

CURTIS NKONDO TEACHER DEVELOPMENT INSTITUTE SUBJECT SOCIETIES

1. HISTORICAL AND IDEOLOGICAL CONTEXT

The Christian National Education which in the 1940s combined with apartheid education began to receive both practical and ideological rejection in the 1970s. In the 1980s the struggle developed from being a mere protest into a program of resistance under the theme “People’s Education for Peoples Power”. In the late 1980s not only the struggle focused on ideological issues underlining the curriculum but also on building the organs for people’s power. The Parents Teachers Students Associations (PTSA), the Student Representative Councils (SRC), Street Committees (ST), to mention just a few, were deliberate products of the organised progressive formations (the unions, student and community organisation). These form the bedrock for today’s progressive structures in championing the possibility for the practical realisation of the people’s education with clear and corresponding policy directives.

In 1994, the Education Department of the ANC presented A Policy Framework for Education and Training which was subsequently referred to as the Yellow Book. This well researched and well-crafted document forms the basis for most today’s education policies, from Early Child Development to Higher Education and Training. It covers a number of issues, from the issues of curriculum; management and governance, resources and certification.

In the introduction, the framework identifies three key features that characterised the Apartheid Education and Training system, a fragmented system along racial lines and saturated with the racial ideology, lack of access or unequal access between whites and blacks and the lack of democratic control within the education and training system where students, teachers and parents have been excluded from decision making processes which resulted in the destruction, distortion or neglect of human potential. “This resulted to a devastating effect on social and economic development. The latter is evident in the lack of skilled and trained labour and the adverse effect of this on productivity and the international competitiveness of the economy”- ANC Yellow Book.

On Managing Educational Change the framework state, “For a policy to have a success, sufficient people must be persuaded that it is right, necessary and implementable. Almost any education

and training policy will come to grief in practice if it does not win the support of two essential constituencies: those who are expected to benefit from it and those who are expected to implement it. Coercion is a recipe for disaster. The maximum participation of teachers and trainers in the design and training of new curricula will be crucial”.

The 2008 SADTU KwaZulu- Natal conference is referred to as a watershed gathering because our union, amongst others, adopted a resolution that compels the union to integrate theory and practice in its revolutionary responsibility on quality public education campaign. This campaign derives from the necessity to bring into life the vision enshrined within the content of the “People’s education for people’s power campaign”, which campaign had as its strategic objective the translation into practice of the clause in the freedom charter (the door of learning and culture shall be open to all).

Since 2009 SADTU KwaZulu- Natal had done everything in its power to ensure that not only defines its role in the QLTC campaign, but that it also selects certain important areas around which to take forward the campaign. The major preoccupation in 2009 and 2010 has been to build public confidence on the capacity of the education system to deliver quality. The main focus had been on establishing QLTC structures aimed at improving KwaZulu Natal matric results from the mere 57% in 2008 to a remarkable 70% in 2010.

SADTU KwaZulu Natal had always been of the view that matric interventions, as necessary as they are, however are not necessarily the panacea for quality public education delivery. The educated view is that issues of performance within education system cannot be located outside the consideration of the apartheid capitalist legacy and that for performance of quality the issues of equitable resource allocation, adequate staffing, initial teacher development and continuing professional development are amongst primary requirements for quality.

This concept document is guided by the following documents:

- a) The NECC document on people’s education for people’s power.
- b) SADTU 2030 vision: Creation of a learning nation
- c) KwaZulu Natal QLTC discussion document

- d) Quality learning and teaching campaign signed by all stakeholders
- e) Curtis Nkondo (KwaZulu Natal Chapter) Programmes
- f) Integrated Strategic Planning Framework for Teacher Education and Development in South Africa
- g) The governments' five priorities document
- h) Action plan to 2014 – Towards the Realisation of Schooling 2025

NB. This document should not be treated as sacrosanct and will therefore be subjected to on-going input by members and organisations of the public. We expect such input by the end of July 2012. However the implementation process has commenced.

1. **VISION BEHIND THIS CONCEPT DOCUMENT**

The SADTU Subject Society movement aims to take forward SADTU's commitment to radically change the education system such that it meets the developmental needs of the country within the context of our 2030 vision, especially the pillar on CREATING A LEARNING NATION.

This should by no means be viewed as an indication of SADTU softening its revolutionary stance in fighting relentlessly for the improvement of the conditions of work for the workers. Nor should it be viewed as SADTU conceding to the misplaced argument by the SADTU detractors and armchair critics who always blame our organisation for anything going astray in the system. Amongst others, this subject society movement aims to:

- Promote life-long learning and build teacher confidence.
- Promote and maintain high standards of professional integrity.
- Develop efficiency in the promotion and maintenance of high standards of teaching and learning.
- Create networking structures within and across subjects.

