reviewed based on PED information submitted

				geographical areas where there is a need for teachers.					
				3. Ensure that national bursary allocations, provincial bursary allocations and allocations of bursaries to initial teacher education students by the ETPDSETA are aligned, to avoid duplication and unnecessary competition, and to allow for more efficient funding of initial teacher education students.	14,000 Bursaries awarded	13,500 Bursaries awarded	13,500 Bursaries awarded	13,500 Bursaries awarded	13,000 Bursaries awarded

**ADDITIONAL ACTIVITIES FOR OUTPUT 2:**

	Activity description	Lead agency	Delivery Partners	Key Tasks	ANNUAL TARGETS				
					2017/18	2018/19	2019/20	2020/21	2021/22
1.	Implement an induction programme for newly appointed school managers and newly appointed teachers	DBE - ITE	PEDs; other partners	1. Develop a Concept Document for the Induction of new teachers and newly appointed school managers		Concept Document			Policy developed from existing guidelines
				2. Identify key stakeholders and partner organisations to support the implementation of the induction programme	Key stakeholders and partner organisations identified	Consultation process with key stakeholders and partner organisations	Consultation process with key stakeholders and partner organisations	Consultation process with key stakeholders and partner organisations	Full implementation of the Induction Programme
				3. Setting up and resourcing a national mentorship programme	Partner organisations identified	Partner organisations participate in consultation process	Partner organisations support the establishment of a national mentorship programme	Partner organisations support the establishment of a national mentorship programme	Partner organisations support the full Implementation and review the mentorship programme



				4. The implementation of the induction of newly appointed school managers and newly appointed teachers			Field Testing in identified provinces	Field Testing in identified provinces	Review the implementation of the Induction of newly appointed school managers and newly appointed teachers
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### OUTPUT 3: TEACHER SUPPORT IS ENHANCED AT THE LOCAL LEVEL

	Activity description	Lead agency	Delivery Partners	Key Tasks	Annual Targets				
					2017/18	2018/19	2019/2020	2020/21	2021/22
3.1	Establish Provincial Teacher Development Institutes (PTDIs).	PEDs	DBE- NICPD-CR	<ol style="list-style-type: none"> <li>The DBE to oversee the development of national norms and standards for PTDIs.</li> <li>Each PEDs to establish PTDIs in line with national norms and standards.</li> <li>Ensure that the PTDI functions optimally to support the delivery of teacher development programmes</li> </ol>	Guidelines adopted by CEM each Province to have a well-established Institute	Monitoring the implementation of the guidelines on a quarterly basis	Monitoring the implementation of the guidelines on a quarterly basis	Monitoring the implementation of the guidelines on a quarterly basis	Monitoring the implementation of the guidelines on a quarterly basis
3.2	Establish District Teacher Development Centres (DTDCs).	PEDs	DBE- NICPD-CR	<ol style="list-style-type: none"> <li>The DBE to oversee the development of national guidelines for DTDCs.</li> <li>Each district within PEDs to establish DTDCs in line with national guidelines</li> <li>Ensure that the DTDCs functions optimally to support the delivery of teacher development programmes in Provinces</li> </ol>	Guidelines adopted by CEM 60% of districts in each province to have a functional Teacher Development Centre	70% of districts in each province to have a functional Teacher Development Centre	80% of districts in each province to have a functional Teacher Development Centre	80% of districts in each province to have a functional Teacher Development Centre	90% of districts in each province to have a functional Teacher Development Centre
3.3	Establish Professional Learning Communities	PEDs	DBE; Teacher Union; Subject-based professional	<ol style="list-style-type: none"> <li>The DBE to facilitate the development of guidelines for the establishment of local, subject-</li> </ol>	Finalise the development of relevant guidelines	Monitor and report on the implementation of the guidelines	Monitor and report on the implementation of the guidelines	Monitor and report on the implementation of the guidelines	Monitor and report on the implementation of the guidelines

	(PLCs) to strengthen teacher Professionalism.	teacher associations; NGOs and other organisations working with teachers.	based PLCs, and to advocate the establishment of these.			n of the guidelines	n of the guidelines	
			2. PEDs to lead the establishment of the PLCs at the local level, through local subject advisors and/or trained teacher mentors.	PEDs to conduct advocacy and support sessions with teachers on the establishment and conducting of PLCs at the local level. .	PEDs to conduct advocacy and support sessions with teachers on the establishment and conducting of PLCs at the local level.	PEDs to conduct advocacy and support sessions with teachers on the establishment and conducting of PLCs at the local level.	PEDs to conduct advocacy and support sessions with teachers on the establishment and conducting of PLCs at the local level.	PEDs to conduct advocacy and support sessions with teachers on the establishment and conducting of PLCs at the local level.
			3. 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.	Issue and Subject based activities linked to individual PLCs are developed to enhance teaching and learning at classroom level.	Issue and Subject based activities linked to individual PLCs are developed to enhance teaching and learning at classroom level.	Issue and Subject based activities linked to individual PLCs are developed to enhance teaching and learning at classroom level.	Issue and Subject based activities linked to individual PLCs are developed to enhance teaching and learning at classroom level.	Issue and Subject based activities linked to individual PLCs are developed to enhance teaching and learning at classroom level.
			3. Monitor and report on the functioning of PLCs	Receive progress reports of the functioning of the PLCs	Receive progress reports of the functioning of the PLCs	Receive progress reports of the functioning of the PLCs	Receive progress reports of the functioning of the PLCs	Receive progress reports of the functioning of the PLCs

## **SECTION B**

### **BUSINESS PROCESSES**

#### **OUTPUT 1: INDIVIDUAL AND SYSTEMATIC TEACHER DEVELOPMENT NEEDS ARE IDENTIFIED AND ADDRESSED**

<b>1.1. Establish the National Institute for Curriculum and Professional Development (NICPD)</b>				
Description and purpose	To develop and manage a system through which the development needs of individual and groups of teachers can be identified and addressed			
Major Sub-process	<b>DBE</b>	<b>Province</b>	<b>District</b>	<b>School</b>
<b>1.1.1 Set up the NICPD</b>	a) Set up governance and institutional presence	None	None	None
<b>1.1.2 Appoint staff in the NICPD</b>	a) Appoint and develop staff	None	None	None
<b>1.1.3 Provide resources for the NICPD to carry out its work of co-ordinating the development and deployment of teacher diagnostic assessments and quality short courses</b>	a) Appropriate budgets, buildings, staff and equipment are allocated	None	None	None
<b>1.2. Develop and deliver teacher diagnostic self-assessments to assess curriculum competence.</b>				
Description and purpose	The Teacher Knowledge Testing is aimed at determining teacher needs in content and pedagogy and assisting the Department in determining focus programs to address these needs.			
Major Sub-process	<b>DBE</b>	<b>Province</b>	<b>District</b>	<b>School</b>

