Institutionalising the NICPD
September 2020

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
EDUCATION
COLLABORATION
TRUST**

NDP
2030

Read to Lead
A Reading Nation is a Leading Nation

STAY
SAFE
PROTECT SOUTH AFRICA
TOGETHER WE CAN BEAT THE CORONAVIRUS

Executive summary

The Teacher Development Summit in July 2009 noted the importance of establishing an aligned, collaboratively developed and integrated professional development process for teachers. The National Institute for Curriculum and Professional Development (NICPD) was proposed in the *Integrated Strategic Planning Framework for Teacher Education and Development in South Africa, 2011–2025* (ISPFTED) and established as a chief directorate in the Department of Basic Education in 2014.

The purpose of this concept note is to map the steps and considerations towards a more capacitated NICPD, with the appropriate human, financial and technical resources to enable it to contribute to improved "quality of teacher education and development". Given the complexity of the teacher professional development system and policy, it is proposed that a network-hub model, driven by teacher needs and quality, is an appropriate model for NICPD. In this regard, key focus areas are:

- Strengthening system alignment, networks and partnerships in line with policy and the South African Council for Educators (SACE) Continuing Professional Teacher Development (CPTD) Management System
- Development and design of teacher professional development (TPD) curricula and frameworks to improve curriculum delivery (including diagnostic self-assessment, continuing learning opportunities and an online learning and support system)
- Research, monitoring and evaluation of the effectiveness of curriculum delivery and CPTD
- Lesson learning and knowledge management
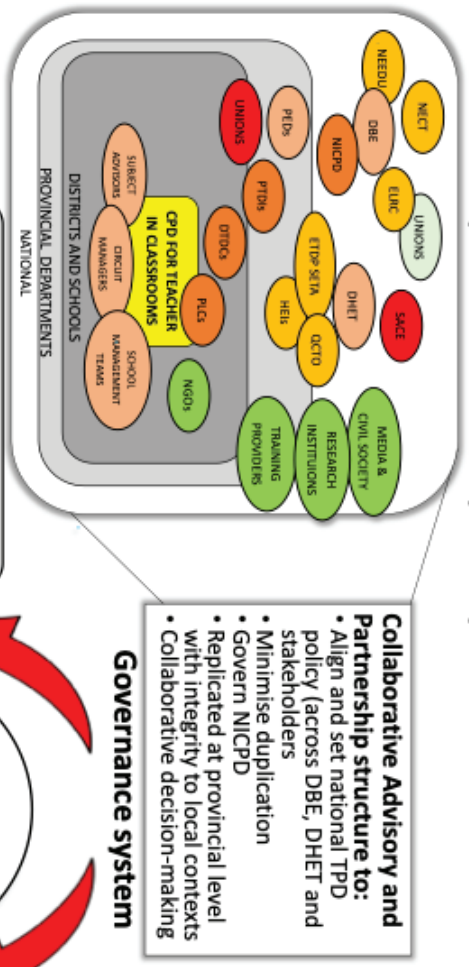- Innovation and incubation of best practices in CPTD and curriculum delivery

The primary focus of the NICPD is professional development. In this regard, it will not be involved in curriculum development which is the primary domain of Branch C. It will however keep curriculum implementation and delivery in sharp focus to identify gaps, trends and new ways of teaching. In particular, the results of teacher self-assessments will ensure that needs are identified, and the research will provide opportunities for innovating delivery for diverse contexts and well as future thinking.

The NICPD should be fully funded, as cost recovery often encourages institutions to shift focus to marketable programmes. The SETAs and the ELRC respectively support professional development activities and funds can be ring-fenced for the NICPD and related activities nationally and in the provinces.

Collaborative decision making is necessary to drive a hub delivery structure and due consideration must be given to how the NICPD is structured and regulated. Some proposals are given with regard to core funtions (Research, monitoring and evaluation; Integrated Professional Learning and Development; Curriculum Delivery and Innovation; TPD online learning and Networks and TPD support), governance and a way forward. **This is depicted in the flow diagram on the following page.**

The NICPD should be housed in a space which enables resource sharing, professional development activities and stakeholder engagement.

Structure and roles

NICPD

Partnerships and network support:
- Partner collaboration
- PTDI institutional support
- International networks

Research, monitoring and evaluation:
- Track trends and practice
- Informs norms and standards
- Inform learning innovation

Integrated professional design and development:
- Professional development programmes for teachers and officials

Curriculum delivery and innovation
- Alignment of providers
- Inform strategy and pilot innovation

TPD online learning platform
- ICT platform accessible by all teachers and officials
- Self-assessment
- Progress tracking and updates

Collaborative Advisory and Partnership structure to:
- Align and set national TPD policy (across DBE, DHET and stakeholders
- Minimise duplication
- Govern NICPD
- Replicated at provincial level with integrity to local contexts
- Collaborative decision-making

PROVINCIAL DEPARTMENTS
DISTRICTS AND SCHOOLS
NATIONAL

NEEDU
NECT
DBE
ELRC
UNIONS
SACE
DHET
QCTO
HEIs
ETDP SETA
PLCs
NGOs
SCHOOL MANAGEMENT TEAMS
CIRCUIT MANAGERS
SUBJECT ADVISORS
UNIONS
PEDs
NICPD
PTDIs
DTDCs
MEDIA & CIVIL SOCIETY
RESEARCH INSTITUTIONS
TRAINING PROVIDERS

CPD FOR TEACHER IN CLASSROOMS

Governance system

Teachers use professional development system to improve practice

HEIs and other institutions align programmes to NICPD

WITH NICPD INPUTS:
- FRAMEWORKS
- M&E
- ONLINE SYSTEM
- SUPPORT
- LEARNING
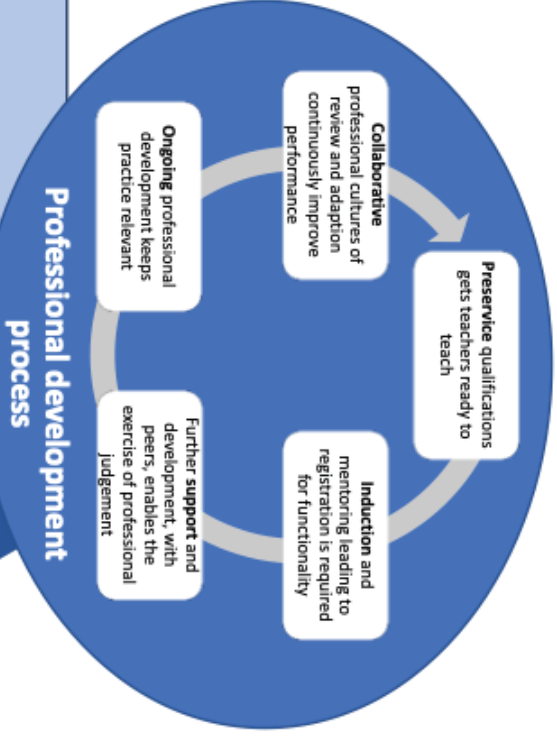
PEDs, PTDIs, DTCs and SCHOOLS (PLCs) implement within context to:
- Develop and expand teacher content knowledge
- Improve pedagogical practice and introduce learning innovation
- Build commitment and values, or the right dispositions

Professional development process

Collaborative professional cultures of review and adaption continuously improve performance

Preservice qualifications gets teachers ready to teach

Induction and mentoring leading to registration is required for functionality

Further support and development, with peers, enables the exercise of professional judgement

Ongoing professional development keeps practice relevant

Professional teaching practice - content, coverage and commitment

Teachers in the classroom

Professional support – officials, SMTs and unions support PLCs in schools

IMPROVED LEARNER PERFORMANCE AND TEACHING PRACTICE

Improved classroom practice and learning outcomes

Better performance on self-diagnostic assessments ←→ Established professional development and support culture (active teacher centres & PLCs)

Teachers practice continuing professional development

TPD is aligned and coordinated with the SACE CPTD system, teacher development and curriculum delivery

Research and monitoring data informs needs identification and future planning for teacher professional development.

Collaborative development networks are established at all levels – schools, circuits, districts, province and nationally.

Teachers use TPD ONLINE platform

IT system for professional development assessment, course selection, planning and tracking developed.

Content frameworks developed into diagnostic self-assessments. Data informs identification of areas for the development of courses.

PD framework agreed by stakeholders and provinces and shared with SACE for endorsement and providers for alignment.

NICPD capacitated

Institutionalisation plans workshopped and finalised.

Approvals and authorisations completed.

NICPD fully operational, staffed and funded.

Contents

Figures and Tables

Abbreviations and Acronyms

ANA	Annual National Assessments
CAPS	Curriculum and Assessment Policy Statement
CPD	Continuing Professional Development
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DTDC	District Teacher Development Centre
ECD	Early Childhood Development
ELRC	Education Labour Relations Council
EMGD	Education Management and Governance
ETDP-SETA	Education Training Development Practitioners – Sector Education and Training Authority
HEIs	Higher Education Institutions
HRDC	Human Resources Development Council
ICT	Information and communication technologies
IQMS	Integrated Quality Management System
ISPFTED	Integrated Strategic Planning Framework for Teacher Education and Development
M&E	Monitoring and Evaluation
NDP	National Development Plan
NECT	National Education Collaboration Trust
NEEDU	National Education Evaluation and Development Unit
NGO	Non-government organisation
NICPD	National Institute for Curriculum and Professional Development
PD	Professional Development
PEDs	Provincial Education Departments
PLC	Professional Learning Community
PTEDC	Provincial Teacher Education and Development Committee
PTDI	Provincial Teacher Development Institute
QCTO	Quality Council for Trades and Occupations
SACE	South African Council for Educators
TPD	Teacher Professional Development

1   Introduction

The National Institute for Curriculum and Professional Development (NICPD) was first envisaged at the Teacher Development Summit in July 2009, an event which brought together stakeholders from across the teacher education and development sectors in South Africa. The Summit called for an integrated plan for teacher development, later outlined in the *Integrated Strategic Planning Framework for Teacher Education and Development in South Africa, 2011–2025* (ISPFTED). The ISFTED is a rolling planning and the implementation process to improve the quality of teacher education and development.