- Create the possibility for curriculum transformation and address past imbalances with regard to critical and/or gateways subjects forming part of the curriculum content of the marginalised schools.
- Develop and promote subjects integration and articulation across grades and phases.
- Promote and ensure public buy in to the SADTU vision 2030.
- Inform, update and train members on all new developments in the curriculum.
- To plan educational change and development, and conduct research and share results on subject based issues that require special attention.
- Develop subject related material for members to address identified problem areas.
- Monitor and support the members on the curriculum implementation.
- Take a lead in influencing, developing and designing new curriculum changes towards a socialist society.

2. CURRENT STATUS OF TEACHER COMPETENCIES

In terms of the **statistics** presented at the national ELRC as at December 2011, our country boasts of 390 641 educators whose qualification status are as follows:

- 10 218 – REQV 10 – no education beyond grade 12 (8 738 of whom are in KZN province)
- 636 – REQV 11 – grade 12 certificate and one year course
- 4150 – REQV 12 – grade 12 and two year- qualification
- Meaning that at least 15 004 teachers need serious attention

In terms of department's vision 2025, action plan 2014, by the year 2014 the minimum entry qualification for all teachers will be REQV 14. Meaning that 98 848 teachers (who are currently REQV 13) have also been found to be not "sufficiently" qualified. This makes another compelling argument and urgency on ***a strong and qualitative Pre and In-service processes.***

According to Action Plan to 2014, the average hours spent by teachers on professional development activities is 35 hours per year and only 51% of teachers who are able to attain minimum standards in sample based assessment of their subject knowledge.

Approximately half of South Africa's public school learners are in classes with more than 40 learners, and approximately 15% are in classes with more than 50 learners. In South Africa, the learner: educator ratio is approximately 1:33, whilst in Botswana it is approximately 1:22.

The 2011/12 Annual Training Report indicates that KZN has only spent about 2% of its R196 185 000 budget for skills development. It further reflects that only 5504 of KZN educators benefited from any form of training.

South African education system also acknowledges its unsatisfactory performance in relation to SACMEQ countries profiles. According to the Integrated Strategic Planning Framework (the work of all education stakeholders on Teacher Education and Development), the findings of the NPC report, NSC results and ANA reveals intensive development must be prioritised for teachers in the following categories:

- Foundation Phase: numeracy, home language/literacy (all African language); and English first additional language
- Intermediate, Senior and Further Education Phases: mathematics; and English First Additional Language
- For FET: in addition to the above: mathematics literacy; accounting; and physical science
- For all phases and specialisation above: multi-level/inclusive teaching (focus in particular on curriculum adaptation)

South Africa is currently not producing sufficient new teachers corresponding to the demands of new schooling therefore a lot of teacher development should be entered into to assist teachers adapt to bigger class sizes and multi-grade teaching.

In its attempt to meet The Action Plan 2014 demand on the issue of making Early Childhood Development part of the foundation phase, our education system has to address the question of ECD and Grade R educators recruitment and continuing education programs.

3. PRESENT INTERVENTIONS MADE

The South African Council for Educators through the Act 31 of 2000 has been tasked with the responsibility of promoting professional development of educators both in the Public and Independent schools. In executing this mandate they rolled out the Professional development Portfolio workshops and other programmes but this was still not enough. And it is through the National Policy Framework on Teacher Education and Development (NPFTEd) of 2007 that the Continuing Professional Development System (CPTD) System was conceptualised and SACE is tasked with the responsibility of implementing, administering and managing the system. All teachers would be expected to earn 150 professional development points in a three year cycle. The 2009 Teacher development Summit re-emphasised the role that the council should play in the approval of all providers and endorsement of professional development activities. The purpose of this is to protect teachers against fraudulent providers and to ensure that these activities contribute to the enhancement of classroom practice and therefore influence learner attainment. These activities should meet the SACE approved criteria and also carry professional development points. In 2011 the Basic Education Laws Amendment Act gave specific powers and responsibility to SACE to manage a system of Continuing Professional Development System. This means therefore that SACE will be the gateway through which continuing professional development programmes targeted at educators will be evaluated, endorsed and PD points attached. Teachers will keep a PDP which will be used for both purposes of tracking identification of needs and development.

The ETDP SETA is yet another very important vehicle in the sphere of skills development in general and teacher development in particular. The labour department then had a responsibility to develop a Skills Development Strategy for the purposes of coordinating and aligning skills enhancement to meet the demands of the Human Resource development Processes of the country. All departments were and still are expected develop and submit to the SETA Workplace

Skills Plans with a view to address developmental goals and capacity challenges identified during skills audit initiatives.

