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PROVINCIAL NOTICE

No. 26, 2003

DEPARTMENT OF EDUCATION

SCHOOLS EDUCATION ACT, 1999 (ACT NO.1 OF 1999): DETERMINATION OF POLICY RELATING TO FRAMEWORK FOR PROVINCIAL, DISTRICT AND SCHOOL-BASED EDUCATORS

I, Nomsa Jajula, Member of the Executive Council responsible for Education in the Eastern Cape, acting in 1999 (Act No. 1 of 1999), hereby determine policy relating to the Professional Development/INSET Policy for THE Province as set out in the Schedule hereto

NOMSA JAJULA

MEC: DEPARTMENT OF EDUCATION

MEC's preamble to the Eastern Cape Professional Development Framework

The national process of curriculum change has brought with it a number of challenges for the Province, ranging from development strategy to a challenge of developing better mechanisms of infusing new skills, values and attitudes. Implemented at provincial level the development of a Provincial Professional Development framework began

In 1997, the National Ministry of Education, in consultation with Provinces, promulgated a Curriculum Policy Grades 1-9 and ABET

In 2002, these were revised and streamlined into new National Curriculum Statements in line with development

Provinces are then expected to design implementation guidelines where Provincial Professional Development

This document is therefore a Provincial Professional Development Framework for all teachers. District and I countless days of sleepless nights involving technical expertise of the likes of Dr. L. Lawrence, all members Professional Development, as well as a range of partners in development work.

It is by no means cast in stone but an evolving one, at times enriched by reflections in your daily practice as used to the best interest of our children and further professional development of our teachers.

Best wishes

N Jajula

Member of Executive Council
Eastern Cape Department of Education

Table of Contents
List of Acronyms
List of References:

National and Provincial Policies, Legislation and Guidelines Informing the Proposed Framework
Executive Summary

A Proposed Professional Development/INSET Policy Framework for Provincial, District and School Based E

1. Introduction

2. Background

2.1 The training needs of provincial educators

2.2 The historical development of INSET Policy at national and provincial levels

3. The Policy Framework for Professional Development

3.1 The Purpose of the Framework

3.2 The Vision

3.3 Mission

3.4 Guiding Principles for the Framework

3.5 The model for Professional Development and INSET underlying this framework

3.6 Institutional Structures, Systems and Functions at Provincial and District levels

3.7 Training Programmes, Management Mode, Content and Delivery

4. Conclusion

List of Acronyms

ABET	Adult Basic Education and Training
C2005	Curriculum 2005
DASS	Development Appraisal Systems
DCES	Deputy Chief Education Specialist
DoE	Department of Education
ECD	Early Childhood Development
EDC	Education Development Centre
ELRC	Education Labour Relations Chamber
EMD	Education Management Development
EMDG	Education Management Development and Governance
FET	Further Education and Training

GET	General Education and Training
HEIS	Higher Education Institution
INSET	In-Service Education and Training
LAC	Learning Area Committee
MIP	Matriculant Improvement Programme
MSTE	Mathematics, Science and Technology Education
NCS	National Curriculum Statement
NGO	Non-Government Organisation
NPDE	National Professional Diploma in Education
OBE	Outcomes Based Education
PDD	Professional Development Days
SMT	School Management Team

List of References:**National and Provincial Policies, Legislation and Guidelines Informing the Proposed Framework**

The following National documents were consulted during the compilation of this framework:

1. White Paper on Education and Training, 1985
2. South African Schools' Act of 1996
3. National Education Policy Act of 1996
4. National Qualifications Framework 1997
5. South African Qualifications Framework 1997
6. Curriculum 2005; Lifelong Learning for the 21st Century. (1997)
7. Public Service Act
8. Labour Relations Act of 1997
9. Further Education and Training Act of 2000
10. Employment of Educators Act 1998

