



Foundational Learning Technical Task Team (FLTTT)

28 November 2014



REPUBLIC OF SOUTH AFRICA

Partnering to innovatively develop SA's human potential

Foundational Learning Scope

- All phases of general schooling, including Early Childhood Development
- A component in lifelong acquisition of knowledge, skills, competencies necessary for economic & social contribution to self & society
- Supports HRD Commitment 3:

We will ensure improved universal access to quality basic education and schooling (up to Grade 12) that is purposefully focused on:

- (a) achieving a dramatic improvement in the education outcomes for the poor;*
- (b) equipping learners with optimal capacity for good citizenship; and*
- (c) the pursuit of post-school vocational education and training or employment*



TTT identified 4 key areas aligned to NDP education priorities (Ch9)

- Early Childhood Development
- Teacher performance improvement & standardisation
- School management & leadership
- District management & leadership

TTT identified 2 leverage points with most potential for impact – for research

- Teacher performance improvement & standardisation
- District management & leadership

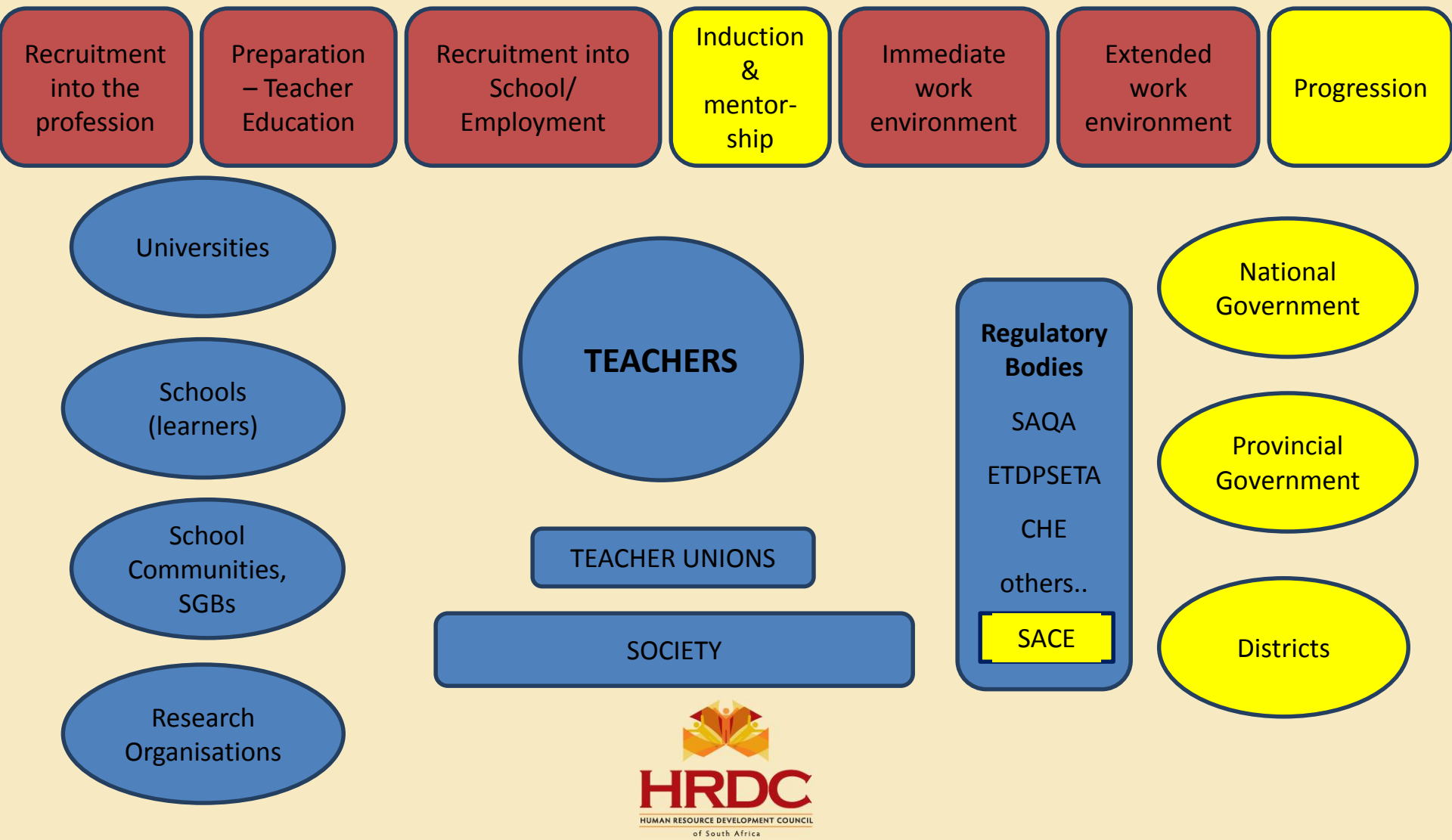
Research findings: Teacher Professionalism, and Professionalisation

- Policy frameworks and co-ordinating & collaboration structures are in place, but there are problems with implementation, and developments are fragmented:
 - South African Council for Educators (SACE) Act 2000.
 - National Policy Framework on Teacher Education and Development (NPFTED) (2007).
 - Minimum Requirements of Teaching Qualifications (MRTEQ) (2011).
 - Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED) (2011).
 - Collective Agreement 1 of 2008 : Framework for the establishment of an Occupation Specific Dispensation (OSD) for educators in public education



Conceptual Framework for addressing teacher professionalism

PATHWAYS and KEY POINTS OF INTERVENTION for Becoming a teacher; Developing as a teacher; Practising as a teacher; Progressing as a teacher