The Department of Basic Education (DBE) established the NICPD as a chief directorate in the Teacher Development Branch (Branch T) in 2014. The purpose of this concept note is to map the steps and considerations towards a more capacitated NICPD, with the appropriate human, financial and technical resources to enable it to contribute to improved "quality of teacher education and development" as follows:

- Strengthening system alignment, networks and partnerships in line with policy and the South African Council for Educators (SACE) Continuing Professional Teacher Development (CPTD) Management System
- Development and design of teacher professional development (TPD) curricula and frameworks to improve curriculum delivery (including diagnostic self-assessment, continuing learning opportunities and an online learning and support system)
- Research, monitoring and evaluation of the effectiveness of curriculum and CPTD
- Lesson learning and knowledge management
- Innovation and incubation of best practices in CPTD and curriculum delivery

Since the establishment of the NICPD, discussions and meetings have taken place on how to capacitate and institutionalise the NICPD. Issues raised in this regard include:

- What are the short and long-term plans of the NICPD?
- Is what they are doing sufficient for country-wide teacher development, considering the variety of needs?
- Does the NICPD need to be physically located outside of the DBE, in its own space and with its own resources so as to be able to operate more effectively?
- How can the NICPD further improve its links with provinces?
- What is the link between the NICPD and its multiple stakeholders?

These are not easy questions to answer, especially as the range of services required to support and develop teachers is wide. Compounding this, is the problem across the country of access to training and to ICT, plus how to support teachers in rural provinces, which historically are the most disadvantaged, with skills shortages.

A series of discussions with the critical units in the DBE (teacher development, curriculum and ECD); SACE, the Education, Training and Development Practices, Sector Education and Training Authority (ETDP-SETA), the Quality Council for Trades and Occupations (QCTO); selected university departments and/or academics; and provincial units were undertaken. These engagements provided insight into issues to be addressed by the NICPD, as well as a map stakeholders, resources and government processes to ensure the NICPD is positioned appropriately for its purpose (see Appendix 6.1 for a summary). The contextual and stakeholder analysis includes a review of policy and landscape, a desk-top exploration of similar institutes and a stakeholder analysis.

There is consensus on the purpose and approach of the NICPD, as outlined in the ISFTED. Most stakeholders noted a need to clearly delineate structure and authority given the potential for overlap and duplication of responsibilities within the DBE, between the DBE and the Department of Higher Education and training(DHET) (responsible for university delivered teacher development) and across the teacher development landscape of providers, SACE and qualification authorities. Many of these issues, summarised in Appendix 6.1, were considered in the development of this note. A particular concern was the role of curriculum in the NICPD. In this regard, the NICPD is responsible for developing teacher capacity to deliver the curriculum, not for curriculum development.

The document is structured as follows:

1. The **background** provides an overview of the teacher development ecosystem and key players. The building blocks of professional teacher development are identified to ensure a common understanding of concepts, as well as associated processes and linkages. A theory of change founds the purpose and outcomes of the NICPD.
2. The section on **policy** maps the policy and systemic issues which frame or inform teacher development. Teacher professional development is part of the complex set of interactions between policy, structure, intergovernmental and civil society relationships that comprise the education system. The section provides a quick summary of policy and systemic frameworks that bound the sector and the work of the NICPD.
3. The **strategy and operations** map the approach to capacitating the NICPD together with the key principles used to think through structures and systems. A proposed organisational structures, staffing and functions are provided as a basis for discussion.
4. The **way forward** proposes the key decision points and plans towards ensuring the NICPD is capacitated and empowered to achieve its identified mandate.

2   Background

The 2009 Teacher's Summit explored ways to address the poor quality of learning in the schools and improve the quality of teaching. The summit emerged with a declaration that led to the development of the Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED). The ISPFTED committed to a fifteen year (15) period through which the following four critical outputs would be achieved:

*   Output 1: Individual and systemic teacher development needs are identified and addressed;
*   Output 2: Increased numbers of high-achieving school-leavers are attracted into teaching;
*   Output 3: Teacher support is enhanced at the local level; and
*   Output 4: An expanded and accessible formal teacher education system is established.

The plan further identified four enablers that would facilitate the achievement of the outputs. These were the following:

*   Collaboration and coherence in teacher education and development;
*   A coordinated national system for teacher education and development;
*   Adequate time for quality teacher education and development; and
*   Sufficient funding for quality teacher education and development.

Technically, in 2020 the plan will be in its 10th year of implementation, and will be left with five years up to 2025 to achieve full implementation. The following is a summary of some of the key activities and outputs that have been achieved over the past 10 years since the development of the ISPFTED:

Output 1: Individual and systemic teacher development needs are identified and addressed

The two critical deliverables under output 1 is to establish the National Institute for Curriculum and Professional Development (NICPD), as well as the development of a system of teacher diagnostic assessments to strengthen teacher needs identification. The responsibility to achieve these rests with the DBE. The DBE formally established the NICPD in 2014. Since its establishment, the NICPD has led a process to develop teacher self-diagnostic assessments, as well as the development and training of teachers in identified critical subjects. Despite its establishment, the NICPD has not been able to operate fully due to shortages of staff and other critical resources.

Output 2: Increased numbers of high-achieving school-leavers are attracted into teaching

The responsibility to achieve the deliverables in output 2 also rests with the DBE. The key deliverables in output 2 were to ensure that the system of identifying and recruiting young people into the teaching profession is strengthened, as well as ensuring that there is a bursary scheme that is administered by the DBE to enhance and facilitate the recruitment process.

The DBE has introduced the Funza Lushaka Bursary scheme since 2007 to 2018. Over this period, 134 211 bursaries have been awarded to young people to become teachers in identified priority subjects to the tune of R8,36 billion. This has facilitated the recruitment, training and deployment of young and competent teachers into our education system. Furthermore, district based and community based teacher recruitment strategies were introduced since 2013 to assist with the identification and recruitment of desirable candidates to become teachers.

Output 3: Teacher support is enhanced at the local level

The responsibility to deliver on this output rests with Provincial Education Departments (PEDs) and their districts, with the support from the DBE. Key amongst the deliverables is to ensure that structures are created at local level to drive processes for the professional development of teachers. Provinces are required to establish Provincial Teacher Development Institutes (PTDIs) and support districts to establish District Teacher Development Centres (DTDC). Furthermore, Districts are expected to facilitate the establishment and participation of teachers in Professional Learning Communities (PLCs) at school level. As at the end of 2018, five provinces had established PTDIs. A total of 147 DTDCs have also been established across various provinces.

The DBE has collaborated with partners like Vodacom and UNISA to support the work of the DTDCs. The support includes, amongst others, the training and development of Centre Managers, provision of connectivity to the centres, as well as the creation of computer laboratories with computer equipment. This has assisted to improve the functionality of these centres, despite challenges that they have.

Output 4: An expanded and accessible formal teacher education system is established.

Output 4 is the responsibility of the Department of Higher Education and Training (DHET). Amongst the key deliverables was for the Universities that are involved in teacher training to establish teaching schools in order to strengthen the pedagogy on the part of the teachers. As at the end of 2018, only the University of Johannesburg has established the Funda Ujabulile teaching school. Other Universities have not made progress in this regard. Furthermore, DHET has collaborated with DBE to ensure that structures such as the National Teacher Education and Development Committee (NTEDC) as well as the Provincial Teacher Education and Development Committees (PTEDC) are established and are functional. It is through these structures that the key enablers of collaboration, coordination, time and funding are enhanced.

The core purpose of the NICPD outlined in the ISFTED is to:

> *be responsible for developing and managing a system for teachers to identify their development needs and access quality development opportunities to address these needs; and for ensuring that a viable, relevant curriculum is always in place for schooling in South Africa.*

This purpose is similar to many country TPD institutions. Most teacher development strategies in the countries see teacher professional development as part of an overall programme of improving learner performance, reform and innovation. For example, Singapore moved away from the traditional conception of the teacher as a technician to conceiving teachers as reflective professionals as part of a "Thinking Schools, Learning Nation" campaign. Teacher professional development formed a critical part of this strategy, encouraging teachers to learn continuously as part of a structured career learning path. The vision and mission of teacher development institutions focus on three key areas:

• Developing and expanding teacher content knowledge
• Improving pedagogical practice and introducing learning innovation
• Building commitment and values, or the right dispositions

In this regard, the ISFTED mandates the DBE to establish the NICPD and provincial departments to establish Teacher Development Institutes (PTDIs) and District Teacher Development Centres (DTDCs) to ensure that "individual and systemic teacher development needs are identified and addressed" (Output 1). The Framework specifies the following deliverables for the NICPD:

• Curriculum content frameworks that describe the theory and practice that teachers need to know to teach the national curriculum effectively.

- Diagnostic self-assessments (based on the content frameworks) so teachers can identify development gaps.
- Continuing professional development courses that enable teachers to plan and achieve their professional development goals. These should be "pedagogically sound, content rich, quality assured", endorsed by SACE or accredited by the QCTO or HEQC.
- An online professional development assessment, professional development course inventory, learning planner and tracker, and knowledge hub to support professional development, as well as monitoring and evaluation.
- A system aligned and coordinated with the work of the SACE Continuing Professional Teacher Development (CPTD) Management System.