- U Norms and Standards for Educators (Feb 2000)
- U ELRC Agreements (Resolution 4 - 6 of 1998 and establishment of SACE)
- U Development Appraisal System for Educators
- U Norms and Standards for School Funding Framework (1999)
- U Education White Paper 5 (Inclusion Policy reference) 2001
- U Education White Paper 5 (Grade R Policy reference) 2001
- U Outcomes Based Education in South Africa (1997)
- U Guidelines for Assessment SAQA 1999.
- U TIRISANO: National Programme of Action 1999.
- U Draft Revised National Curriculum Statement for Grades R-9 (Schools) 2001 (July)
- U Framework for Quality Assurance in South African Education and Training System 1999
- U The Constitution of the Republic of South Africa. 1996
- U The White Paper on the transformation of the Public Service. 1998
- U Labour Skills Development Act. 1998
- U Equity Act 1999.
- U The GETC a publication of SAQA. 2000
- U The FETC Policy Documents. SAQA 2001.

The following Provincial documents provided clear direction and form the core of this proposed framework:

- U Department of Education, Eastern Cape Province; Strategic Focus Areas. 1999
- U Department of Education, Eastern Cape Province; Strategic Plan. 2000
- U Department of Education Eastern Cape Province.
- U Crafting a Vision for INSET: Strategic Focus Area 6 INSET Report. March 2000.
- U Department of Education; Eastern Cape Province. Professional Development Policy Framework, 2000
- U Department of Education. Eastern Cape Province.
- U A Curriculum Training, Implementation and Evaluation Strategy. 2001
- U P.E District Office Task Team. A Proposal. A District Office Model for the Eastern Cape 2001
- U Submission from Port Elizabeth Teacher Centre. April 2002

Executive Summary

A Proposed Professional Development/INSET Policy Framework for Provincial, District and School Based Educators

This document has been compiled by the Eastern Cape Department of Education in a participative process involving staff and members of the Department, particularly from the Chief Directorate Curriculum Management with acknowledgement on the work previously done by the Department of Education, Eastern Cape, particularly:

- 1 Department of Education, Eastern Cape Professional Development Policy Framework 2000
- 2 Department of Education, Eastern Cape: A Curriculum Training, Implementation and Evaluation Strategy

The proposal starts with a brief background of the definition of Professional Development, In-service Education used in the Proposal. It outlines the need for a Professional Development Policy Framework that covers all levels of education. It also indicates the historical perspective of the considerable ground work already done in the field of INSET.

The Proposal introduces the newly established Chief Directorate for Curriculum Management and Professional Development as the coordinating policy and programmes in professional development.

It highlights the importance of including professional development for the following different levels of Education:

- 1 School based educators
- 2 Managers of school based educators at provincial, district and school levels (in work related to managing schools)
- 3 School Educator support staff (in work related to supporting educators in curriculum development and implementation)

It introduces the importance of the decentralisation process in which the District, and specifically the District Education Office, has an implementation role.

Section 3 of the proposal introduces the Policy Framework

It sees the Purpose of the Professional Development Policy as being an instrument of transforming INSET into a Professional Development, providing structures for building a cadre of dedicated educators, using the Whole School Transformation of all individuals concerned lies at the basis of an effective training programme.

The Framework provides the Department with a Vision, Mission and Guiding Principles for a Professional Development Policy.

The accepted model for planning Professional Development/INSET is described in section 3.5. This is a five-step model: as Vision Crafting and School Development Support, as well as training in In-school Professional Development related to EMD and Governance as well as a co-ordinated Departmental Curriculum Implementation Programme in an integrated way.

It sees the provincial Chief Directorate for Curriculum Management and Professional Development as the body responsible for Professional Development for educators in the province. It stresses the importance of EDC's within the district.

In Section 3.7 the proposal makes recommendations related to the management, mode, content and delivery of professional development for school based managers and school support educators in the province. For the three target groups it suggests the Department should cover a much fuller range of programmes, possibly using more distance education models, and initially depend on NGOs. It recommends that all programmes should be accredited and should provide educators with opportunities for the implementation of a new curriculum. These should form part of the system of self-appraisal in the development of school based educators.

It sees the programmes as being divided into generic modules related to transformation, as well as core modules. It further suggests a wider range of modular programmes related to specific focus areas and Phase levels.