<b>1.2.1. Develop and deliver teacher diagnostic self-assessments to assess curriculum competence.</b>	<ul style="list-style-type: none"> <li>a) Identify and appoint subject-based expert groups each focus area.</li> <li>b) Development of TORs for the Self-diagnostic Assessment Roll-out</li> <li>c) Develop an online platform for teacher knowledge testing and accessing of programmes that is aligned to the SACE CPTD information management system</li> </ul>	<ul style="list-style-type: none"> <li>a) Inform district about assessment and prepare the Teacher Centres.</li> <li>b) Identify and make available advisors as agreed with DBE.</li> <li>c) Inform districts and encourage teachers to utilise the online platform</li> </ul>	<ul style="list-style-type: none"> <li>a) Prepare lists of teachers to be assessed.</li> <li>b) Identify and make available advisors and specialist to administer the assessment as agreed with PED</li> <li>c) Inform schools and encourage teachers to utilise the online platform</li> </ul>	<ul style="list-style-type: none"> <li>a) Release teachers for the assessment</li> <li>b) Identify and make available educators as PED and District</li> <li>c) Encourage and support teachers to utilise the platform</li> </ul>
<b>1.2.2. Monitoring, support and quality assurance</b>	<ul style="list-style-type: none"> <li>a) Monitor the development of items and the online platform</li> </ul>	<ul style="list-style-type: none"> <li>a) Monitor the readiness of districts to host the online platform.</li> </ul>	<ul style="list-style-type: none"> <li>a) Support and monitor the hosting and testing of teachers</li> </ul>	<ul style="list-style-type: none"> <li>a) Monitor teacher participation in assessments</li> </ul>

<b>1.3. Develop and deliver high-quality, content-rich, pedagogically sound CPD courses for teachers.</b>				
<b>Description and purpose</b>	To increase the competence, confidence and knowledge capacity of our teachers to improve their teaching practice.			
<b>Major Sub-process</b>	<b>DBE</b>	<b>Province</b>	<b>District</b>	<b>School</b>
<b>1.3.1 Develop and deliver high-quality, content-rich, pedagogically sound CPD courses for teachers</b>	<ul style="list-style-type: none"> <li>a) Develop guidelines for the roles and responsibilities of specialists</li> <li>b) Identify and appoint subject-based expert groups for each focus area.</li> <li>c) Expert groups to identify develop and pilot high-quality curriculum courses for each focus area.</li> <li>d) The NICPD to ensure that courses are endorsed by SACE, and where appropriate are QCTO-accredited or HEQC-accredited.</li> </ul>	<ul style="list-style-type: none"> <li>a) Identify and make available advisors/experts as agreed with DBE</li> <li>b) Identify and make available pilot schools</li> <li>c) Ensure that courses developed by PEDs are endorsed</li> <li>d) Advocate, support, monitor and report on implementation</li> <li>e) PEDs to make funding available (from the Skills development budget and teacher development baseline funds) for individual teachers to do the necessary courses</li> </ul>	<ul style="list-style-type: none"> <li>a) Identify and make available advisors/experts as agreed with PED</li> <li>b) Identify and make available pilot schools</li> <li>c) Ensure that courses developed by districts are endorsed</li> <li>d) Advocate, support, monitor and report on implementation at district level.</li> <li>e) Make inputs on development of WSP</li> </ul>	<ul style="list-style-type: none"> <li>a) Identify and make available educators as agreed with PED/district office.</li> <li>b) Participate in pilot and provide feedback</li> <li>c) Ensure that courses developed by educators are endorsed, as applicable.</li> <li>d) Advocate, support, monitor and report on implementation at school level</li> <li>e) Implement PED plan.</li> </ul>

	<p>e) 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.</p> <p>f) Provide guidelines for budgeting and planning based on ISPFTED priorities and WSP/ATR requirements.</p>	<p>f) Ensure WSP and ATR are prepared in terms of guidelines and reported on timeously</p>		
<b>1.3.2 Monitoring, support and quality assurance</b>	<p>a) Monitor and support PEDs in the implementation of courses</p>	<p>a) Monitor and support districts and schools in the implementation of courses</p> <p>b) Report to the DBE on implementation of courses</p>	<p>a) Monitor and support schools in the implementation of courses</p> <p>b) Report to the PEDs on the implementation of courses</p>	<p>a) Report to the district on the implementation of the courses</p>

<b>1.4. Develop and deploy a TED ICT support system</b>				
<b>Description and Purpose</b>	Guide the processes of coordinating, developing and availing of ICT programmes and training resources for teachers' professional development needs			
<b>Major Sub-process</b>	<b>DBE</b>	<b>Province</b>	<b>District</b>	<b>School</b>
<b>1.4.1. Creation of platforms and apps; strengthen teacher capacity in utilising ICT in the classroom; developing an online searchable database of courses; deployment of broadcast programmes; designing and</b>	<p>a) Embark on consultative workshops with stakeholders to prepare for the adoption of the Framework for digital learning, which will assist teachers in identifying their ICT development needs</p> <p>b) Embark on roadshows for advocacy, adoption and raising awareness of the Framework</p> <p>c) Identify and evaluate programmes with SACE aimed</p>	<p>a) Plan and implement teacher development programmes for digital learning aligned to the Framework</p> <p>b) Support the DTDC and district support staff in their integration of the Framework in professional development activities</p> <p>c) Monitor and support districts and schools in the implementation of ICT programmes</p> <p>d) Report to the DBE on implementation</p>	<p>a) Provide on-site support to teachers in the integration of learning with technologies for effective learning</p> <p>b) Provide support to schools management teams and teachers in developing and managing their professional development portfolios</p> <p>c) Report to the PEDs on implementation</p>	<p>a) Build capacity to support professional development in digital learning within the schools</p> <p>b) SMTs to monitor and support teachers integrate learning technologies and digital content resources in their teaching</p>

<b>deploy a mobile learning platform</b>	<p>at building capacity of subject advisors and teachers to promote teaching and learning with technologies;</p> <p>d) Develop an online searchable database of these courses;</p> <p>e) Develop scope and design for a mobile learning platform that can easily be accessed by teachers;</p> <p>f) Develop TPD apps ;</p> <p>g) Monitor and support PEDs in the implementation of DBE initiated ICT programmes</p> <p>h) Pilot the development of micro-learning teacher development resources for digital learning</p>	<p>e) support the development of micro-learning teacher development resources for digital learning</p>		
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### 1.5. Address immediate to medium term systemic teacher development needs