Recommendations

Challenges	It is recommended that	
Policy development and implementation: TEACHING PROFESSION	The Ministry of Basic Education	<ul style="list-style-type: none"> • Should acknowledge the merit of existing policy frameworks, noting gaps, and shift emphasis strongly into the practical details of implementation and monitoring thereof. • Should review the SACE Act, SACE, its roles, responsibilities, composition and capacity, to ensure that it is fit for purpose.
	DBE, unions in the Education Labour Relations Council (ELRC)	<ul style="list-style-type: none"> • Should finalise negotiations in the ELRC leading to implementation <u>in whatever form</u> of <i>Collective Agreement number 1 of 2008: Framework for the establishment of an occupation specific dispensation (OSD) for educators in public education</i>
	Department of Basic Education (DBE)	<ul style="list-style-type: none"> • Should address any obstacles to the gazetting of the revised <i>Personnel Administrative Measures (PAM)</i> that incorporates all amendments implied by Collective Agreements since the previous gazetted version, and proceed towards the gazetting.



Challenges	It is recommended that	
Teacher professionalism: INDUCTION	DBE, Department of Higher Education & Training, SACE, SAQA, unions	<ul style="list-style-type: none"> Should develop a framework for teacher induction and mentoring programmes, with guidelines for content and implementation including timeframes, drawing all relevant stakeholders into the process as necessary.
	Teacher Education Institutions	<ul style="list-style-type: none"> Should develop programmes for the development of mentors as components for inclusion in the relevant qualifications identified in the MRTEQ.
Teacher professionalism: PROFESSIONAL STANDARDS	All stakeholders	<ul style="list-style-type: none"> Should integrate their efforts towards the process of developing professional standards for the various stages and aspects of the teaching career, noting the need for including expert-based groupings, and using the processes and structures established through the ISPFTED for coordination purposes.

Challenges	It is recommended that	
Teacher professionalism: CONTINUOUS PROFESSIONAL DEVELOPMENT (CPTD)	DBE & SACE	<ul style="list-style-type: none"> Should investigate the range and quality of programmes rolled out through the SACE CPTD Management System and monitor their impact on school and learner achievements.
	National Institute for Curriculum and Professional Development (NICPD), SACE, research organisations, CPTD providers	<ul style="list-style-type: none"> Should investigate the development and support of collaborative reflective practice among teachers within schools, including identifying features of contexts into which projects may profitably be introduced

Challenges	It is recommended that	
Teacher professionalism: ADVOCACY	All stakeholders and roleplayers	<ul style="list-style-type: none"> • Should promote and support existing education sector advocacy campaigns, with the addition of an emphasis that <u>teaching is a learning career</u>; that the potential to add value to society and to individual lives is maximised when teaching professionals engage continuously and reflectively in opportunities for professional development both through specific projects and activities as well as in their daily practice. • The advocacy campaign should have both an internal focus towards members of the teaching profession, as well as an external focus towards all other constituents of society.

Recommendations

Challenges	It is recommended that	
Policy and regulatory framework for implementation: DISTRICTS	DBE	<ul style="list-style-type: none"> • Should develop a costing of implementation of the Districts policy, with transitional plan for gradual access aligned to priorities in Action Plan to 2025; and implement the policy accordingly. • Funds allocated to PEDs for these purposes should be ringfenced accordingly.
	PEDs	<ul style="list-style-type: none"> • The Provincial Education Departments (PEDs) should proceed immediately to implement those aspects of the <i>Policy on the Organisation, Roles and Responsibilities of Education Districts (2013)</i> that they are able to.



Challenges	It is recommended that	
Implementation of District policy: CAPACITY BUILDING	PEDs	<ul style="list-style-type: none"> Should establish central subject advisory and school support team pools that can be used flexibly in different districts as needed as an interim measure.
	Business partners	<ul style="list-style-type: none"> Should leverage funding and expertise from business for the establishment of the PED pools of expertise
	DBE and PEDs	<ul style="list-style-type: none"> Should put in place a system for ongoing monitoring of the extent of staff appointments and capacity building required in regard to Subject Advisory services in key subjects and phases.
	DBE, DHET, PEDs	<ul style="list-style-type: none"> Should develop and implement a strategy for prioritising the development of Subject Advisory capacity, including timeframes and funding considerations, as per ISPFTED.
	Teacher Education Institutions	<ul style="list-style-type: none"> Should develop and deliver programmes for the development of Subject Advisors as components for inclusion in the relevant qualifications identified in the MRTEQ and ISPFTED.
	DBE and PEDs	<ul style="list-style-type: none"> PEDs should accelerate implementation of <u>change management</u> programmes targeting a shift from compliance to support for schools in the districts, prioritising districts with a preponderance of poorly performing schools

Challenges	It is recommended that	
Early Childhood Development (ECD)	The DBE and other relevant departments	<ul style="list-style-type: none"> • Should strengthen the establishment of intersectoral management, coordination and monitoring of ECD
	The DBE in collaboration with other relevant Departments	<ul style="list-style-type: none"> • Should accelerate the finalisation and implementation of the National ECD policy and programme
	DBE and PEDs	<ul style="list-style-type: none"> • Should incorporate Grade R staff onto school staff establishments with appropriate conditions of service that match their qualifications and experience so as to enable them to take advantage of staff development opportunities • Should support the development of underqualified Grade R teachers
	Districts	<ul style="list-style-type: none"> • Districts must coordinate and manage the many ECD initiatives provided by partners