In addition it suggests intensive training programmes for provincial, district and school based managers and support staff in knowledge, skills and attitudes required in their ongoing professional life.

It offers suggestions for managing the time allotted to professional development courses in keeping with the

A Proposed Professional Development/INSET Policy Framework for Provincial, District and School

1. Introduction

This document presents a framework for Professional Development and INSET policy for the province. It uses certain key terms which distinguish between different arms of professional development for educators

The document adopts the following working definition of Professional Development:

Professional Development refers to 'a process of education combined with experience through -which all its work and roles, deepen their specialised knowledge, improve their effectiveness as facilitators of students' leadership'. (ANC Policy Framework, 1995: 15)

However the document expands the target for professional development to:

- 1. All school based educators
- 2. All managers of school-based educators at the provincial, district and school levels (i.e. in their work related school educators)
- 3. All school educator support staff (in their work related to supporting educators in curriculum development)

The document acknowledges from the outset that there are components of Educational Management that a Department, and this Policy Framework recommends the close and integrated planning of programmes for school management and professional development.

The document also refers to In-Service Education and Training (INSET) in the conventional way in which it educators who require additional training programmes to update themselves on issues related to learning : overall Professional Development of educators.

Finally, the document accepts current practice in referring to a Curriculum Implementation Training Program the revised national C2005 statements. Because of the scale of this implementation process, it is seen as a Directorate, in order to deal with the large amount of work.

However the document acknowledges that the C2005 programme is also actually INSET i.e. it is an in-service staff on the curriculum.

2. Background

2.1 The training needs of provincial educators

The Eastern Cape Province faces enormous challenges in providing educators with opportunities to undergo the apartheid era remains a major obstacle to the improvement of the quality of teaching. The province has areas

- 1. Upgrade and improve educator qualifications
 - 1.1 Provide educators with sound knowledge of a new national curriculum
 - 1.2 Provide already qualified educators with improved knowledge of teaching methodology and content area
 - 1.3 Assist educators to transform themselves and their schools and to involve communities in this process of and attitudes in line with new constitutional demands

The Department has realised that it is totally inadequate to prepare a short programme of training for C2005 teacher knowledge, skills and values

2.2 The historical development of INSET Policy at national and provincial levels

2.2.1 The early years: 1992-2000

The Provincial Department has for some years conducted a thoroughly participative process to glean the view. Development of educators should be organised and conducted. This process started in the pre-election year

It started with the Provincial Education and Training Forum Steering Committee through which representatives within the Education and Training sector of the Province, moving to the Strategic Management Teams that the Departments in time for the first provincial matriculation examination held within the newly integrated Depart

The introduction of a new national curriculum strategy, Curriculum 2005, using Outcomes Based principles, provincial Curriculum Directorate, beginning in 1997

More recently in 1999 - 2000, the Department carried out an intense participatory process of consultative work. Finalisation of a coherent, contextually relevant policy framework is able to be tabled, based on the direction documents in particular have informed this document's proposed framework. They are:

1 Department of Education, Eastern Cape Province: Professional Development Policy Framework, 2000

2 Department of Education Eastern Cape Province: A Curriculum Training, Implementation and Evaluation

Other policy documents that have informed this proposal are listed at the beginning of this document

2.2.2 Establishing the Structures and Systems for Professional Development of School based Educators and

The establishment of a Chief Directorate for Curriculum Management and Professional Development

In January 2002 the new organisational structure of the Department of Education, Eastern Cape Province: Professional Development into the Chief Directorate for Curriculum Management and Professional Development it is in fact a cycle that leads to a policy framework, curriculum design and development. Implementation again feeds into and starts the cycle of policy reformulation again

It stands to reason that skilled personnel, and ongoing training and support opportunities for staff are an integral structure.