NICPD activities to date

A number of the items identified at the Summit have been put into process or implemented. This progress is reflected in the DBE *Teacher Professional Development (TPD) Master Plan 2017-2022* outlines the activities required of the DBE and NICPD to achieve the goals of the National Development Plan (NDP) and ISPFTED. This includes the DBE as lead, together with the Department of Higher Education and Training (DHET), the South African Council of Educators (SACE), unions and provincial education departments (PEDs).

The establishment of the NICPD as "an adequately resourced institute, in terms of personnel, office space and the necessary equipment to make it fully functional" is prioritised. This document proposes a pathway to achieving this in 2020, as well as steps towards making significant progress towards the activities outlined in Output 1 (individual and systemic teacher development needs are identified and addressed) of the Master Plan. This includes:

- Ensuring a fully established and functional NICPD by 2022.
- Developing and delivering teacher diagnostic self-assessments to assess curriculum competence in 10 subjects by 2022. This includes the development of the online platform.
- Developing and delivering high-quality, content-rich, pedagogically sound CPD courses for teachers (with others in the TPD ecosystem).
- Develop and deploy a TPD ICT support system.
- Address immediate to medium term systemic teacher development needs.

Presently, there are four posts assigned to the NICPD Chief Directorate with three Directors reporting to a Chief Director in the Teacher Development Branch. One post has not been filled. Since its establishment, the NICPD has established critical partnerships with partners like Vodacom, UNISA, SASOL Foundation and Microsoft. Through the partnership with SASOL Foundation, the NICPD has been able to develop a system for Teacher Diagnostic Assessments in Mathematics and Physical Science. Through this system, approximately 4000 teachers have completed assessments between 2017 and 2019.

The NICPD has further collaborated with Vodacom and UNISA to provide training to Teacher Centre Managers. This has improved the capacity of teacher centres to drive programmes for teacher training, including promoting the use of ICT. The NICPD has developed a Professional Development Framework for Digital Learning, which outlines the key competencies that teachers must have in order to integrate digital learning into teaching and learning. The framework is expected to serve as a guide to providers of training on ICT. Through this framework, the NICPD is fulfilling its mandate of ensuring that standards are set in the delivery of training programmes. The NICPD has also collaborated with other countries within the SADC region to develop a regional framework for teacher standards. These standards have assisted SACE to develop the Professional teaching Standards.

The NICPD has further responded to the call of the Minister to address reading challenges in the sector. In this regard, the NICPD has collaborated with the National Education Collaboration Trust (NECT) to develop the Primary School Reading Improvement Programme (PSRIP). Over 12000 teachers were trained on this programme in 2019. The NICPD has also led the read to lead campaign, where communities were mobilised to support reading initiatives within our communities.

Finally, the NICPD has developed training materials in subjects such as Mathematics, Physical Science, Economics and Accounting. These were developed to support underperforming schools at FET level. The materials have been used as a resource for Provinces to support schools and teachers that are struggling in these subjects.

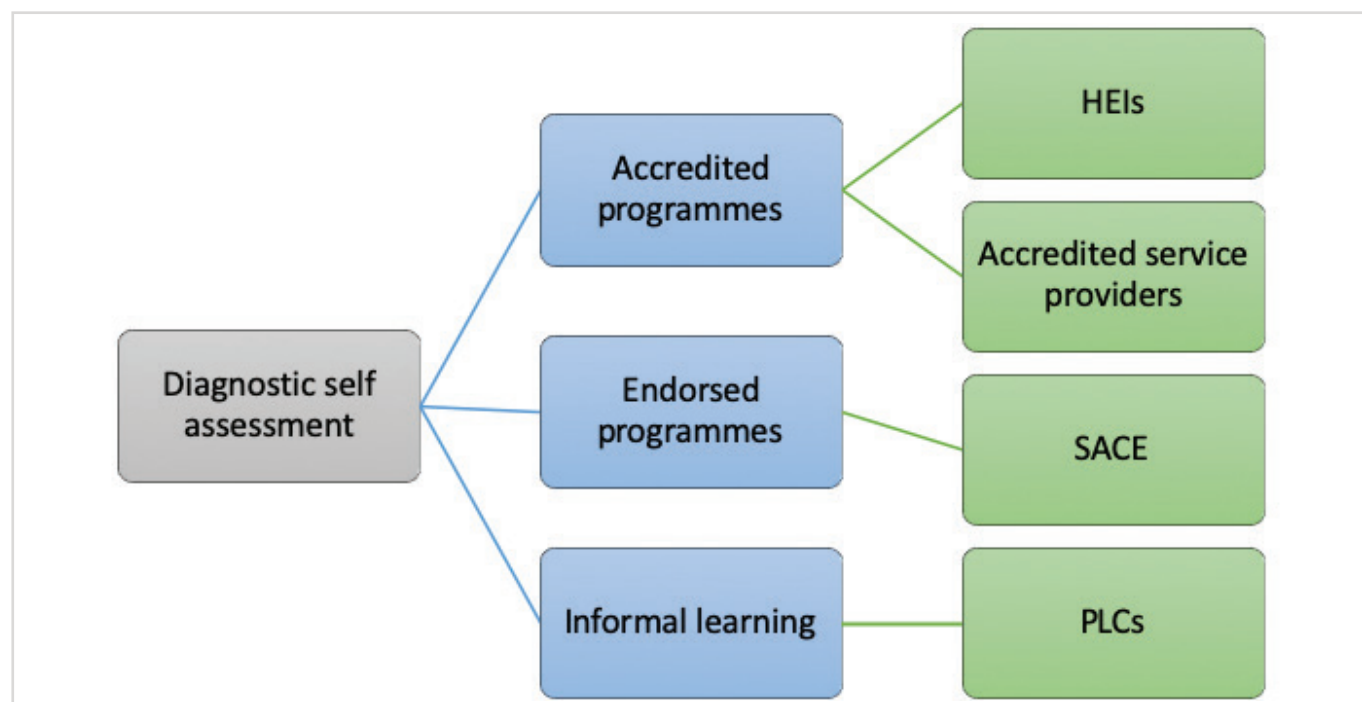## 2.1 Teacher professional development and theory of change

The NICPD delivery process is specified in the initial planning document. It is a stepped process starting with teachers taking responsibility for their own professional development by conducting diagnostic self-assessments, then using these assessments to plan their development by completing various accredited or approved professional development programmes (see Figure 1). A variety of modes of study ranging university programmes, to online study to less formal learning with peers in professional learning communities (PLCs).

This approach to teacher development reflects a global shift from growing teacher knowledge to building quality learning professionals. This mimics the shift from prioritising enrolment to focusing on learning outcomes. A similar move away from uniform national delivery approaches to decentralised and institution-based models of development is also evident. In addition to improving recruitment quality, these systems use teaching standards as a basis for a connected professional development process in professional supportive teaching contexts.

Development begins with induction into the teaching process using peers. **Teacher collaboration** is encouraged – Finland focuses on curriculum and assessment, Singapore on planning, work and research. In addition, many initiatives are linked to learner performance ensuring a targeted focus. A system commitment to the collective improvement of professional practice is critical to in-service development.

Stewart (2014) and Darling-Hammond et al (2017) note the important role of **professional learning communities (PLCs)** in professional development strategies. Building from students' needs, such PLCs should be content focused, connect theory to practice, provide coaching or expert support, be of sustained duration and ensure continuous reflection and feedback. Linking professional development to student performance is a consistent theme of development programmes, as is collaboration (peer support) and profession-wide capacity building and networking.

Figure 1: NICPD delivery process

These strategies are evident in the institutions explored as part of the study background. Many of these institutions use professional development as part of the process of building teachers from recruitment to retirement. South Africa is not different in this regard, although the policy frameworks for teacher development need to be integrated into one approach, with sufficient flexibility for differing provincial contexts. The following themes are common:

- *Recruitment* focuses on highly able candidates and courses are funded in exchange for teaching time. In many countries, these are competitive.

- Coursework connects *theory and practice*. Some programmes in Finland, Canada, Australia and the United States, have 'training schools' or professional development schools. (Many teaching colleges in South Africa also had schools nearby which operated as training spaces.)
- *Professional standards* are used to identify critical knowledge, skills and dispositions.
- Teacher performance *assessments*, based on professional standards, connect student learning to classroom teaching.
- *Induction* supports new teachers through mentoring, collaborative planning and reduced teaching loads allow time for in-service development.
- Profession-wide capacity building creates strategies for *sharing* of research and good practice and allows good teachers and principals to be recognized.

These practices are ideal, but pose a challenge in developing country contexts like South Africa, where resources are limited, and policy implementation is fractured across 9 provinces. The consequences of poverty and marginalization are mediated in the schooling environment in terms of what resources exist, how they are used; and what teachers do in classrooms. Compliance monitoring is often routine, a process of ticking off, without review of evidence or consequences. Teaching quality and knowledge varies, and accountability and collegial values have been eroded by distrust and conflict.

What teacher professionalism means in South Africa is contested. SACE has developed 10 draft Professional teaching standards which include ethical commitment, subject understanding, managing and monitoring learning, preparation, creating the conditions for learning and working collaboratively. These standards, along with the SACE Code of Professional Ethics, The Roles of the Educator and Their Associated Competences, the Integrated Quality Management System (IQMS) and the Basic Competences of a Beginner Teacher, inform the codes and standards for professional practice from preservice training to retirement (see Figure 2).

Different understandings of teacher professionalism define the "structured professional learning that results in changes in teacher practices and improvements in student learning outcomes." (Darling-Hammond et al, 2017, p.v). Darling-Hammond and colleagues suggest that effective teacher professional development is content focused; based on active learning and collaboration; using models of effective practice with coaching and expert support. Feedback, reflection and time are critical elements to ensure teachers are able to learn, practice and reflect.