<b>Description and purpose</b>	<p>From the existing evidence linked to national and international assessments and diagnostic reports, 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 namely:</p> <ol style="list-style-type: none"> <li>1. School leaders (SMT training)</li> <li>2. Practising teachers – EFAL, Reading, TUC, PLCs, MST, Technical Subjects, high enrolment/low performance FET subjects, Libraries, NA Data Usage, FP LTSM usage.</li> <li>3. Lead teachers and subject advisors (including National Core Training Teams) - EFAL, Reading, TUC, PLCs, MST, Technical Subjects, high enrolment/low performance FET subjects.</li> <li>4. Un- and under qualified teachers (inappropriately qualified teachers/ Grade R practitioners)</li> <li>5. Special needs teachers (inclusive Education)</li> </ol>			
<b>Major Sub-process</b>	<b>DBE</b>	<b>Province</b>	<b>District</b>	<b>School</b>
<b>1.5.1. Identify and address immediate to medium term systemic teacher development needs.</b>	<p>a) Analyse national assessments and other reports to identify specific focus areas as national priorities to be targeted for development in the short term.</p>	<p>a) Analyse provincial assessments and other reports to identify specific focus areas as provincial priorities to be targeted for development in the short term.</p>	<p>a) Analyse district assessments and other reports to identify specific focus areas as district priorities to be targeted for development in the short term.</p>	<p>a) Analyse learner performance per subject to identify specific focus areas to be targeted for development in the short term.</p> <p>b) Make available to teachers identified relevant existing short courses/ formal</p>

	<ul style="list-style-type: none"> <li>b) Strengthen the WSE, WSD and IQMS instrument and implementation to inform identification of TD needs</li> <li>c) Identify relevant existing short courses/ formal qualification programmes that could be utilised and collate into a catalogue of courses</li> <li>d) The DBE (through the NICPD) to oversee development of new short courses where gaps exist (as part of Activity 1.3).</li> <li>e) Identify prioritised PEDs, districts, schools, teachers, school leaders and subject advisors for different short courses or formal qualification programmes, as guided by this Plan.</li> <li>f) The NICPD to oversee the development of Professional Development Framework in Digital Learning to support the delivery of ICT enhanced teacher development programmes</li> <li>g) Guide PEDs on reporting with through NSLA with focus on planning and budgeting in alignment with the ISPFTED and focus on M &amp; E an impact of TPD programmes.</li> </ul>	<ul style="list-style-type: none"> <li>b) Identify relevant existing short courses/ formal qualification programmes that could be utilised and collate into a catalogue of courses</li> <li>c) The PED (through the PDI) to oversee development of new short courses where gaps exist (as part of Activity 1.3).</li> <li>d) Identify prioritised, districts, schools, teachers, school leaders and subject advisors for different short courses or formal qualification programmes, as guided by this Plan.</li> <li>e) Develop plans and budgets with guidelines for the PED and report through NSLA with focus on alignment with the ISPFTED and focus on M &amp; E an impact of TPD programmes.</li> <li>f) The Digital Learning Framework is implemented</li> </ul>	<ul style="list-style-type: none"> <li>b) Identify relevant existing short courses/ formal qualification programmes that could be utilised and communicate the catalogue of courses with schools</li> <li>c) The district (through the DTDC) to oversee development of new short courses where gaps exist (as part of Activity 1.3).</li> <li>d) Identify prioritised, schools, teachers, school leaders and subject advisors for different short courses or formal qualification programmes, as guided by this Plan. This must be articulated in the District Improvement Plan</li> <li>e) Implement PED plans and budgets with guidelines for the PED and report through NSLA with focus on alignment with the ISPFTED and focus on M &amp; E an impact of TPD programmes, at district level.</li> <li>f) The Digital Learning Framework is implemented</li> </ul>	<ul style="list-style-type: none"> <li>qualification programmes that could be utilised.</li> <li>c) The school through the HODs and PLCs access development courses and conduct peer development</li> <li>d) Through IQMS Identify prioritised teachers, and school leaders for different short courses or formal qualification programmes, as guided by this Plan. This must be articulated in the School Improvement Plan.</li> <li>e) Implement TPD programmes based on district plan with focus on alignment with the ISPFTED and focus on M &amp; E an impact of TPD programmes, at school level.</li> <li>f) The Digital Learning Framework is implemented</li> </ul>
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## **ADDITIONAL ACTIVITIES FOR OUTPUT 1**

<b>1.6. Manage the Library Information Services (LIS) provisioning to schools and promotion of reading</b>				
Description and purpose	Establish school libraries, provide library resources incrementally, develop staff responsible for school libraries, ensure that school libraries are used effectively and promote reading for pleasure.			
Major Sub-process	DBE	PROVINCES	DISTRICTS	SCHOOL
<b>1.6.1. School library provisioning and development</b>	<ul style="list-style-type: none"> <li>a) Establish policy / guidelines</li> <li>b) Negotiate with partners</li> </ul>	<ul style="list-style-type: none"> <li>a) Provide budgets</li> <li>b) Central provisioning and processing of resources by some provinces</li> </ul>	<ul style="list-style-type: none"> <li>a) Monitor expenditure and use of resources where not centrally provided</li> </ul>	<ul style="list-style-type: none"> <li>a) Set up library/classroom libraries</li> <li>b) Acquire and process resources where not centrally provided</li> </ul>
<b>1.6.2. Mobile libraries</b>	<ul style="list-style-type: none"> <li>a) National MoU with and partners</li> <li>b) Partnership delivers the mobile libraries to provinces</li> </ul>	<ul style="list-style-type: none"> <li>a) Provincial MoU with partners</li> <li>b) Arrange import permits and licensing for mobile library vehicles</li> <li>c) Taking delivery of mobile libraries</li> <li>d) Ensure maintenance of the mobile library vehicles</li> <li>e) Resource mobile libraries</li> </ul>	<ul style="list-style-type: none"> <li>a) Provide mobile library service</li> </ul>	<ul style="list-style-type: none"> <li>a) Ensure that mobile library service is utilised effectively</li> </ul>
<b>1.6.3. Professional development</b>	<ul style="list-style-type: none"> <li>a) Develop documents for professional development</li> <li>b) Identify and capacitate National Core Training Team</li> </ul>	<ul style="list-style-type: none"> <li>a) Print documents for use in province</li> <li>b) Develop provincial training teams</li> <li>c) Plan provincial teacher development</li> </ul>	<ul style="list-style-type: none"> <li>a) Develop teachers responsible for school libraries</li> </ul>	<ul style="list-style-type: none"> <li>a) Ensure that teachers responsible for school libraries attend professional development</li> </ul>
<b>1.6.4. School library assistants</b>	<ul style="list-style-type: none"> <li>a) Plan roll-out of school library assistants nationally</li> <li>b) Negotiate with ETPD SETA and EPWP</li> </ul>	<ul style="list-style-type: none"> <li>a) Compile lists of schools for placement of library assistants</li> </ul>	<ul style="list-style-type: none"> <li>a) Identify schools for placement of library assistants</li> </ul>	<ul style="list-style-type: none"> <li>a) Provide teacher as mentor/supervisor for library assistant</li> <li>b) Ensure that library assistant does library work and receives the necessary support</li> </ul>
<b>1.6.5. Reading promotion incl. Read to Lead Campaign</b>	<ul style="list-style-type: none"> <li>a) Plan Read to Lead campaign</li> <li>b) Support reading promotion events and activities in provinces</li> </ul>	<ul style="list-style-type: none"> <li>a) Plan provincial Read to Lead campaign activities</li> <li>b) Present provincial reading promotion events and activities</li> <li>c) Include Drop All and Read in school schedules</li> </ul>	<ul style="list-style-type: none"> <li>a) Work with province in presenting reading promotion events and activities</li> <li>b) Monitor implementation of Drop All and Read in schools</li> </ul>	<ul style="list-style-type: none"> <li>a) Participate in reading events and activities</li> <li>b) Implement Drop All and Read</li> <li>c) Ensure that learners have access to a wide range of suitable and attractive reading material</li> </ul>