The Department of Education's teacher development initiatives are undertaken through, in the main, three initiatives:

- ***Higher Education Institutions have an agreement with the department on Pre and in service programs.***
- ***The short programs run through service providers and funded through the Skills Levies Fund.***
- ***Workshops run by the Subject Advisors.***

NB. There are also teacher development initiatives undertaken by NGOs without the department's consent and will form the subject of this discussion document.

WHY SADTU INTERVENTION?

The above interventions, important as they may be, lack proper coordination and therefore operate as entities while impacting on one important stakeholder (teachers). SADTU Curtis Nkondo Initiative is therefore aimed at connecting the dots and create alignment in all teacher development process with the teachers being at the driver's seat of their developmental processes.

Most if not all the above initiatives are conducted off-site and therefore away from where the core business is undertaken. This SADTU initiative aims to create a possibility for self sufficiency of teachers and subject specialists at the school level such that the major programs for continuing teacher development takes place on site. To this effect SADTU wants to develop and sustain an unambiguous infrastructure for a clear teacher development policy pathway.

According to SACE teachers should earn at least 150 professional development points as an indicator of life-long learning and continuous reskilling. Such cannot happen if there lacks an

initiative that ensures that there is a well-coordination on Teacher Development matters where service providers are all “accredited” or approved by SACE as a regulatory body on professional issues and there is a deliberate coordinated way for teachers to earn professional points.

The lack of Skills development related structures within the department creates conditions for teacher development initiatives to be supply driven rather than needs driven. The subject societies and our general QLTC initiatives will make it a point that Teacher Development programs are as a result of skills needs as determined in relevant structures like District and Provincial Training Committees. The subject societies therefore will play a role in making suggestions on the kind of programs and institutions required to address teacher development needs. We will ensure that Teacher Development and general reskilling issues occupy the centre in KZN and that monies set aside by SETA are used for that purpose. Presently the annual training report from ETDP SETA (2011-2012) indicates that the KZN department used only 2% of more than 195 million rand for teacher development with the rest being used, we suspect, for programs other than skills development.

The subject society movement will lead the process of de-linking performance appraisal from developmental appraisal as interdependent components of the IQMS. This movement will put important emphasis on addressing teacher needs identified in the teachers Professional Development Profile.

At this point the major site of teacher development activity will be at the district centres while possibility is being created for such programs to be school based.

The Subject Society movement will also undertake a research on the practical role to be played by learners and parents in improving classroom practise. To this effect a summit will be called for that purpose as well as on general QLTC matters. This subject society will also work closely with the SADTU initiative on improving the efficiency and quality of school managers to be launched in June 2012.

4. IMPLEMENTATION PROCESS

The programme will take the following implementation process:

- a) Creation of the provincial steering committee to oversee the implementation of all professional development activities.
- b) Further consciousness building on the part of our members and teachers generally (advocacy).
- c) The nomination of the most competent subject specialists in foundation, intermediate, senior and FET with an option to co-opt other expertise.
- d) Selection of best office based subject specialists across the above areas of responsibility.
- e) Creating structures that form continuing teacher development policy pathway and identification of areas of main professional development activities.
- f) Determination of the frequency, content and character of teacher development programmes through IQMS and other related evaluation measures.
- g) Identification of centres or venues (in all SADTU regions and departmental districts) for undertaking the teacher development programmes.
- h) Development of the evaluation instrument to measure the impact of the programs.

5. REGIONAL PROFESSIONAL DEVELOPMENT CENTRES

SADTU Regions will be responsible for:

- Identify SADTU regional education centres that will as much as possible be district based.
- Ensure that there are reliable security systems in all the centres.
- Identify retired members of SADTU to serve as centre managers on voluntary basis.
- Work closely with progressive local business partners to resource the centres.

- Develop a programme for launching and popularise all the centres.
- Ensure that the centres are resources with, among other things, the following basic needs, as a minimum:
 - (i) Computers
 - (ii) Data projector and screen
 - (iii) Workbooks
 - (iv) Sample of LTSM for all grades
 - (v) Science kit for physics and life sciences
 - (vi) Bank of previous question papers for grade 12
 - (vii) Sample of good test papers for all grades
 - (viii) Sample of good projects for all grades
 - (ix) Meeting room for at least 30 educators
 - (x) Sample presentations on CDs and DVDs for identified challenging concepts in different subjects.
 - (xi) DVDs on worked out solutions of different subjects.
 - (xii) CAPS and other curriculum related policy documents
 - (xiii) Contact details for lead teachers in different subjects and grades
 - (xiv) Contact details of all subject society members
 - (xv) Programme for all subject societies
 - (xvi) Sample of an ideal teachers subject file for all grades.
 - (xvii) Sample of lesson plan for all subjects and grades.