Fullan and Hargreaves (2012) use the concept of *professional capital* to frame their approach to professional learning and collaboration. They argue that professional development should enable teachers to build the knowledge and understanding to evidence-based decisions about teaching and learning practice. Kimathi and Rusznyak (2018) , in a review of professional teaching policy in South Africa, use six criteria for professional practice, of which many are similar to the SACE standards:

- A moral purpose to act in the best educational interests of learners
- Specialised knowledge base
- Informed decisions in a given situation
- Skilled teaching practice in their classrooms
- Collaborative working relationships
- A commitment to personal growth and development

The NICPD is premised on the assumption that a system that assesses teachers' current competences and supports their professional development will contribute to the improvement of poor-quality education (see Figure 3). This will move a long way towards enabling children to become productive citizens and contribute to building the economy and the society. If the NICPD actively achieves its purpose, the outcomes will be evident, over time, in improved classroom practice and learning outcomes, better performance on self-diagnostic assessments and an established professional development and support culture evident in active teacher centres and professional learning communities.

Figure 2: Teacher professional development process from pre-service to retirement

The culture of self-reflection, self-assessment and self-development needs further development. Maintaining a critical balance between managing teachers through structured lesson plans and building professional autonomy is important. This also contributes to the debate around teacher professionalism. How is this change of mind set induced, supported and monitored with NICPD at the forefront?

Figure 3: NICPD professional development theory of change
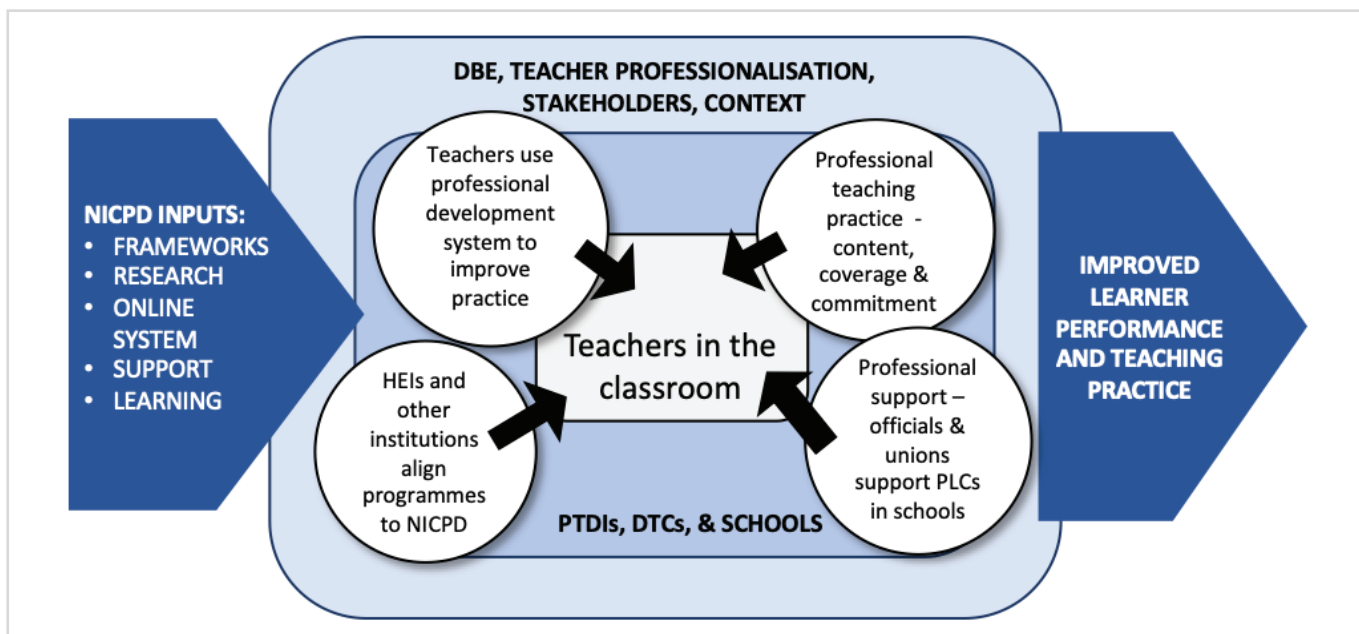
3   Policy and system

Globally, professional development institutions are mandated by national policy on teacher standards and teacher development to work closely within a range of legislative frameworks with other regulatory bodies. In South Africa, the policy that exist is complex and lacks clarity of boundaries, roles and responsibilities. The research undertaken for this study indicates that preservice (PRESET) and in-service (INSET) developmental processes involves multiple stakeholders governed by a web of regulations and commitments.

Nigeria and India have a complex network of requirements for teacher development, largely related to their size and contexts, but most institutions have to mediate and connect policy and institutions. Processes are complex in South Africa, making policy implementation and performance tracking a challenge. IQMS and related processes are politicised and often ineffective as measures for improvement. *An aligned, collaboratively developed and integrated professional development process for teachers is required.*

The DBE has guidelines for PLCs; a standard for principalship; protocols on teacher diagnostic assessments, norms and standards for provincial and district institutes and centres, as well as a series of National Education Evaluation and Development Unit (NEEDU) briefs related to teacher professionalism and practice. SACE has a similar stack of guidelines and standards, including professional teaching standards, a code of conduct and a Continuing Professional Development (CPD) process for endorsing providers so teachers can earn CPD points. These are repeated in other key departments – like DHET and provincial education departments.

Multiple regulatory and statutory bodies oversee the structuring and quality of Initial teacher Education (ITE) programmes. These include the department of basic departments, the Council for Higher Education (CHE), the South Africa Qualifications Authority (SAQA), SACE, the ELRC, and the Sector Education and Training Authority (SETA). The most regulated aspect of teacher development is formal qualifications. Provincial education departments participate in PTEDCs and are responsible for the employment of newly qualified teachers.

The Norms and Standards for Educators (2000) was the first major intervention providing the overarching framework for ITE programmes, as well as articulation for all education-related qualifications to doctoral or NQF 10 level. In 2011, MRTEQ policy replaced the Norms and Standards due to a need to "provide teacher education providers with clear guidelines with regard to the development of HEQF-aligned qualifications and teacher education programmes" (DHET, 2011:9).

MRTEQ emphasises the development of student teachers' academic skills and knowledge within particular qualification-specific knowledge mixes. The changes to the updated MRTEQ (DHET, 2015) were mainly technical in nature and thus did not shift the substantive framework related to particular knowledge mixes. The policy further describes basic competencies teacher education providers should instil in student teachers during the programme.

A new set of approved guidelines - *New Teacher Induction Guidelines for the Orientation Programme* - was circulated in October 2018. These guidelines recommend that "the whole of the first year of a new teacher's employment should be regarded as an induction period, during which time he or she should receive as much assistance as possible in all aspects of his or her job". However, it is emphasized that novice teachers should be offered intensive support and assistance during the first few weeks of joining the schools to enable smooth settling down in the teaching profession. (DBE is currently developing a fully-fledged induction programme for new teachers, that will be linked to SACE registration process.

The teacher unions, SACE, Education Labour Relations Council (ELRC), the QCTO and the ETDP-SETA are the potential agencies to enable the integration of the teacher education and development system. These institutions can ensure that programmes are registered, earn professional development points, and are funded. A number of institutions are responsible for the establishment of standards. There is a QCTO occupational standard for schools principals; a SAQA standards for principalship; as well as teacher standards for various levels. In addition, the ELRC agreements and

Personnel Administrative Measures (PAM) govern teachers working conditions and contracts in public schools.

The teacher professional development system is complex, involving a network of government departments, sector education authorities, councils, higher education institutions (HEIs) and private providers (see Figure 4). This has resulted in fragmentation, as well as duplication in defining an integrated TPD process and framework. For example, the QCTO has established a professional standard and career path for principals, but it is not clear where it fits in the TPD pathway. This is, in part, what the NICPD should resolve using an aligned, collaboratively developed and integrated professional development process for teacher professional development.