District Implementation

Once fully established and functioning, this Chief Directorate should evolve into the crucial, pivotal driver of improvement of the educator at all levels in the system and ultimately will have a crucial impact on the performance spectrum. This means that the Chief Directorate will have strong links with its implementation arm in the District

The development of curriculum and professional development facilitation teams in the future Education Development effectiveness of educator training programmes

2.2.3 Steps towards the development of this Policy Framework Proposal

A priority therefore, of this newly created Chief Directorate has been to respond to the clear need for a suite of structures which will infuse new values, skills and attitudes whilst at the same time, strengthen the knowledge base of district structures to the head office.

As a result this document has been compiled through close consultation with Directorate staff and submitted to a stakeholder meeting in March, 2002.

3. The Policy Framework for Professional Development

This section draws heavily from the existing Departmental policy framework proposal but adds to this where

3.1 The Purpose of the Framework

This framework is to provide an enabling mechanism in order to:

Transform in-service education and training (INSET) from a fragmented instrument into a co-ordinated, that is based on a Pre-set-Inset continuum, thus enabling all personnel involved in school-based support to interact in socio-cultural environments.

– **Provide dynamic, needs based, proactive structures, capable of playing an integral and strategic role as educators within the context of meeting the current and future needs of all the schools in the province.**

– **Recognise the need for Whole School Transformation as a pre-requisite for sustainable INSET Programs mutual extensions of one another and promotes the belief that the transformation of any organisation, starts with inhabiting it**

– **Recognise that all training programmes should begin with the transformation of self i.e the personal structures.**

(Adapted from Department of Education Eastern Cape Province: Professional Development Policy Framework

The framework is based on the understanding that the Department has a comprehensive strategy for human resource responsibility. It is therefore important to emphasize that this particular Professional Development Framework is a key element in the system.

3.2 The Vision

Educators at all levels within the system, take responsibility, both individually and collectively, to continuous innovative education action and modes of interaction at all levels. This personal professional development vision is to transform teaching and learning in all the schools of the province.

3.3 Mission

The Department of Education in the Eastern Cape Province will achieve this vision through a carefully planned lifelong opportunities for professional development to all educators,

It will therefore optimise opportunities through the skills development levy and other accessible funding mechanisms to create professional development opportunities for educators at all levels of the system.

This should be achieved through relevant accredited programmes, within effective structures and systems, until the interim until mechanisms and personnel within the Department are at a point where they are able to promote collegiality and responsibility

3.4 Guiding Principles for the Framework

The Department's Policy Framework document (2000) lists a large number of guiding principles considered below, some are dealt with more thoroughly in sections related to components of training:

– **Equality of access and entitlement** by all practising and non-practising qualified educators at all levels and opportunities

– **Empowerment** of previously disadvantaged groups

– **Needs-based and competency focussed**, interventions that add value to the individual and the organisation

– **Democratic policies, practices and values** that display tolerance for diversity,

– **Integrated learning opportunities** that ensure balance in the acquisition of knowledge, skills, values and attitudes

- **Life-long learning opportunities** and career pathing through the attainment of accumulated credits,
- **Portability of qualifications** that ensure articulation between various places of learning and synergy bet
- **Recognition of Prior Learning**
- **Quality and cost effectiveness** in human resource utilisation,
- **Accreditation**
- **Continuous evaluation and research** to ensure relevance and maintenance of standards,
- **Modes of delivery** that allow for on the job learning opportunities

These principles and others inform the framework of this document.

3.5 The model for Professional Development and INSET underlying this framework

Throughout this policy framework it is clear that whole school transformation is the key that will unlock the p development of self managing schools.

If we are to achieve our ultimate vision of optimum learner performance, the Department of Education in the first building their most important asset, which is their Human Resource pool. This energy and effort should but most importantly should focus on values and attitude change, which is at the heart of any transformation

The Department of Education's adoption of a Whole School Transformation Model (on page 9) provides a u Development of all educators and educator support services

The model indicates several important areas of need in bringing about the much needed transformation of s

□ The effectiveness of all INSET and Education Management Development (EMD) training for schools dep together of school and community to collaborate in vision crafting and school development planning; the inv becomes a basic principle for transformation

□ Professional Development is seen as an ongoing and in-school process that should be supported by edu