- (xviii) Sample of a teacher's Professional Development Profile to guide continuing professional development and assist teachers in tracking accumulation of professional development points.
- (xix) Document on different pupil behaviour modification methods (tips on dealing with learner ill- discipline)
- (xx) Document to guide and assist teachers in the identification of learners with barriers to learning.
- (xxi) Document on different classroom management techniques (taking into consideration different classroom sizes teachers are subjected to teach).
- (xxii) Document that guides teachers on various assessment methodologies to enhance teachers' classroom practise.
- (xxiii) Document on the nature and content of a classroom.

6. RESPONSIBILITIES FOR EACH SADTU SUBJECT SOCIETY

- All subject societies must undergo strategic planning exercises to draw a program of action for both the structure and the subject.
- Each subject society member must always be ready to attend political education classes, workshops and seminars so as to enrich their ideological consciousness and consolidate patriotism.
- All subject society members must be equipped with basic facilitation skills and such must be enhanced from time to time.
- Must research and equip teachers with different teaching methods and styles as part of their life-long learning process.

- Must research and assist teachers with understanding different learning styles as an important component of understanding their learners and barriers to learning.
- Must empower teachers on managing diversity
- Empower teachers on classroom leadership, management and administration
- Must undergo advanced training on the subject content and pedagogy at least once every term.
- Must enhance teachers' capacity to develop teaching and learning material.
- Must capacitate teachers on issues of assessment.
- Must participate in the development of the Work Place Skills Plan and business plan as part of strengthening the District Training Committees.
- Must develop a strategy that responds correspondingly to the issues of numeracy and literacy. Such strategy will have clear impact assessment instruments.
- Must create a strategy for development of indigenous languages and create a possibility for mother tongue to can be medium of instruction.
- Must operate within the subject society constitution and guiding policies.

7. COMPOSITION OF SUBJECT SOCIETIES

7.1 PROVINCIAL SUBJECT SOCIETY EXECUTIVE STRUCTURES

- Three elected classroom based subject specialists per subject.
- Two office based subject specialists per subject.
- Selected members of the provincial task team (for FET phase).
- Provincial Secretary Provincial Education Convener and Provincial treasurers (as ex-officio members).

- Co-opted members from HEIs and NGOs.
- Representatives from SADTU Curtis Nkondo Professional Development Institute.

7.2 REGIONAL SUBJECT SOCIETY EXECUTIVE STRUCTURES

- Five elected classroom based subject specialists per subject.
- One office based subject specialist per subject.
- Regional Secretary, Regional Education Convener and Regional Treasurer (as ex- officio members).

7.3 OFFICE BEARERS

- Chairperson
- Deputy chairperson
- Secretary

7.4 RULES AND PROCEDURES

- All Subject Societies shall be subjected to the SADTU Constitution in terms of their functionality and behaviour.
- All Subject Societies serve as sub structures within the prescripts of the SADTU constitution.

8. CONCLUSION

While SADTU is prepared to go this extra mile such cannot happen if there is no cooperation from the department. SADTU calls for the department to create an environment of peace and stability that correspond to the task at hand. Our conflict, which is obviously inherent in our relationship, should be minimised and be resolved in a mature and responsible way.

The department must perform its “task on time” in all issues relating to workers conditions of service. We expect the department to respond positively on our suggestion on the usage of skills funds.

"Individual commitment to a group effort - that is what makes a team works, a company works, a society works, a civilization works", so said legendary football coach Vince Lombardi, and his words can help us understand what a society truly is.

A progressive society should be made up of individuals who work together for mutual benefit. It can be a very broad term, as we can make generalizations about what the whole of Western society believes, or it can be a very narrow definition, describing only a small group of people within a given community. But no matter the size, and no matter the link that binds a society together, be it religious, geographic, professional or economic, society is shaped by the relationships between individuals.

Philosopher Jean-Jacques Rousseau believes that a society lives by ‘the social contract’. In other words, people play a role in bringing about laws and in choosing a given leader. If people lose or decide not to exercise that right, the society will not function as well. A society without an agreed-upon code of conduct would be like football without rules or a referee. People will cooperate and commit to a society for as long as they can choose the person who mediates and voice an opinion on the rules.

To this effect Paul Freire observes, cautions and demands that we cooperate and in a coordinated way move forward to conquer the enemy and liberate the nation when he says:

“The fear of freedom which afflicts the oppressed, a fear which may equally well lead to desire the role of the oppressor or bind them to the role of the oppressed, should be examine” (p.2).