Figure 4: TPD system
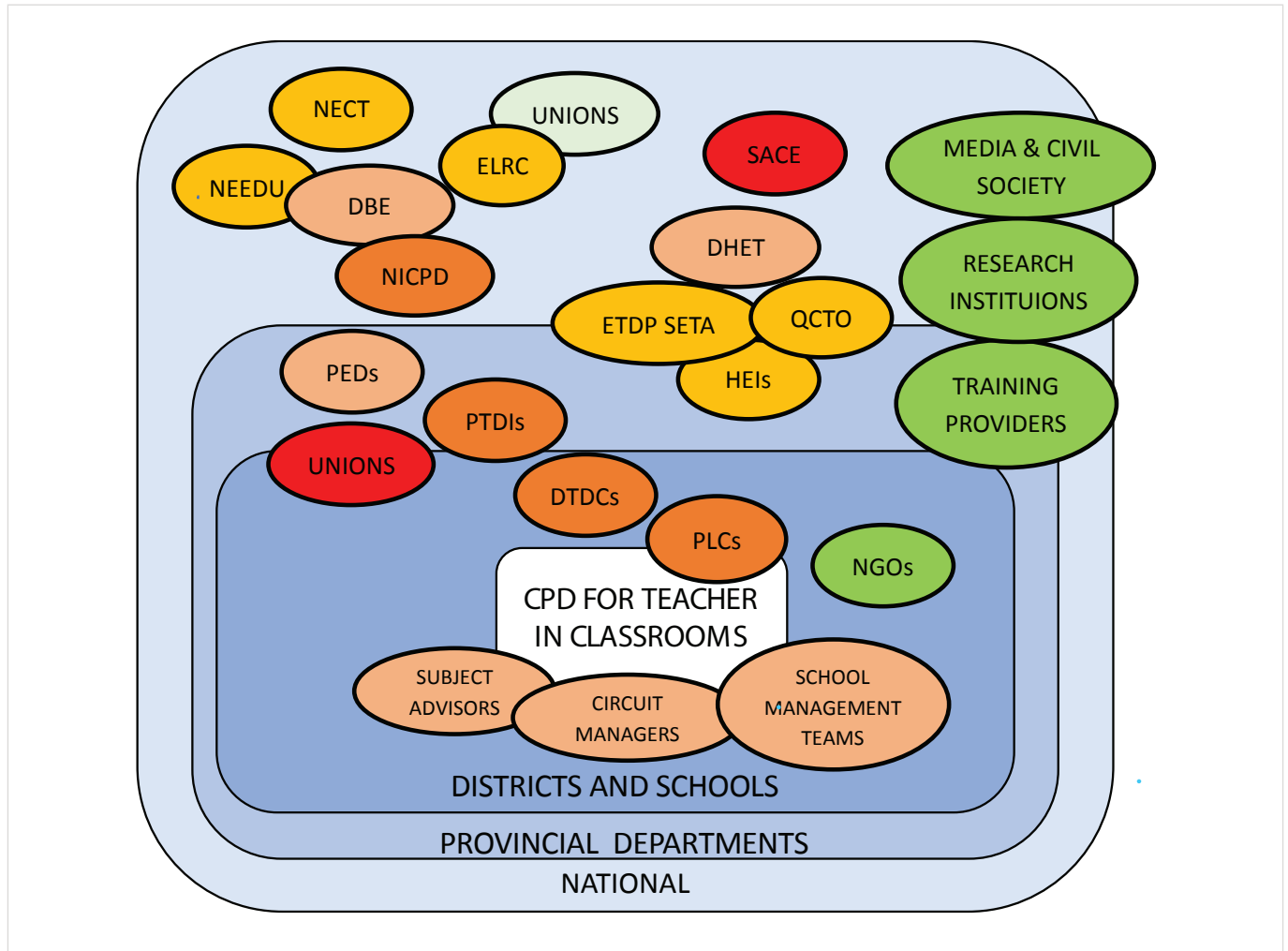
The complexity of this system highlights the important role of the NICPD in:

• Leading coordination and alignment within, between and outside of government, in order to operate as a hub network in CTPD and curriculum ecosystems
• Norm setting and framing work in the areas of curriculum delivery and CPTD
• Developing, coordinating and providing courses, tools and resources for CPTD and the improvement of curriculum delivery

Despite consistent socio-economic and policy changes, classrooms and teaching practice remains true to its nineteenth century routes, favouring a factory model of educational process. New learner-centred technologies and pedagogic practices have been introduced but their effectiveness is uneven. Formal compliance and tick-box accountability are routine practices that affect learning. On average, 5 weeks of teaching time lost every year to non-teaching activities. This limits space for more collaborative practice or professional evidence informed decision-making and sharing.

This commitment to the NICPD is evident in the DBE *Teacher Professional Development (TPD) Master Plan 2017-2022* which outlines the activities required of the DBE and NICPD to achieve the goals of the National Development Plan (NDP) and ISPFTED. This includes the DBE as lead, together with the Department of Higher Education and Training (DHET), the South African Council of Educators (SACE), unions and provincial education departments (PEDs).

In this plan, the establishment of the NICPD as "an adequately resourced institute, in terms of personnel, office space and the necessary equipment to make it fully functional" is prioritised. This document proposes a pathway to achieving this in 2020, as well as steps towards making significant progress towards the activities outlined in Output 1 (individual and systemic teacher development needs are identified and addressed) of the Master Plan. This includes:

- Ensuring a fully established and functional NICPD by 2022.
- Developing and delivering teacher diagnostic self-assessments to assess curriculum competence in 10 subjects by 2022. This includes the development of the online platform.
- Developing and delivering high-quality, content-rich, pedagogically sound CPD courses for teachers (with others in the TPD ecosystem).
- Develop and deploy a TPD ICT support system.
- Address immediate to medium term systemic teacher development needs.

4 Strategy and operational structure

Most teacher development institutions are government or quasi-government organisations, but some are based in universities, or have very close partnerships with universities. The South African National School of Government (NSG) has a similar arrangement. The Hong Kong Institute of Education is a University funded institution dedicated solely to the upgrading and professional development of teachers.

Some countries establish institutions to service the singular purpose of in-service teacher professional development, while others have a range of institutions which cluster to achieve the same purpose. The DBE has already established the NICPD as a structure located within the bureaucracy of the DBE for purposes of resourcing, reporting and accountability. The Nigerian Federal Government in the Revised National Policy on Education (2004) established a National Teachers' Institute (NTI) to train teachers at the primary school level. This institute is supported by a complex network of local and tertiary teacher development institutions and processes.

The structure and systems for institutions for teacher development are dependent on the country context, history and policy. Some, like the National Institute of Education in Singapore, start as training colleges. In Vietnam, teacher development is administered by the Education Ministry, but courses are designed and implemented by the Departments and Universities. In the short-term, the NICPD should be fully capacitated as a Chief Directorate within the DBE. This will provide the appropriate political and organisational support to incubate the NICPD until it is able to operate more independently.

Such a structure will ensure its ability of operate as a hub within the department, but also, across other relevant departments such as DHET and the PEDs. The nature of its mandate requires that it has sufficient authority to lead and coordinate TPD in South Africa. This is a prior condition for the establishment of the NICPD as a full-fledged institute. The DBE has agreed that the NICPD may be located outside the premises of the DBE (like the NSG).

All the institutions have a type of advisory council comprising a mix of government and union of professional teacher representation to assist with guidance, support and strategic direction. The National Institute for School Teachers and Staff development (NITS) in Japan has an interesting structure as one of its primary purposes is network all the institutions involved in teacher development (see Figure 5). Given the complexity of the TPD system, a network-hub model like NITs, driven by teacher needs and quality, is a useful model for the NICPD.

Figure 5: Japan's NITS governance and organisational structure
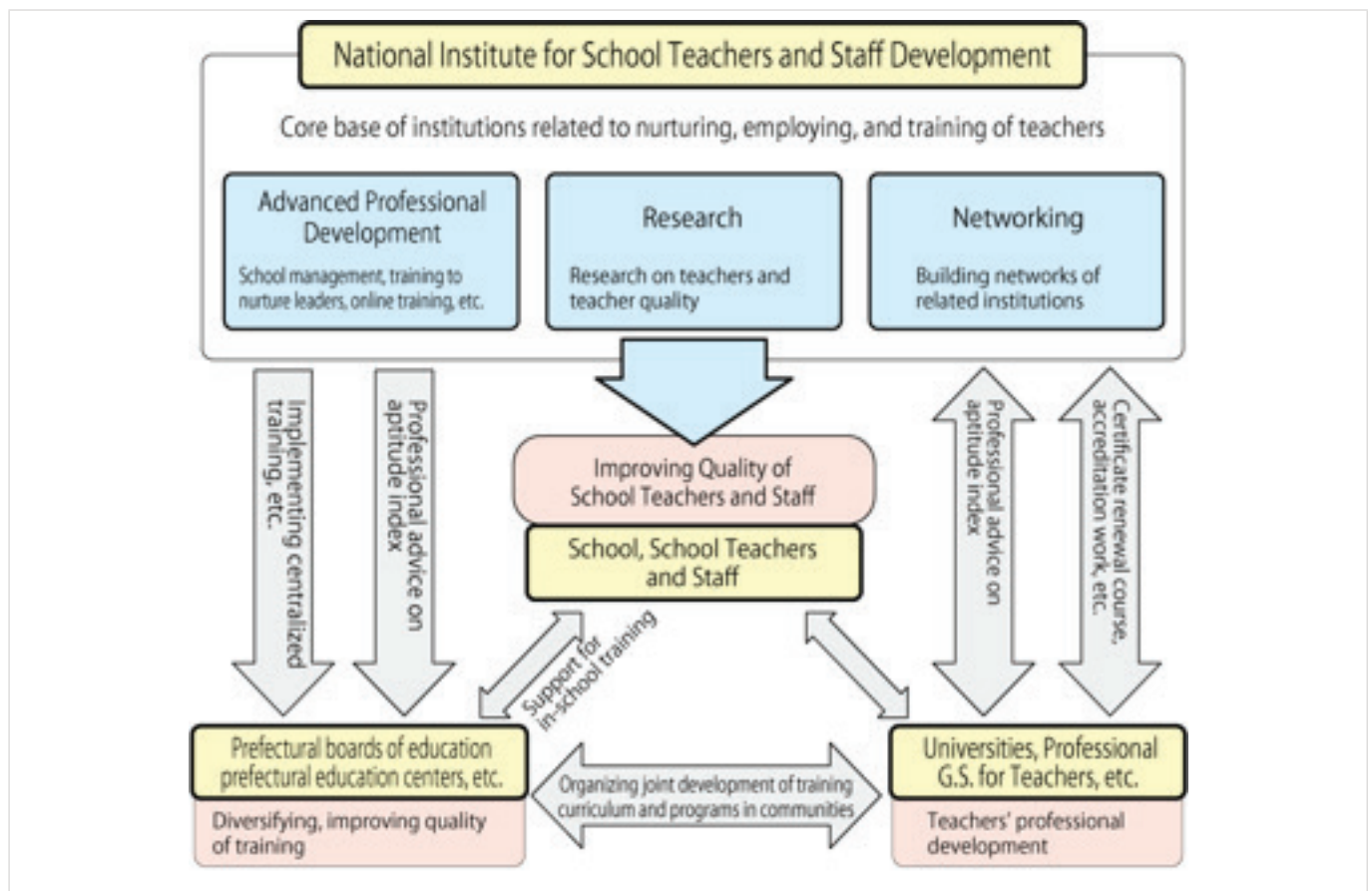
Over time, it may opt to become a professional organisation, located within a bureaucratic hierarchy. A parallel example of such an organisation is the National School of Government (NSG) located within the Ministry of Public Service and Administration, as one of 5 service departments, under the Ministry or Public Service and Administration. The NSG focuses on the induction and professional development of public administrators. It operates as a fully-fledged department led by a Principal (Director-General) with a full complement of professional and support staff.