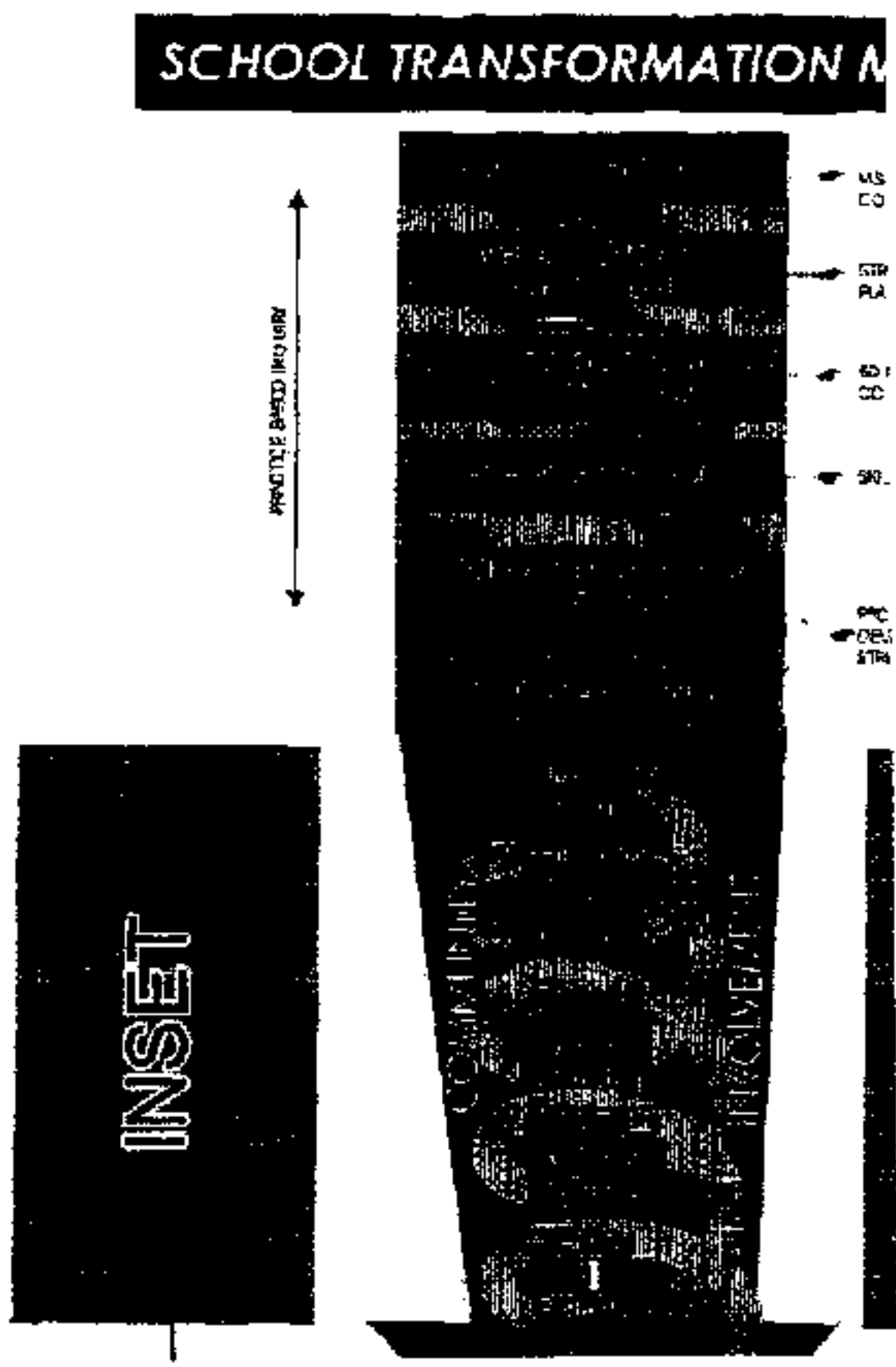
□ INSET for educators at all levels and Management training for school managers are essential not only for school as a whole

□ Whole school development depends on the spirit of transformation being kept alive by ongoing support fr external providers and other schools in clusters and circuits; it depends on fundamental principles of collab levels

This policy framework, whilst acknowledging the fact that an integrated and holistic approach is needed in c concentrated on the Professional Development (through INSET programmes) side of a model for Whole Sc

For this model to be effectively applied, it is therefore of critical importance that the Human Resource Mana Education Management Development and Governance training in the Province works hand in glove with the Professional Development in the delivery of integrated and holistic programmes for whole school transform close collaboration with the Chief Directorate for Distinct Development as the co-ordinating structure. This w overlooked.