		d) Ensure that schools have sufficient suitable and attractive reading material available to learners		
<b>1.6.6. Monitoring, support and quality assurance</b>	<ul style="list-style-type: none"> <li>a) Monitor mobile libraries</li> <li>b) Monitor and support provincial teacher development</li> <li>c) Monitor and support training of library assistants</li> <li>d) Monitor implementation of Drop All and Read in schools</li> </ul>	<ul style="list-style-type: none"> <li>a) Monitor mobile libraries</li> <li>b) Monitor and support district teacher development</li> <li>c) Monitor and support training of library assistants</li> <li>d) Monitor implementation of Drop All and Read in schools</li> </ul>	<ul style="list-style-type: none"> <li>a) Monitor expenditure and use of resources where not centrally provided</li> <li>b) Monitor and support library assistants</li> <li>c) Monitor availability of reading materials for the Read to Lead campaign</li> </ul>	<ul style="list-style-type: none"> <li>a) Monitor and support library assistants</li> <li>b) Monitor availability of reading materials for the Read to Lead campaign</li> </ul>

<b>1.7. Measures to strengthen leadership and management in schools</b>				
<b>Description and Purpose</b>				
<b>Major Sub-process</b>	<b>DBE</b>	<b>Province</b>	<b>District</b>	<b>School</b>
<b>1.7.1. Development of Advanced Diploma in Leadership and Management</b>	<ul style="list-style-type: none"> <li>a) Development of course material</li> <li>b) Ensure readiness with provinces and HEIs</li> <li>c) Appoint service provider to develop course material</li> <li>d) Develop materials (NQF, level 7, 120 credit)</li> <li>e) Upload material on DBE website</li> </ul>	<ul style="list-style-type: none"> <li>a) Liaise with districts/circuits, relevant directorates for support and inputs in the development of course materials</li> <li>b) Involved and participate in the National Management Leadership committees (NMLC)</li> <li>c) Distribute materials in province</li> </ul>	<ul style="list-style-type: none"> <li>a) Liaise with schools Distribute copies of materials to all schools</li> <li>b) Attend provincial training</li> <li>c) Offer workshops to schools</li> <li>d) Ensure implementation process in schools</li> </ul>	<ul style="list-style-type: none"> <li>a) Utilise course material for schools.</li> <li>b) Attend district workshops</li> <li>c) Implement course material</li> <li>d) Implement</li> </ul>

<p>1.7.2. Induction programme for newly appointed principals</p>	<p>Management induction plans on newly appointed principals.</p> <p>Monitor and support programmes as identified by provinces.</p> <p>Data capturing and reporting of newly appointed and inducted principals.</p>	<ul style="list-style-type: none"> <li>a) Develop plans and submit to DBE.</li> <li>b) Work with district to mediate framework</li> <li>c) Develop programmes based on Induction framework/guideline</li> <li>d) Submit schedule to DBE</li> <li>e) Facilitate induction</li> <li>f) Monitor and support induction.</li> <li>g) Monitor areas of development</li> <li>h) Identify resource need</li> <li>i) Keep record and capture data</li> </ul>	<ul style="list-style-type: none"> <li>a) Communicate the sample to 20 selected schools.</li> <li>b) Monitor curriculum coverage during school visits.</li> <li>c) Compile and submit quarterly reports on findings, challenges and recommendations.</li> <li>d) Attend workshops on mediation of framework</li> <li>e) Analyse staff establishment as per district development plan</li> <li>f) Develop management plan</li> <li>g) Submit plan to province</li> <li>h) Monitor the implementation of induction</li> <li>i) Monitor utilisation of areas of need;</li> <li>j) Identify resource need</li> <li>k) Keep record and capture data</li> </ul>	<ul style="list-style-type: none"> <li>a) Comply with the selection.</li> <li>b) Implement the curriculum.</li> <li>c) Compile and submit quarterly reports on challenges.</li> <li>d) Attend induction programmes</li> <li>e) Participate as per school improvement plan</li> <li>f) Utilise knowledge gained</li> <li>g) Report on areas of need</li> <li>h) Indicate resource need</li> </ul>
<p><b>1.7.3. Availability of management documents in schools</b></p>	<ul style="list-style-type: none"> <li>a) Develop template in for information gathering</li> <li>b) Distribute template/capturing tool targeting specified number of schools for management documents on an annual basis</li> <li>c) Collect data from provinces</li> <li>d) Capture data and analyse it</li> <li>e) Data verification</li> <li>f) Reporting</li> </ul>	<ul style="list-style-type: none"> <li>a) Distribute capturing tool in district/circuit</li> <li>b) Mediate capturing tool</li> <li>c) Populate data is captured template/capturing tool in districts/circuit indicating number of schools on an annual basis</li> <li>d) Verify data</li> <li>e) Monitor utilisation of Management documents</li> <li>f) Identify schools per district to determine availability and utilisation of management documents</li> </ul>	<ul style="list-style-type: none"> <li>a) Collect data from schools</li> <li>b) Sample availability and utilisation of Management documents</li> <li>c) Verify data</li> <li>d) Subject advisors/circuit managers to distribute and mediate Capturing tool</li> <li>e) Set intervention strategies.</li> <li>f) Monitor availability and use of management documents</li> <li>g) Reporting</li> </ul>	<ul style="list-style-type: none"> <li>a) Complete capturing tool/template</li> <li>b) Keep record</li> <li>c) Schools to draw improvement plans using Capturing tool</li> <li>d) Teachers to address content challenges in their teaching</li> <li>e) Implement intervention strategy</li> </ul>