4.1 Resourcing

In South Africa, the combination of resources and ability to use them is strongly mediated by the physical, social and political context. Research on professional development institutes for teachers, curriculum and management make a strong case for institutes to be fully funded. Cost recovery often encourages institutions to shift focus to marketable programmes rather than keep the focus on PD across the system. Financial resources are available for TPD in South Africa. The SETAs and the ELRC respectively support professional development activities and funds can be ring-fenced for the NICPD and related activities nationally and in the province.

Spatially, educational performance tends to reflect old boundaries. Rural and township schools are predominantly black and mostly no fee under-resourced schools in terms of teachers, community support, infrastructure and leadership. Add to this a range of schools and classroom sizes, with variable resources available, uneven teaching quality, increased violence at schools, limited community support and a compliance-driven performative culture.

Only the Western Cape, Eastern Cape and Gauteng provinces run fully equipped, sophisticated and well-staffed PTDIs. In other provinces, there are centres, but nothing on a scale that can help the needs of all teachers, all the time. A total of 147 District Teacher Development Centres (DTDCs) have been registered but what they provide for teachers is varied.

Changing school contexts require different kinds of support and leadership skills and abilities to ensure quality education outcomes. This leads to a tendency to decentralise to districts and schools, but without the resources for supporting implementation. Districts are important supports for learning improvement, but bureaucratic, compliance approaches are less successful than school driven and school needs-based approaches. Many districts lack the knowledge, capacity and resources to support professional development.

In this regard, a critical function of the NICPD, in addition to leading teacher professional development policy and implementation, will be to provide support for the development and operations of provincial, district and possibly even school-based development processes. Unless, sufficient attention is given to support provincial and district institutes, the current inequality between and within provinces in terms of teacher quality and capacity will be perpetuated.

Planning must connect initial teacher education to CPD and curriculum delivery by analysing research, trends and progress and adapting accordingly. Ensure that the practice and research components of initial teacher education are adequately and appropriately funded. Provides institutional support for a meaningful teacher induction programme, followed by a mentoring programme. Devolve responsibility for CPD differentially to local levels to ensure that provincial, district, school and teacher priorities are addressed.

4.2 Stakeholders and accountability

Relational trust smooths organisational change and collaboration. Many of the values which characterise collaboration - trust, reciprocity, tolerance and accountability - were eroded in the struggle over apartheid education. These have been replaced by a sense of anomie, a disintegration of an accepted normative code, evident in a fragmented and dysfunctional engagement, low expectations and unprofessional conduct.

The NICPD requires a system that can get stakeholders to work together and keep focused, within and without the department. However, the interviews conducted as part of this research, highlight a lack of understanding about the NICPD and its roles and some suspicion around turf boundaries. Relationships between the NICPD, SACE and DHET are not clear or established and NGOs feel removed. SACE and DHET meet regularly but the role of all the institutions in quality promotion for teacher education should be clarified.

In addition, there is a lingering mistrust with teacher development processes and district support associated with the idea of 'inspection' and the emergence of a punitive or blame culture with respect to basic compliance. Some teachers game the system, and report that they have met curriculum delivery requirements, knowing that many learners have not learned. The NICPD will need to convince teachers that diagnostic self-assessments are strictly confidential and will not be used to evaluate their performance.

This mistrust has affected the substantial implementation of the IQMS as teachers did not understand its developmental purpose. In particular, practising teachers were not involved in the IQMS development process. This may shift now that all unions have signed and the QMS can be implemented. Responding to the challenges of results-based management and meeting the reporting requirements is important, but stakeholders must take responsibility for their tasks and report accordingly. Building a positive compliance culture, in the sense of everyone doing their bit, is an important part of this process.

Reciprocal accountability in the PD system will be critical for the NICPD. While the organisation takes the form of a traditional organogram, the NICPD will have to operate across functions, as well as up and down the hierarchy. For example, the design and development of integrated professional development programmes is not possible without learning generated from research and monitoring, as well as a fully operating high speed online assessment and PD planning system. In addition, the units with the NICPD will need to operate as coordinating hubs in each area. This means that research may be generated in HEIs or by NEEDU, but NICPD will extract relevant learning and share appropriately. A similar system will have to be used across all the functions given the complexity of the TPD system.

Figure 6: NICPD advisory and partnership structure
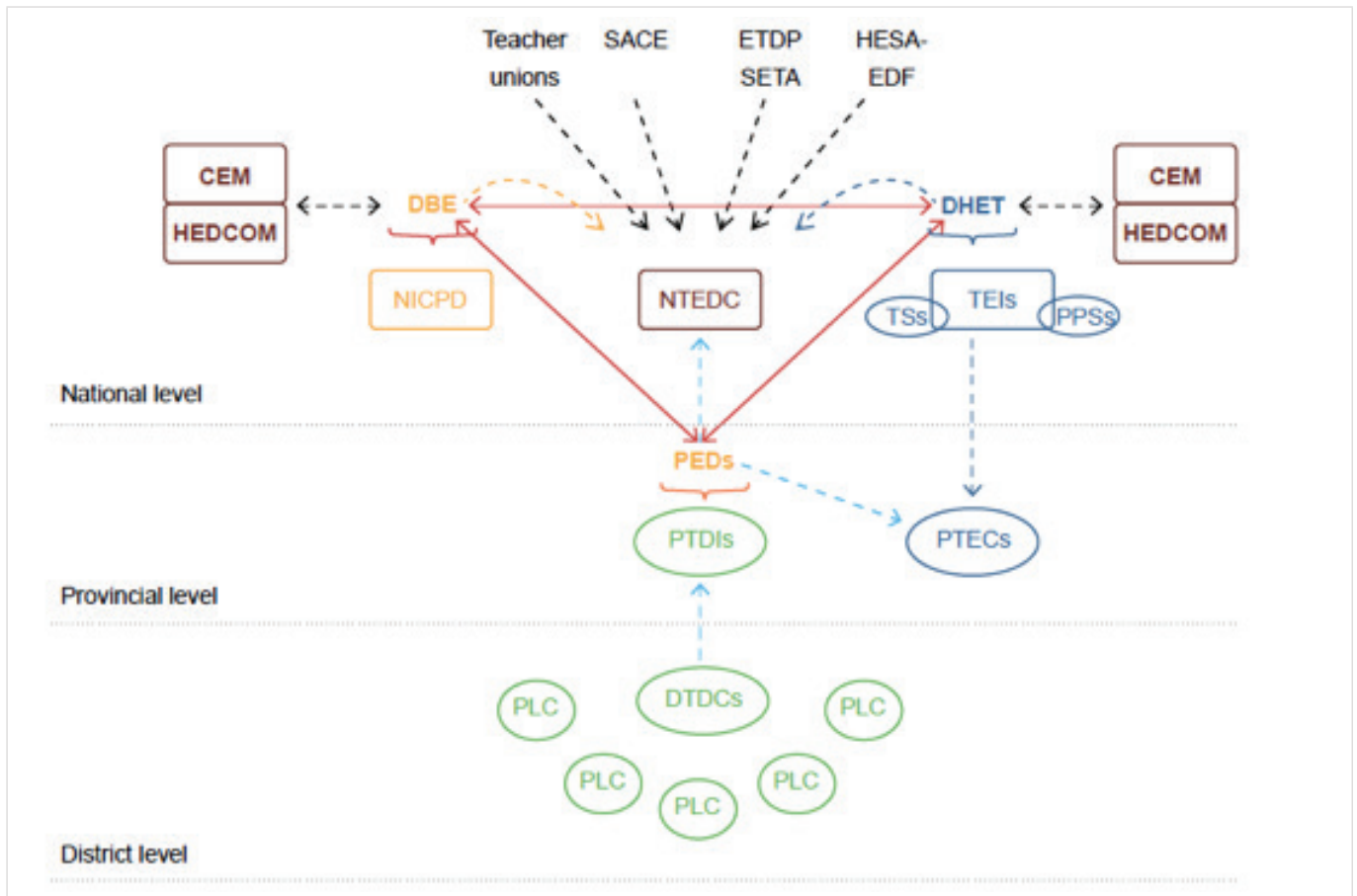
- **Collaborative decision-making**

Given the location of the NICPD within the DBE, it will be subject to government financial and governance regulations and requirements and share corporate services with the rest of the DBE. However, in order to operate as a network hub, it will need to build a system of advice and collaborative decision making to function effectively. Strategic partnerships are critical to all the teacher institutions. In the case of Japan's NITs, this is a primary objective of its work, to link all the provider institutions and create coherence. In addition, to linking various local providers, many institutions have sustained and focused partnership with universities and teacher unions or professional associations. Figure 6 provides a possible advisory mechanism for the NICPD, including all critical providers, as well as teachers.

4.3 Building a hub delivery structure

The vision and mission of teacher development institutions focus on three key areas:

- Developing and expanding teacher content knowledge
- Improving pedagogical practice and introducing learning innovation
- Building commitment and values, or the right dispositions

In Slovak, the main mission is to design the school environment to be a place respecting the human rights and principles of democracy, assist in the education process to form pupils' cognitive, interpersonal and social skills for their future life and follow-up education. Nigeria aim to "upgrade/update teachers' knowledge and skills in curriculum implementation while instilling in them the virtues of dedication, loyalty, commitment, discipline and resourcefulness".