Figure 1



3.6 Institutional Structures, Systems and Functions at Provincial and District levels

The structures and systems from school level, through District level to Provincial level will be guided by the communication, networking and support structures to allow for planned, well managed training programme.

3.6.1 Operating from the Provincial Base

The Chief Directorate of Curriculum Management and Professional Development at Provincial level is responsible for educators at all levels in the system from the school base, through the district structures and up to the P

The Chief Directorate, through three management arms viz. Curriculum Management, Mathematics, Science are responsible for the management and co-ordination of the following six operations.

- Policy contextualisation, research and evaluation
- Materials development and evaluation (leading to a Materials Development Unit)
- Training programme development and co-ordination.
- Training of trainer programme development and coordination
- Media and library services
- Management and Administration
- Monitoring and quality assurance of training programmes provided by external and Departmental providers

Each of these operations needs to be staffed by education specialists from Grade R, Foundation Phase, Intermediate Training Phases as well as specialist curriculum policy developers and training programme and materials developers.

3.6.2 Operating in the District Structures

It should be emphasised that all professional development support activities at school level will operate in the District Structures.

The EDC will support 4 broad services all of which should work as a single co-ordinated training body:

- Professional Development and Curriculum Services from Grade R-12)
- Special Needs in Education Services
- Media Resources and Library Services
- School Management and Governance Services
- ABET Services

Staffing of the above structure with officers who are motivated, specialists in their learning area / field, can

The Subject advisory services are recognised as the "gatekeepers" of the Curriculum and Professional Development. Chief Education Specialists (CES) form the training and support teams at the District level.

All curriculum and Professional Development related activities should be managed and co-ordinated by the

The effectiveness of professional development/INSET and curriculum implementation strategies will depend in some districts. These would provide mobile media, laboratory and specialised needs in education services

materials

However, effective professional development of educators will also depend on clearly defined institutional s

3.7 Training Programmes: Management, Mode, Content and Delivery

The roll out of training programmes for professional development are detailed in the Professional Developm

3.7.1 Target groups

Professional Development opportunities should be planned for three levels of educators.

I. Managers of educators (provincial district and school)

II. Educational Support providers (district)

III. School based educators

In addition there will be a need for Training of Trainer programmes at different levels and for specific purpos

It is crucial to emphasize here the need for co-ordinated planning of training programmes for all managemen
Professional Development training are integrated under the Workplace Skills Plan

3.7.2 Management of training programmes

It is the task of the Chief Directorate Curriculum Management and Professional Development to manage Pr

This will be planned in close collaboration with the District Curriculum Specialists and Professional Develop

3.7.3 Content and Delivery of training programmes

A full scale Professional Development, INSET and Curriculum Training programme will be developed and in
lison with District specialists and contracted service providers.

The programme will cover essential knowledge, skills and values for all educators at different levels and In
Section of the document.

The Department will use a range of service providers to accomplish this, including Departmental structures,
Education Institutions. Some of these service providers will come with their own funding, others will come w

Following an induction process to advocate the Department's Professional Development Policy and Deliver
of a set of agreed upon criteria, and a comprehensive data - base will be set up

Education Development Centres should build capacity in order to become accredited centres for approved
programmes in partnership with external service providers

3.7.4 Accreditation/Cerification/Recognition

This entails recognition of the acquisition of knowledge and competencies as set out in training programmes
in recognised institutions and organisations.

