Overview of Day 1

**Education Indaba
29 August 2018**

"New normal of labour peace"

One accord in education, for a brighter tomorrow

Key Priorities of the Sector

Guided and on track with Strategic Direction related to national and global priorities

Priorities of Sector

- Improved Quality of Teaching and Learning through development, supply and effective utilisation of teachers

- Provision of quality infrastructure and LTSM

- Improving assessment – quality efficiency in academic assessment

- Expand access to ECD and improvement of Grade R (Practitioners, ECD Centres)

- Strengthening accountability and improving management at all levels

- Partnership for Education Reform and improved Quality

Key Priorities of the 2018/19

"Blame game" – edupreneurs and edubusiness profit making

- WEF – DBE for high unemployment rate

- IMF – teachers' poor performance

- OECD – paints depressing picture; DBE blamed

Priorities:
- Fund mother tongue instruction
- Funding for Teacher Development Programme
- Working conditions for ECD
- SACE standardisation – stifling professionalism of teachers
- Infrastructure
- Speed up process for permanent teachers
- "Don't standardise Mathematics – enhance it"
- Support staff for schools
- Review collective agreements for promotion
- Opposition to rural education

Key Priorities of 2018/19

CTU-ATU

- Timeous completion of MTEF consultations
- Post distribution model
- Temporary Educators
  - Proper planning for end of 2018
  - Expedited process to finalise draft collective agreement
- BELA / Collective Agreement in Vacant Promotion Posts
- Collective bargaining: emergence of new unions
- IQMS/ Salary Progression 2018
- Assessment and Chapter 4 of CAPS
  - Assess to identify problem areas and to improve
- TUC Project

ESSENTIAL PRINCIPLES OF A PPN MODEL

1 Must determine an equitable distribution of posts across a population of schools.

2 Is dependent on data that is easy to compile.

3 Is aligned with curriculum requirements (demand).

4 Takes affordability into account (supply).

5 Must include a Poverty Redress mechanism.

6 Must have the flexibility to respond to changing requirements (policy, curriculum).

7 The parameters used should accommodate diversity (specialist sectors, very small schools, special projects, individual circumstances).

8 Is understood and can be applied at all levels in the sector (school to national).

9 Should award management posts in ADDITION to curriculum requirements.

10 Should be able to demonstrate explicitly the difference between IDEAL and AFFORDABLE.

11 Should allow for an INDIVIDUAL school establishment to be calculated.

12 Any two schools with the same curriculum requirements and conditions should yield comparable establishments, regardless of their location in the country.

Post Provisioning Considerations

Radically transform the PPN

- Generate ideas and not be constricted by funding issues

- Respond to skills for new future; 4th industrial revolution

  - Three stream model

- Inclusion of ECD (0-4) and Grade R

Grade R Key Issues Discussed

Policy Proposals

Policy proposals for improving qualifications of Grade R practitioners.

Course Offerings

DBE/DHET engagements to facilitate university course offerings.

Limitations of Diploma in Grade R Teaching: L6 qualification.

Supply & Demand

Teacher supply and learner demand: pupil enrolment projections vs number of qualified Grade R educators and qualification completion dates;

Possible pathways

Identification of possible pathways for those holding the Diploma in Grade R Teaching to be able to obtain the B. Ed FP Teaching degree.

Support Programmes

Provision of study support programmes during the reskilling process to assist practitioners in successful completion of studies.

Qualifications Profile

Updating DBE's Grade R practitioners' qualifications profile to include variables such as age, years in service, etc.

Grade R - Recommendations

Reliable data

Obtain updated, reliable data set on number and levels of educators in addition to the 2019 establishment, and who are currently unemployed.
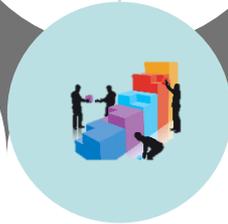
Develop realities

Develop realities and cost a model responsive to policy requirements and/or socio-economic realities.

Investigate

Investigate various education policies, guidelines and programmes particularly, those directly impacting variables of PPN calculations.

Grade R data

Strengthen collection, management, use and interpretation of PED Gr R data.

Supply & Demand

Define and address supply and demand issues.

Demand: Number of children entering Grade R over the next 5 years. **Supply**: Number of qualified Grade R educators required over the next 5 years

Timeframes

Develop timeframes for reskilling and qualifications.

Early Childhood Development

Issues to consider

- Working with 0 – 4 considerations

- Infrastructure issues

- Policy alignment

- Conditions of service

Thank You