Many of the institutions also have a focused research mandate. NITS serve as an advising institution that provides concrete information, empirical data and other resources to local education bodies as a basis for improving decision making on teachers' professional development. The Kenya Institute of Curriculum Development focuses on a range of curriculum-based research which range from development to review of programmes. It also collects documents and catalogues information on curricula, curriculum support materials and innovations to create a data bank and disseminate the information to educational institutions, learners and other relevant organizations.

In terms of curriculum and course delivery, the primary target group is teachers but also includes schools or phases. In Japan, 'central workshops' provide for the in-service training of principals and vice-principals and for coordinating and advising teachers who play a leading role on subject matters (like subject advisors in South Africa). Most of the programming is focused on a combination of subject knowledge and teaching practice. The Academy of Singapore Teachers (AST) brings together teachers from different schools and engages them in multiple types of networked learning.

Most teacher development institutions provide or facilitate a variety of formats and platforms, including face-to-face and online courses, workshops, and postgraduate programs (e.g., Masters and PhDs), professional conferences, conventions, and symposiums, action-research, mentoring and coaching, and university partnerships. The different initiatives range from traditional forms of PD (such as formal courses) to innovation -based initiatives (such as informal sharing sessions, action research, or peer observations).

Singapore use Teacher-Researcher Networks as learning communities composed of faculty researchers from NIE, senior specialists from the department of education, and teacher-researchers. The goal of these learning communities is to provide teachers with resources to engage in action research where teachers discuss and reflect upon pedagogical problems and find their own solutions to improve teaching and learning. Action research cycles use a problem-solving approach from identifying the problem, planning, implementing and reflecting on results. These are published in action research journals as resources to be shared with other groups of teachers interested in similar classroom problems.

Professional learning communities (PLCs) are a common form of school-based teacher development. These are typically led by heads of departments usually with some initial support from institute staff. PLCs provide teachers with structures and resources to engage in action research, lesson study, and a wide range of learning circles focused on different topics (e.g., curriculum innovation, student-centric teaching practices, new uses of ICT, collaborative lesson planning, and project-based learning).

Many of the institutions develop flexible courses which teachers can access and utilize individually at their convenience. In order to ensure localised access and delivery, teacher development institutions focus resources on developing content materials and media to support enrichment at school level. All the institutions have decentralised space for the delivery on programmes, ranging from teacher centres or the schools themselves. Extensive use is made on online learning.

Figure 7: Teacher development in Vietnam
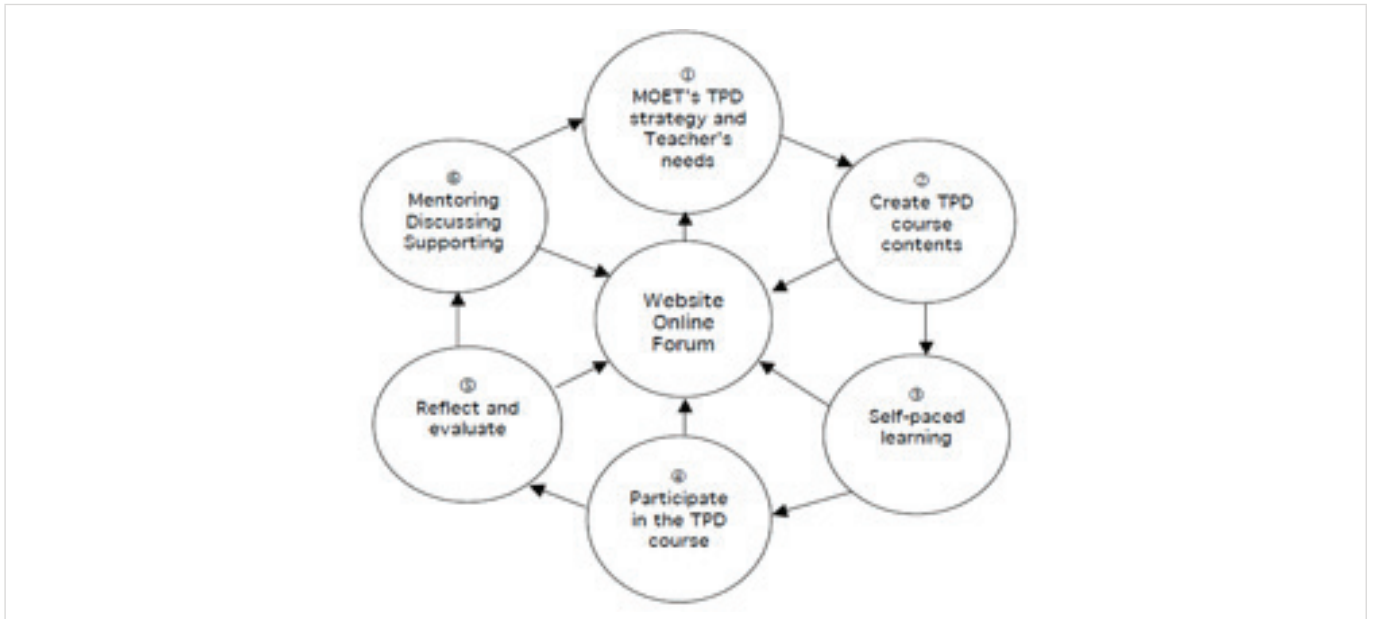
Vietnam has an innovative approach shown in Figure 7. Framed by national education policy, they have developed a teacher driven approach to professional development which includes identifying needs and then defined personal development programmes driven from an online forum. This is similar to the approach suggested by the NICPD. A study of the benefits of online learning for rural teachers in Zimbabwe showed the learning had empowered teachers to improve professionally. It was also cost effective in terms of access, affordability, and effort and time management[1].

In light of this international experience, and premised on the research discussions it is proposed that the NICPD have the following functions:

- **Partnerships & network support**, including for provincial and district institutes, and PLCs
- **Research monitoring and evaluation**, including research, M&E, and trends analysis
- **Integrated TPD design & development** for curriculum assessments & professional development
- **TPD Online** for assessment, development pathways, courses and review
- **Innovation and resources** to support professional development

These different functional areas do not have equal weight in the NICPD delivery process but need to be given appropriate attention in the configuration of the institution. These are mapped in Table 1.

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1   Mswazie, J. and Blignaut, S. (2019). Developing teacher competencies through the open and distance learning approach in Zimbabwe. South African Journal of Higher Education, 33: 3, pp. 65-80.

Table 1: Functional areas purpose and objectives

Purpose	Objectives	Strategic objectives to 2025
Research, monitoring and evaluation		
The NICPD will serve as a teacher professional development learning hub that tracks trends and practice, innovates and informs norms and standards for curriculum delivery and professional development (professional teaching practice and curriculum management), in partnership with SACE, the ETDP-SETA, QCTO, and teacher unions. The NICPD will lead thinking in TPD based on evidence, engagement and feedback. A core staff of 5 - comprising a head of the area with a track record of research in the areas of curriculum management and professional development. Other staff would include an M&E specialist, an MIS/knowledge manager, research project managers, and possibly writers for dissemination. A small core staff supported by partnerships per project is a suggested format	· Set a research agenda for TPD linking theory and practice, by identifying priority areas of focus in improving the quality of teaching and learning, in collaboration with universities and other relevant institutions. · Analyse and reflect monitoring and evaluation results from provincial and national learning programmes to identify trends in active professional development and adapt accordingly. · Build research and M&E capacity, to serve as a positive example for all players in teacher development by institutionalising reflective practices. · Develop relationships with and linkages to other relevant players in the teacher development domain – regionally, nationally, continentally and internationally. · Facilitate action research related to innovations, exploring the difference to learning outcomes made by learning and development interventions, and conditions for successful implementation. · Deliver an environmental scan of new developments in curriculum delivery and professional development globally and locally, in relation to policy implementation and differential contexts. · Contribute to the improvement of the academic discipline and profession of teaching and curriculum management. This could be through the seminars, targeted research programmes and webinars.	· A review of the quality and relevance of initial and in-service teaching development in South Africa. This will also comprise an evaluation of best practice teaching and learning methodologies, especially the challenges and potential or on-line or blended professional development programmes. · A baseline survey on professional development needs across the system, to identify national and regional capacity in relation to policy-identified curriculum implementation and improvements. For example, what professional development do new Department Heads need to fulfil their proposed roles effectively. · Collaborative development of an M&E framework that measures acquired knowledge and skills in a developmental manner.