The Department of Education will strive to offer programmes validated by SAQA. The Department could cer
after having completed specific modules at a particular level of a training cycle and for having demonstrat
training cycle-Practitioners who attend programmes offered by tertiary institutions, NGO'S and the private s
programmes meet the standards and requirements of the Department. A data base of all certified and accre

Practitioners entering training programmes will be given recognition of prior learning should they be able to a particular module.

All educators used in delivery and/or support should gain recognition, which should contribute towards their frameworks, materials and resources and conduct evaluation and research

While it is recognised that the Department will initially require external assistance in developing and delivery provincial and district level, so that Materials Development Units will develop INSET programmes, and EDC

This implies intensive professional development capacity building programmes for educators involving

- Policy formulation and contextualisation for the province
- Curriculum evaluation procedures
- Materials and course development training
- Research and quality assurance training
- Support skills training e.g. mentoring, monitoring, facilitation

3.7.5 Modes of Training

The modes of training are determined by the largely rural nature of the Province and the fact that Professor (ELRC Resolution #7).

It is recommended that the Department uses this development opportunity to explore a Distance Mode of training modes of delivery should be incorporated into the strategy, these would include.

- Modular study guides
- Face to face tuition
- Field monitoring and support - inclusive of demonstration lessons
- A tutor support structure - tutorials every fortnight
- Cluster / Peer (critical buddy) support - Phase/Learning area Committees led by Key Educator
- Electronic media, where available - e-mail
- Media support - newspapers, radio
- Phone in support

Considering the context, it is recommended that the radio and newspaper media should be much more fully used in 2005 and other INSET programmes.

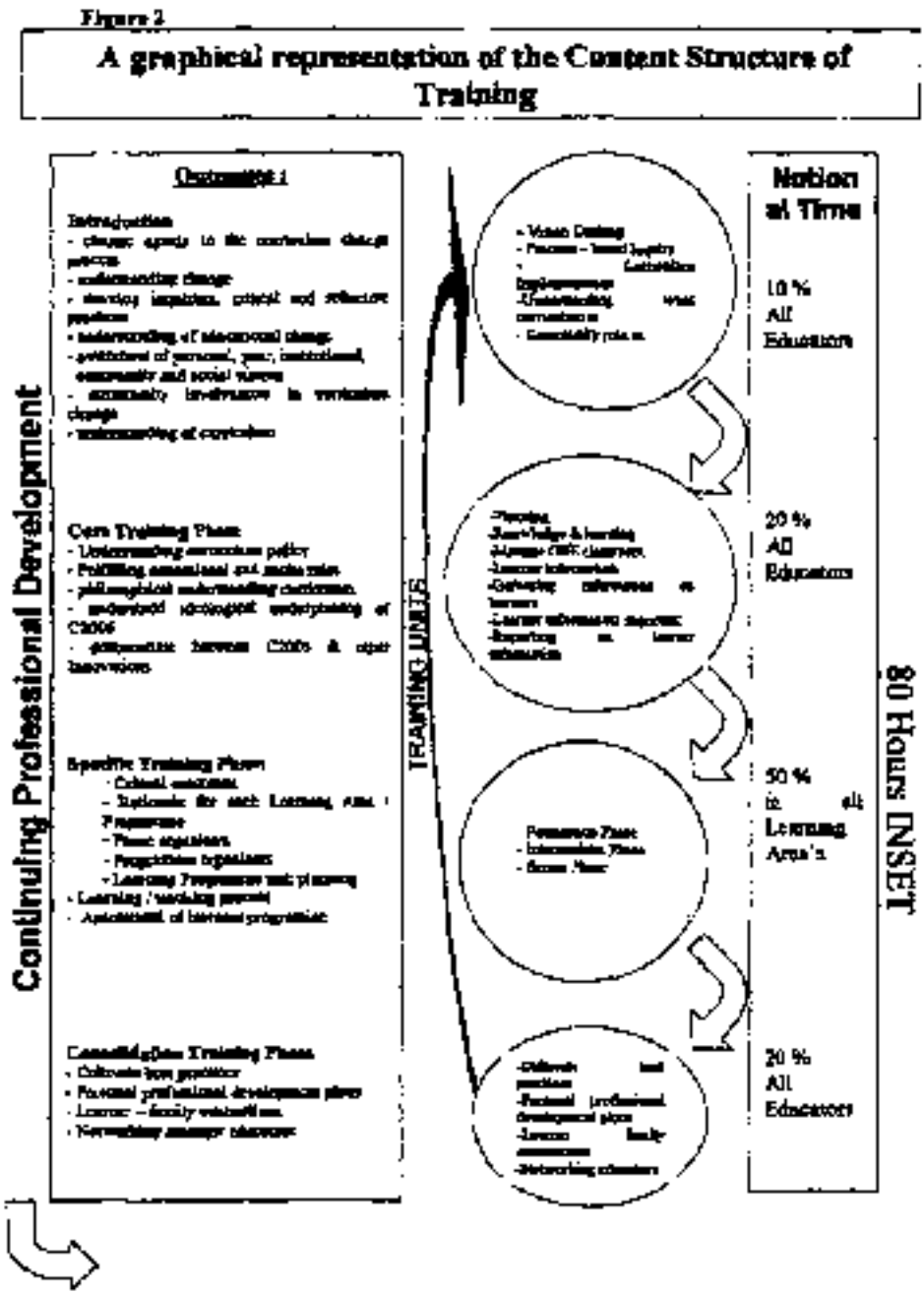
3.7.6 Suggested Mode for Organising the Training Programmes for School based Educators