		g) Demonstrate effective use of management documents and improvement plans h) Reporting		
<b>1.7.4. Financial management training</b>	a) Discussions on plans and targets for forthcoming year b) Finalisation of training schedules with ABSA and with PEDs. c) Monitor and support training d) National report writing and reporting	a) Discussions on plans and targets for forthcoming year b) Develop training schedules and submit to DBE c) Finalisation of training schedules with ABSA d) Training of principals and SGBs e) Monitor and support training f) Feedback and reflection on training g) Provincial reporting	a) Identify targeted schools b) Develop training schedules for district officials and submit to province c) Select schools for training of principals and SGBs d) Monitor and support training e) Support of principals and SGBs f) Feedback on training g) Reflection on training h) District report	a) Send 4 Finance Committee members for training b) Implement training principals learned
<b>1.7.5. Development of Advanced Diploma in Leadership and Management</b>	a) Development of course material b) Ensure readiness with provinces and HEIs c) Appoint service provider to develop course material d) Develop materials (NQF, level 7, 120 credit) e) Upload material on DBE website	a) Liaise with districts/circuits, relevant directorates for support and inputs in the development of course materials b) Involved and participate in the National Management Leadership committees (NMLC) c) Distribute materials in province	a) Liaise with schools Distribute copies of materials to all schools b) Attend provincial training c) Offer workshops to schools d) Ensure implementation process in schools	a) Utilise course material for schools. b) Attend district workshops c) Implement course material d) Implement
<b>1.8. Measures to improve school governance</b>				
Description and Purpose	To provide and coordinate Teacher Professional Development programmes at local level			
Major Sub-process	DBE	Major Sub-process	DBE	Major Sub-process
1.8.1. Survey on SGB functionality	a) Discussions on plans and targets for forthcoming year and mediation of tool to be used b) Distribute tools to PED	a) Discussions on plans and targets for forthcoming year and mediation of tool to be used b) Distribute tools PED	a) Identify targeted schools b) Populate tool c) Verify information d) Act on findings	a) Populate the tool b) Implement recommendations

	<ul style="list-style-type: none"> <li>c) Verification and monitoring</li> <li>d) Data capturing</li> <li>e) Data analysis</li> <li>f) Report writing and reporting</li> </ul>	<ul style="list-style-type: none"> <li>c) Mediate tool to districts and schools</li> <li>d) Identify targeted schools</li> <li>e) Populate tool</li> <li>f) Verify information</li> <li>g) Act on findings</li> <li>h) Submit populated tools to DBE</li> <li>i) Verification and monitoring</li> </ul>		
1.8.2. Strategy on school discipline	<ul style="list-style-type: none"> <li>a) Approval by senior management</li> <li>b) Approval by HEDCOM and CEM</li> <li>c) Presentation to relevant stakeholders</li> <li>d) Establish task team to support strategy</li> <li>e) Development of national strategy</li> <li>f) Edit, layout and print strategy</li> <li>g) Distribution of strategy</li> <li>h) Upload strategy to DBE website</li> <li>i) Reporting</li> </ul>	<ul style="list-style-type: none"> <li>a) Inputs/comments to strengthen strategy.</li> <li>b) Align to provincial situation/needs</li> <li>c) Distribute to officials in province/district</li> <li>d) Consolidate inputs/comments to strengthen strategy</li> <li>e) Print and distribute copies for schools.</li> <li>f) Use support and strategy to ensure implementation</li> </ul>	<ul style="list-style-type: none"> <li>a) Train schools on strategy for discipline in schools</li> <li>b) Utilise the strategy to address school situation/needs</li> <li>c) Report district challenges and recommendations to province</li> <li>d) Implement recommendation by National.</li> <li>e) Utilise the national strategy to manage discipline in schools</li> <li>f) Facilitate training for schools.</li> <li>g) Use support and strategy to ensure discipline in schools.</li> <li>h) Monitor and support.</li> </ul>	<ul style="list-style-type: none"> <li>a) Attend training on strategy for discipline in schools</li> <li>b) Utilise the national strategy to ensure and manage discipline in schools</li> <li>c) Report cluster challenges and recommendations</li> <li>d) Implement recommendation by National</li> <li>e) Utilise the national strategy manage discipline in schools</li> <li>f) Use support and strategy to ensure effective clusters subject committees.</li> </ul>
1.8.3. Parental involvement	<ul style="list-style-type: none"> <li>a) Develop guideline for training of parents on how to support learners</li> <li>b) Orientate provinces on how the guideline is used</li> <li>c) Analyse plans received from provinces</li> <li>d) Monitor and support training of provincial teams</li> <li>e) Report writing</li> </ul>	<ul style="list-style-type: none"> <li>a) Print and distribute guideline to districts/circuits</li> <li>b) Train officials in the districts/circuits</li> <li>c) Attend training</li> <li>d) Develop training plans and submit to DBE</li> <li>e) Monitor training</li> <li>f) Submit Reports to DBE</li> </ul>	<ul style="list-style-type: none"> <li>a) Distribute guide to schools</li> <li>b) Offer training for SGBs in schools</li> <li>c) Attend provincial training</li> <li>d) Communicate plans to schools</li> <li>e) Monitor training</li> <li>f) Submit report to provinces</li> </ul>	<ul style="list-style-type: none"> <li>a) Attend training</li> <li>b) Utilise guide</li> <li>c) Develop and Implement plans</li> <li>d) Monitor training</li> <li>e) Submit report to district/circuit</li> </ul>
1.8.4. Representative Councils for Learners	<ul style="list-style-type: none"> <li>a) Discussions and evaluation of plans and targets for forthcoming year.</li> </ul>	<ul style="list-style-type: none"> <li>a) Discussions on plans and targets for forthcoming year.</li> <li>b) Development of RCL programmes</li> </ul>	<ul style="list-style-type: none"> <li>a) Running of RCL programmes</li> <li>b) The Training of RCL in leadership, their functions and RCL involvement in SGB.</li> </ul>	<ul style="list-style-type: none"> <li>a) Election of RCL's</li> <li>b) Appointment of a Teacher Liaison Officer</li> <li>c) Training of RCL's</li> </ul>

	<ul style="list-style-type: none"> <li>b) Monitoring and support of the programmes RCL</li> <li>c) Compiling a national report</li> </ul>	<ul style="list-style-type: none"> <li>c) The Training of RCL in leadership, functions and RCL involvement in SGB.</li> <li>d) Monitoring the training of RCL's in schools</li> <li>e) Compiling a provincial report</li> </ul>	<ul style="list-style-type: none"> <li>c) Monitoring the support RCL in schools</li> <li>d) Compiling a district report</li> </ul>	<ul style="list-style-type: none"> <li>d) Support of RCL's</li> </ul>
1.8.5. Mechanism on SGB elections	<ul style="list-style-type: none"> <li>a) Adjudicate PED regulations on SGB Elections</li> <li>b) Consolidate data on SGB Elections.</li> <li>c) Inform members of the public on SGB Elections.</li> <li>d) Monitor and support the SGB Elections.</li> <li>e) Compile quarterly reports.</li> <li>f) Report on SGB Elections.</li> </ul>	<ul style="list-style-type: none"> <li>a) Develop SGB Elections regulations and circulars.</li> <li>b) Generate a management plan for SGB Elections.</li> <li>c) Put required information on PED website.</li> <li>d) Mediate all documents on SGB Elections to Districts.</li> <li>e) Appoint and train Election Officers.</li> <li>f) Monitor and support the elections of SGBs.</li> <li>g) Address SGB Elections appeals</li> <li>h) Submit SGB Elections reports to DBE as requested.</li> <li>i) Report on a quarterly basis to the DBE</li> </ul>	<ul style="list-style-type: none"> <li>a) Ensure proper implementation of SGB Elections regulations and circulars.</li> <li>b) Generate a management plan for SGB Elections.</li> <li>c) Inform public of SGB Elections matters.</li> <li>d) Identify hotspots and generate a plan to address them.</li> <li>e) Mediate all documents on SGB Elections to schools</li> <li>f) Twin schools.</li> <li>g) Address SGB Elections appeals</li> <li>h) Monitor and support the elections of SGBs.</li> <li>i) Report on a monthly/weekly basis to the PDE.</li> </ul>	<ul style="list-style-type: none"> <li>a) Develop a management plan for SGB elections.</li> <li>b) Draw voters rolls</li> <li>c) Develop notices to parents</li> <li>d) Supply district with data.</li> <li>e) Inform parents, learners, support staff and teachers on SGB elections matters.</li> <li>f) Ensure elections of SGBs.</li> <li>g) Develop database and supply to district</li> </ul>
1.8.6. Survey on SGB functionality	<ul style="list-style-type: none"> <li>j) Discussions on plans and targets for forthcoming year and mediation of tool to be used</li> <li>k) Distribute tools to PED</li> <li>l) Verification and monitoring</li> <li>m) Data capturing</li> <li>n) Data analysis</li> <li>o) Report writing and reporting</li> </ul>	<ul style="list-style-type: none"> <li>p) Discussions on plans and targets for forthcoming year and mediation of tool to be used</li> <li>q) Distribute tools PED</li> <li>r) Mediate tool to districts and schools</li> <li>s) Identify targeted schools</li> <li>t) Populate tool</li> <li>u) Verify information</li> <li>v) Act on findings</li> <li>w) Submit populated tools to DBE</li> <li>x) Verification and monitoring</li> </ul>	<ul style="list-style-type: none"> <li>y) Identify targeted schools</li> <li>z) Populate tool</li> <li>aa) Verify information</li> <li>bb) Act on findings</li> </ul>	<ul style="list-style-type: none"> <li>cc) Populate the tool</li> <li>dd) Implement recommendations</li> </ul>
<b>1.9. Utilization of the Skills Development budgets by Provincial Education Departments (PEDs)</b>				
Description and purpose				

Major Sub-process	DBE	Province	Districts	Schools
1.9.1.	a) Guide PEDs on how to utilise their Skills Development budgets for Teacher development and monitor the use of Teacher Development Budgets and advise accordingly with	a) Provide funding (from their Skills development budget) for teachers, school leaders and subject advisors to complete the identified short courses or formal qualification programmes	a) Implement the provincial plan for teachers, school leaders and subject advisors to complete the identified short courses or formal qualification programmes at District level	a) Create an enabling environment for teachers to participate in TPD programmes. Make timetable friendly for teacher development. Encourage teachers to take up course and avail budget for travel and other resources to access development
1.9.2. Monitoring and evaluation	a) Focus on M&E and Impact assessment	a) Focus on M&E and Impact assessment	a) Focus on M&E and Impact assessment.	a) Monitor the participation of teachers

## OUTPUT 2: INCREASED NUMBERS OF HIGH-ACHIEVING SCHOOL-LEAVERS ARE ATTRACTED INTO TEACHING

### 2.1. Implement a strengthened teacher recruitment campaign

Description and purpose	The Basic Education Sector introduced in 2012 a District-Based Teacher Recruitment Campaign and in 2013 a Community-Based Teacher Recruitment Campaign that target learners coming from rural and poor communities to assist them to access the bursary and to attract well qualified teachers to teach in rural areas.			
Major Sub-process	DBE	Province	District	School
2.1.1. Implement strengthened teacher recruitment campaign	a) The DBE to develop, fund and oversee the implementation of a recruitment strategy b) PEDs to assist with the implementation of recruitment activities at the provincial and district levels. a) Universities to assist with the implementation of recruitment activities at the institutional level.	a) Submit detailed provincial management plans for teacher recruitment programmes including approved subject and Phase priority areas b) Identify number of educators retiring in an academic year through PERSAL and profile posts that will be vacated c) Submit five year projections of teacher requirements by	a) Submit detailed district management plans for teacher recruitment programmes b) Submit five year projections of teacher requirements by District, by School, by Phase and by Subject c) Establish teacher recruitment coordinating committee(s) d) Participate in provincial teacher recruitment advocacy campaigns	a) Submit detailed school management plans for teacher recruitment programmes b) Submit five year projections of teacher requirements by Phase and by Subject c) Establish teacher recruitment coordinating committee(s) d) Participate in provincial teacher recruitment advocacy campaigns e) Submit lists of recommended learners to the District

		<p>District, by School, by Phase and by Subject</p> <p>d) Establish teacher recruitment coordinating committees at a school, district (or community) and provincial level</p> <p>e) Implement provincial teacher recruitment advocacy campaigns</p> <p>f) Submit detailed provincial management plans of scheduled selection committee meetings</p> <p>g) Submit approved lists of selected district and community based recruited candidates</p> <p>h) Distribute promissory letters to approved district and community based recruited candidates</p> <p>i) Potential candidates directed to apply at public universities and assisted to apply for the Funza Lushaka bursary</p> <p>j) Select students for bursary awards</p> <p>k) Monitor bursary holders at Universities</p>	<p>e) Submit lists of recommended learners to the Province</p> <p>f) Provide support to approved district and community based recruited candidates with promissory letters</p> <p>g) Potential candidates directed to apply at public universities and assisted to apply for the Funza Lushaka bursary</p> <p>h) Recommend students for bursary awards</p>	<p>f) Provide support to approved district and community based recruited candidates with promissory letters</p> <p>g) Potential candidates directed to apply at public universities and assisted to apply for the Funza Lushaka bursary</p> <p>h) Recommend students for bursary awards</p>
2.1.2. Monitoring, support and quality assurance	<p>a) Quality assure provincial management plans for teacher recruitment programmes including approved subject and Phase priority areas</p> <p>b) Monitor and support the implementation of the Teacher Recruitment campaign</p>	<p>a) Monitor and support the implementation of the Teacher Recruitment campaign</p> <p>b) Quality assure the PED approved lists of selected district and community based recruited candidates</p>	<p>a) Monitor and support the implementation of the Teacher Recruitment campaign</p> <p>b) Quality assure the District approved lists of selected district and community based recruited candidates</p>	<p>a) Monitor and support the implementation of the Teacher Recruitment campaign</p> <p>b) Quality assure the School approved lists of selected district and community based recruited candidates</p>