While the strategy suggests that the Department still needs to decide on how training will be organised, the Document, 2000, offers an interesting model for organising training. It is similar to many of the suggestions for implementation, although there are some differences. The model suggested in 2000 is represented in the diagram below.

It is based on the same Whole School Transformation Model that is used in this Proposal. It suggests that a transformational training process. This relates to the School Transformation programme suggested in this framework.

It also recommends a core training programme for C2005 principles. This would now be based on the revised

There is a slight difference in the 2000 model's suggestion that there should also be a Specific Training Phase Intermediate and Senior (and now FET). In this proposed framework the INSET with a Special Focus Program much broader. It will add a range of special focus areas related to transformation of values and attitudes, as well as knowledge for the professional development of Educator Support and Management officials (in relation to C



The 2000 model proposes that all training programmes accredited for Departmental use should apply an arc words, educators should be encouraged through the training modules to become reflective practitioners. They evaluate them with fellow educators, reflect and re-plan in an ongoing cycle of professional development

The value of the 2000 training model is the emphasis it gives to the proposed use of 80 hours of INSET. The Special Focus programmes proposed in this document.

3.7.7 Suggestions for Time Management

Accredited Professional Development Programmes, endorsed by the Department of Education should take weekends should be set aside as part of planned programme delivery.

It should be noted that in order to ensure that the programmes are practice-based, at least 60% of allocated Resolution #7).

In addition to this, four days should be earmarked in the academic year when all educators are to be engaged

In order to eliminate ad hoc schooling disruption, the following days should be set aside

- The day before the start of the academic term for learners
- The day after the end of the academic term for learners

The purpose, content and outcomes of these Professional Development Days (PPD'S) should be clearly stated and may be used for school-based programmes or special Circuit / Cluster / District Programmes

In addition to the 4 days, accredited Professional Development Programmes will take place outside formal classes as part of planned programme delivery.

It should be noted that in order to ensure that the programmes are practice based, at least 60% of allocated Resolution #7);

4. Conclusion

This framework covers the essential elements of a Professional Development Policy for all educators in the documents should also be referred to by any decision making body. If the Whole School Transformation Model different Directorates co-operate and integrate planning for all provincial, district and school based educators enable educators to follow a lifelong path of development that provides them with new opportunities for growth

Document 2: A Proposed Framework for a Professional Development Strategy for Provincial District and School policy principles presented in this document (Document 1)

It proposes a roll out of a Professional Development Implementation Strategy for Educators in the Eastern Cape

It suggests a gradual phased in approach for designing and implementing Professional Development Programmes