## 2.2. Implement enhanced bursary funding schemes for initial teacher education students.

Description and purpose	The Funza Lushaka bursary programme was established in 2007 with the broad departmental goal of meeting the supply and demand needs for high quality teachers. The Programme has the overall goal of providing well-qualified teachers who are able to teach in nationally identified priority areas, and who, upon completion of their funded studies, will be placed in public school posts to fulfill their contractual obligation by teaching for the same number of years as they received the bursary.			
Major Sub-process	DBE	Province	District	School
<b>2.2.1 Implement enhanced bursary funding schemes for initial teacher education students.</b>	<ul style="list-style-type: none"> <li>a) 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.</li> <li>b) 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.</li> <li>c) Ensure that national bursary allocations, provincial bursary allocations and allocations of bursaries to initial teacher education students by the ETPDSETA are aligned, to avoid duplication and unnecessary competition, and to allow for more efficient funding of initial teacher education students.</li> </ul>	<ul style="list-style-type: none"> <li>a) Implementation of the guidelines for a district and community based teacher recruitment campaign</li> <li>b) Identify number of educators retiring in an academic year through PERSAL and profile posts that will be vacated</li> <li>c) Submit detailed provincial management plans for teacher recruitment programmes including approved subject and Phase priority areas</li> <li>d) Submit five year projections of teacher requirements by District, by School, by Phase and by Subject</li> <li>e) Teacher recruitment coordinating committees screen and identify aspirant teachers</li> <li>f) Submit annual reports to the DBE on the implementation of the National HR Planning Framework in the Province, including provincial bursary allocations and and allocations of bursaries to initial teacher education students by the ETPDSETA</li> </ul>	<ul style="list-style-type: none"> <li>a) Implementation of the guidelines for a district and community based teacher recruitment campaign</li> <li>b) Submit detailed district management plans for teacher recruitment programmes</li> <li>c) Submit five year projections of teacher requirements by School, by Phase and by Subject</li> <li>d) Teacher recruitment coordinating committees screen and identify aspirant teachers</li> <li>e) Submit inputs to the PED regarding the implementation of the National HR Planning Framework in all PEDs, including provincial bursary allocations and and allocations of bursaries to initial teacher education students by the ETPDSETA</li> </ul>	<ul style="list-style-type: none"> <li>a) Implementation of the guidelines for a district and community based teacher recruitment campaign</li> <li>b) Submit detailed school management plans for teacher recruitment programmes</li> <li>c) Submit five year projections of teacher requirements by Phase and by Subject</li> <li>d) Teacher recruitment coordinating committees screen and identify aspirant teachers</li> <li>e) Submit inputs to the District regarding the implementation of the National HR Planning Framework in all PEDs, including provincial bursary allocations and and allocations of bursaries to initial teacher education students by the ETPDSETA</li> </ul>



<b>2.2.2 Monitoring, support and quality assurance</b>	a) Monitor and support the management and administration of the Funza Lushaka bursary programme	a) Monitor that applications are captured online at <a href="http://www.education.gov.za">www.education.gov.za</a> before the closing date of applications.	a) Monitor that applications are captured online at <a href="http://www.education.gov.za">www.education.gov.za</a> before the closing date of applications	a) Monitor that applications are captured online at <a href="http://www.education.gov.za">www.education.gov.za</a> before the closing date of applications.
	b) Monitor that students are registered for priority subject areas and Phases.	b) Monitor and support Funza Lushaka students registered at HEIs.	b) Monitor and support Funza Lushaka students registered at HEIs.	b) Monitor and support Funza Lushaka students registered at HEIs.
	c) Quality assure HEI reports.	c) Quality assure preliminary list of Funza Lushaka graduates for placement and match with vacant posts	c) Quality assure preliminary list of Funza Lushaka graduates for placement and match with vacant posts	
	d) Quality assure NSFAS Reports.			

### **ADDITIONAL ACTIVITIES FOR OUTPUT 2**

<b>2.3. Implement an induction programme for newly appointed school managers and newly appointed teachers</b>				
Description and purpose	To enable newly appointed school managers and newly qualified teachers to adjust to, and become familiar with, the school at which they have been appointed, the community in which it is situated, and the broader education system in which they will be functioning; and to settle into their new responsibilities as quickly as possible. To address the critical period of entry into the profession when newly appointed school managers and newly qualified teachers arrive at schools from Grade R to Grade 12.			
Major Sub-process	<b>DBE</b>	<b>Province</b>	<b>District</b>	<b>School</b>
<b>1.1.1 Induction programme for newly appointed school managers and newly appointed teachers</b>	b) Develop guidelines for the induction of newly qualified teachers and newly appointed school managers	a) Make available budgets for the implementation of the Induction Programme	a) Implement the induction of newly qualified teachers and newly appointed school managers	a) Implement the induction of newly qualified teachers and newly appointed school managers
	c) Disseminate the guidelines to provincial education departments and ensure it is available on the website of the DBE	b) Coordinate the implementation of the Induction Programme	b) Submit progress reports to the Province	b) Submit progress reports to the District
	d) Monitor and support implementation	c) Training of district officials and school managers		
	e) Revise the guidelines based on provincial and stakeholder reports	d) Provide quarterly reports as part of the NSLA on the implementation of the Induction Programme		
	f)	e)		

## OUTPUT 3: TEACHER SUPPORT IS ENHANCED AT THE LOCAL LEVEL

<b>3.1. Establish Provincial Teacher Development Institutes (PTDIs).</b>				
Description and Purpose	To provide and coordinate Teacher Professional Development programmes at local level			
Major Sub-process	DBE	Province	District	School
<b>3.1.1. Establish Provincial Teacher Development Institutes (PTDIs) and strengthen the utilisation of existing institutes</b>	a) The DBE to oversee the development of national norms and standards for PTDIs b) Locate provincial teacher development officials at the PTDI	a) To be lead agencies responsible for establishment and development of PTDIs b) Manage the delivery of teacher development programmes from PTDIs to DTDCs.	a) Identify, establish and resource DTDC's	a) Submit their personal development to district. b) Identify training needs to be addressed by the DTDC's
<b>3.1.2. Monitoring, support and quality assurance</b>	a) Monitor the establishment and implementation of TPD.	a) Support the establishment through funding and programmes	a) Monitor the teacher participation in TPD	a) Monitor teacher participation in programmes

<b>3.2. Establish District Teacher Development Centres (DTDCs).</b>				
Description and purpose	Improve the Professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.			
Major Sub-process	DBE	Province	District	School
<b>3.2.1. Establish District Teacher Development Centres (DTDCs) and strengthen the utilisation of existing centres</b>	a) The DBE to oversee the development of national guidelines for DTDCs. b) Locate district teacher development officials and curriculum advisors at the DTDCs.	a) PEDs to establish DTDCs in line with national norms and standards. b) Approves and monitor sites to be District teacher development Centres.	a) Identify, establish and resource DTDC's	a) Identify training needs to be addressed by the DTDC's
<b>3.2.2. Monitoring, support and quality assurance</b>	a) Monitor the establishment and implementation of TPD.	a) Monitor the establishment and implementation of TPD.	a) Support the establishment through funding and programmes	a) Monitor teacher participation in programmes

### 3.3. Establish Professional Learning Communities (PLCs) to strengthen teacher professionalism.

Description and purpose	Drawing from the ISPFTED, teachers are required to develop and establish PLCs with a view address to address content and pedagogic knowledge gaps and enhance curriculum delivery at classroom level. The view is that the quality of teaching and learning can be addressed if teachers are provided with a platform on which experiences and expertise can be shared.			
Major Sub-process	<b>DBE</b>	<b>Province</b>	<b>District</b>	<b>School</b>
<b>3.3.1. Planning, support and monitoring the establishment and functioning of Professional Learning Communities (PLCs)</b>	<ul style="list-style-type: none"> <li>b) Plan, facilitate and monitor the establishment, utilisation and functioning of PLCs by teachers.</li> <li>c) Discuss the Plan and its targets on establishment and utilisation of PLCs with Provinces.</li> <li>d) Collate reports on establishment and utilisation of PLCs.</li> <li>e) Submit training reports to the DBE for reporting purposes</li> </ul>	<ul style="list-style-type: none"> <li>a) Provincial teacher training Plan on the establishment and utilisation of PLCs by teachers is fully implemented.</li> <li>b) Develop training reports on the establishment and utilisation of PLCs by teachers across the District.</li> <li>c) Monitor and support establishment and utilisation/functioning of PLCs.</li> <li>d) To provide reports in the NSLA</li> </ul>	<ul style="list-style-type: none"> <li>a) Send District officials to training sessions on PLCs.</li> <li>b) Support established PLCs and provides reports to the district.</li> <li>c) Monitor participation by teachers and school level.</li> <li>d) To provide district level reports as per NSLA</li> </ul>	<ul style="list-style-type: none"> <li>a) Follow guidelines to encourage teachers to establish and participate in PLCs at cluster or school level</li> <li>b) Convene or attend PLC meetings for either subject specific or professional development</li> <li>c) Provide resource to support teachers to participate and Report PLC activities to the district</li> <li>d) Report PLC activities to SACE for CPTD points accumulation in the SACE CPTD management system</li> </ul>
<b>3.3.2. Monitoring, support and assurance</b>	<ul style="list-style-type: none"> <li>a) Monitoring the establishment and functioning of Professional Learning Communities (PLCs)</li> </ul>	<ul style="list-style-type: none"> <li>a) monitoring the functioning of Professional Learning Communities (PLCs)</li> </ul>	<ul style="list-style-type: none"> <li>a) monitoring the functioning of Professional Learning Communities (PLCs)</li> </ul>	<ul style="list-style-type: none"> <li>a) monitoring the functioning of Professional Learning Communities (PLCs)</li> </ul>

## SECTION C

### GUIDELINE DOCUMENTS

OUTPUT (1): INDIVIDUAL AND SYSTEMIC TEACHER DEVELOPMENT NEEDS ARE IDENTIFIED AND ADDRESSED			
OBJECTIVE	AVAILABLE GUIDELINES	GUIDELINES TO BE DEVELOPED	TIME FRAMES
1. Establish the National Institute for Curriculum and Professional Development (NICPD).	<ul style="list-style-type: none"> <li>• Concept document on the establishment of the NICPD is available.</li> </ul>	Guidelines currently being strengthened	
2. Develop and deliver teacher diagnostic self-assessments to assess curriculum Competence	<ul style="list-style-type: none"> <li>• A protocol on Teacher Diagnostic Assessments has been developed and approved</li> </ul>		
3. Develop high-quality, content-rich, pedagogically sound CPD courses for teachers.	<ul style="list-style-type: none"> <li>• Handbook on CPTD management system available.</li> <li>• MRTEQ provides guidelines on the development of courses.</li> <li>• Guidelines for the Utilisation of LTSM in the Foundation Phase</li> <li>• Guideline on the utilisation of assessment data to teach mathematics</li> </ul>	None	None
4. Develop and deploy a TED ICT support system	Professional Development Framework for Digital Learning		2017
5. Address immediate to medium term systemic teacher development needs		Protocol on effective of coordination in the development of teacher training	2019
6. Manage the Library Information Services (LIS) provisioning to schools and promotion of reading	<ul style="list-style-type: none"> <li>• Basic School Library Manual</li> </ul>	Promotion of Reading for Pleasure and Information Skills Development	2017
7. Measures to strengthen leadership and management in schools	<ul style="list-style-type: none"> <li>• Guidelines on improving poor performance in schools</li> <li>• Guidelines on the roles and responsibilities of Departmental Heads</li> </ul>	Guidelines to be developed	
8. Measures to improve school governance	<ul style="list-style-type: none"> <li>• National Guidelines for the Capacity Building of School Governing Bodies</li> <li>• Guidelines on how parents can support their children at school</li> </ul>		

9. Utilization of the Skills Development budgets by PEDs	<ul style="list-style-type: none"> <li>Guidelines on the use of skills development budgets in provinces</li> </ul>	Guidelines still to be approved	2017
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**OUTPUT (2) : INCREASED NUMBERS OF HIGH-ACHIEVING SCHOOL-LEAVERS ARE ATTRACTED INTO TEACHING**

OBJECTIVE	AVAILABLE GUIDELINES	GUIDELINES TO BE DEVELOPED	TIME FRAMES
1. Implement a strengthened teacher recruitment campaign.	a) Guidelines to provincial education departments for the implementation of teacher recruitment programmes. b) Guidelines for the identification and screening of young people, both in and out of school, to be recruited into the teaching profession.		
2. Implement enhanced bursary funding schemes for initial teacher education students.	a) Policy to guide the management of the Funza Lushaka Bursary Programme. b) Consolidated action plan for the identification, recruitment, training, placement and induction of new teachers in the basic education sector.		

**OUTPUT (3) : TEACHER SUPPORT IS ENHANCED AT THE LOCAL LEVEL**

OBJECTIVE	AVAILABLE GUIDELINES	GUIDELINES TO BE DEVELOPED	TIME FRAMES
1. Establish Provincial Teacher Development Institutes (PTDIs).	Guidelines on the Provincial Teacher Development Institutes and District Teacher Development Centres		
2. Establish District Teacher Development Centres (DTDCs).	Guidelines on the Provincial Teacher Development Institutes and District Teacher Development Centres		
3. Establish Professional Learning Communities (PLCs) to strengthen Teacher Professionalism.	Guidelines for establishment of networks for female principals  PLC guidelines are developed	Additional sections on PLCs for inclusivity	End 2018.







Published by the Department of Basic Education  
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