Purpose	Objectives	Strategic objectives to 2025
Integrated Professional Learning and Development		
The purpose of NICPD learning and development programmes is to advance professional and support capacity to improve curriculum delivery. Development programmes are aimed at improving the skills and abilities of teachers, departmental heads, principals, district officials, so that curriculum coverage and teaching and learning improves. A small team of 5 school curriculum experts with a network of experts. The team should able to understand the associated developmental changes of implementing the CAPS curriculum in terms of content knowledge and related pedagogy. In particular, core skills related to lesson planning, tracking of achievement and reflection are critical. Use should be made of expert full-time and part-time practitioners, appropriately skilled retired teachers, principals and officials, technical specialists and subject matter experts.	· The design and distributed delivery of mandatory induction and/or promotion related professional development and support. This is to ensure that teachers are "ready for work". The programmes should not be credit bearing but should include a competency assessment and earn CPTD. · Programmes should be continually updated and supported by research, quality assurance and impact assessment. Where possible, induction should be taught by experienced teachers. All induction should include an eLearning component with online testing. · The design and delivery of several mentoring and support knowledge and skills development programmes that enable managers in the schools and departments to support teachers to be "functional and responsive at work". These programmes would include change management, building work cultures that support the exercise of professional judgement, curriculum management and skills related to tracking, reflecting, reporting and responding to work challenges. A combination of mandatory & demand driven programmes; many could be credit bearing and could be delivered through strategic partnerships. · Ongoing professional development to be "relevant at work" will ensure teachers and officials are updated with new policy, teaching approaches and research. Programmes could include updates on key policies & programmes, seminars, workshops. These could be linked through SACE to professional development points.	· Collaborative development and agreement of the professional development learning pathway in relations to curriculum delivery. · Design, pilot and roll-out of induction programmes for new teachers and department heads. · Retired teachers and principals to be asked to mentor and support young teachers · Teachers to be recruited as trainers to train others across province. · Unions to be involved in training opportunities Building partnerships for delivery in provinces and with retired teachers and officials.
Curriculum Delivery and Innovation		
The purpose is to spotlight innovations in curriculum implementation and practice that work within the realities of teaching practice in current and future South African contexts. This would include design and testing, as well as practice schools. This will ensure that all PD activities are focused on improving learners' performance through teachers' understanding of curriculum content and applied methodology. A full time Director and one assistant who will work in partnership with relevant units in DBE and elsewhere.	· To liaise with DBE counterparts to ensure that all PD courses are aligned to curriculum requirements and mandates · To create linkages with provincial centres to promote understanding and coverage of the curriculum to maximise learning opportunities · To ensure that feedback on the curriculum as perceived by teachers through online and face-to-face courses is captured and shared with relevant colleagues to effect change as needed · To work with other sectors of the NICPD	· To ensure that all courses offered by the NICPD satisfy the needs of the DBE for quality teaching delivery and learning opportunities in line with the curriculum · To work with all stakeholders to address curriculum demands in training programmes and to ensure PD focuses on curriculum delivery

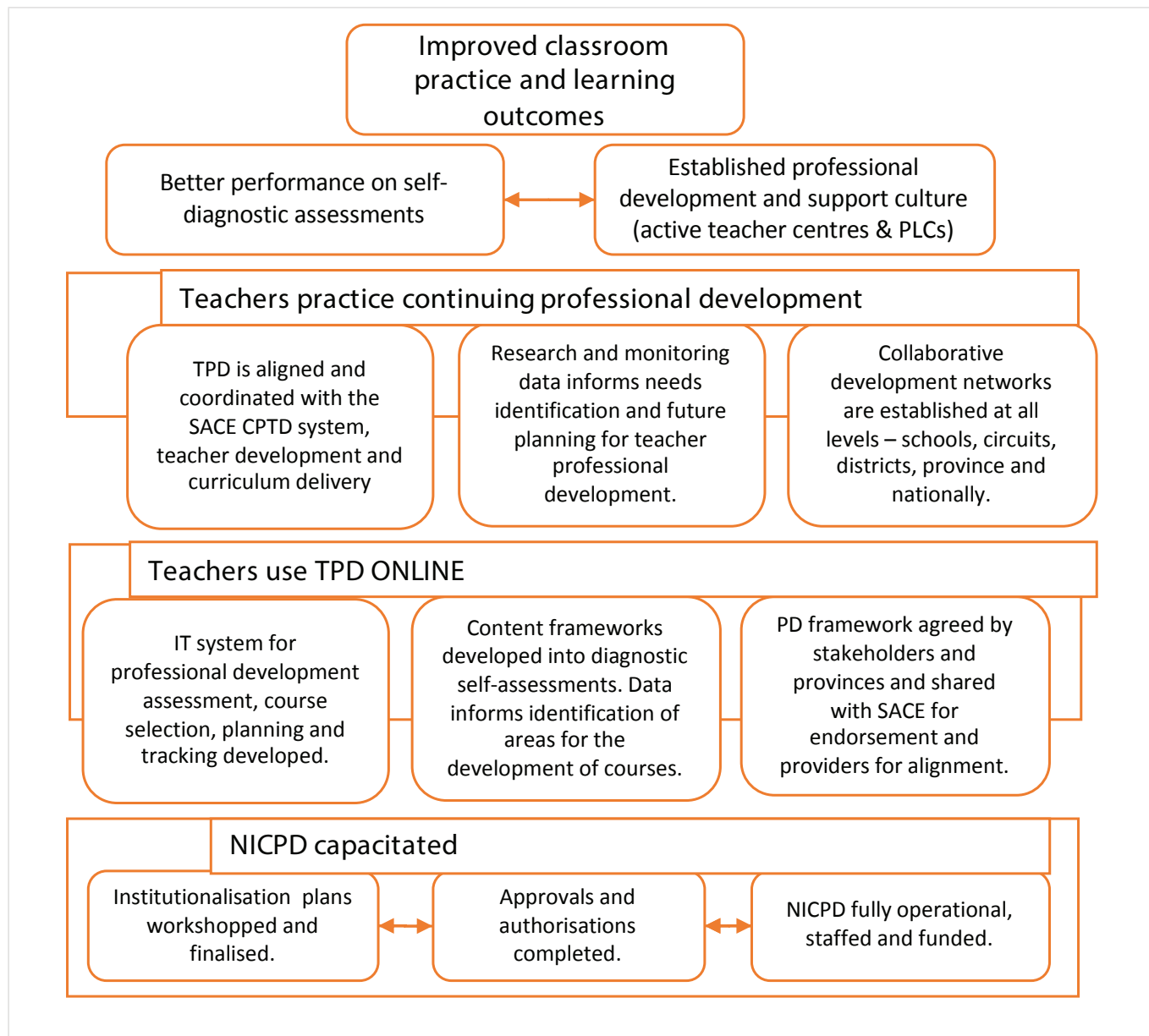| Purpose	Objectives	Strategic objectives to 2025
TPD online learning system platform		
The purpose of TPD online is to provide the IT and learning management supports for the online assessments and analysis, development and tracking of pathways	· Establish the ICT platform for online self-assessments, learning pathways and course delivery. · Explore and develop online and mixed mode programmes in partnership with local and international experts. This work would be a cross cutting activity with the other functions in the NICPD. · Create a platform for connection of all centres across the country so that teachers and others can access resources and information. · To develop an interactive centre based at the NICPD that can be used for training and testing of courses. The Centre could be accessed by a range of stakeholders, including partners such as universities. · To create self-assessment activities for all subject areas that can be accessed across the country through the platform. This activity is in place and needs to be expanded. · Develop a teacher professional learning management platform which integrates the diagnostic assessments with recommended individual learning pathways and also affords teachers the opportunity to select individualised pathways of self-study with or without peers. · Integration of the teacher development platform with SACE and PDE teacher development reporting functionality and, where applicable, the CPTD Management System · To set up innovation pilots that test out new ways of teaching and learning through ICT and to ensure that there is full participation by relevant bodies across the country.	· IT system for professional development assessment, course selection, planning and tracking developed. · TPD is aligned and coordinated with the SACE CPTD system, teacher development and curriculum delivery · 50% of teachers using online assessment by 2025.
Networks and TPD support		
The purpose is to establish and facilitate networks and facilitate collaboration across TPD stakeholders, as well as provide support to provinces to establish PTDIs, DTCs and PLCs.	· Enabling provincial departments to establish and support PTD from schools to PTDI. · Connecting and collaborating with all those involved in teacher preparation, teacher appointments, teacher induction and their ongoing professional development. · Regular roadshows at provincial level will help inform teachers of where they can learn and what resources are needed. · In addition, advocacy through local radio and newspapers helps to put teaching to the forefront in the mind-set of communities, with the hope that a greater respect for teachers develops within the community. · Networking through dialogues, marketing initiatives and partnerships will create an awareness of the Institute and promote its work.	· Do a detailed stakeholder mapping and organise an initial conventions to establish and agree on a teacher professional development process. · Develop exchange programmes, with similar organisations internationally, especially In Africa. · Develop partnerships with business and NGOs

5   Capacitating the NICPD

This is the proposed way forward:

1. **Finalise focus and structure of the NICPD**
   * NICPD to lead TPD process and content, as well as operate as a network hub across the different departments and stakeholders. NICPD must have the authority to guide decision-making process across the TPD continuum, horizontally within the DBE and across departments, and vertically with provinces.
   * Agree on the structure and functions and appoint staff as required with adequate resourcing.
2. **Re-organise current chief directorate**
   * Align current unit to envisaged department
   * Use current structure and resources to lay the foundation for the envisaged unit and it work
   * Start operating as the hub and use insights from this attempt to build the case for more scope
3. **Campaign to build a continuous professional development culture**
   * NICPD to collaborate with SACE, NECT, ELRC, unions and education departments in developing a campaign over the course of 2020 on the value of self-assessment and professional development. This messaging should be consistent and reinforced on a continuous basis.
   * Campaign to be based on professional conversations about the tension between compliance and autonomy and the benefits of peer learning and professionalism.
4. **Development of agreed and aligned TPD pathway for implementation**
   * Detailed analysis of legislation, policy and practice to identify common professional standards for stakeholders to agree. This should include guides from the DBE, DHET, SACE and other stakeholders, as well as policy and guides produced by provincial departments.
   * The DBE Teacher Professional Development Master Plan 2017 to 2022 reports on deliverables required by the ISPFTED. This might constitute a foundation but further development needs to incorporate SACE and non-government stakeholders.
   * Stakeholder workshopping, including practicing teachers, to align the various standards and agree on a framework for professional development.

5. **Develop capacity to support provinces and districts to implement differentially**
   * Develop a mechanism for assessing the basic conditions required for PTDIs and DRCs to support professional development.
   * Provide differentiated support to provincial departments to enable decentralised implementation closest to the teacher in the classroom.
6. **Implement an advocacy and stakeholder management strategy to build trust in the PD pathway to encourage take-up, stakeholder collaboration and reciprocal accountability**
   * Work with unions, political principals, the ELRC and departments to develop a mobilisation strategy that enables teachers to trust the professional development process.
   * Design and implement regular evidence-based engagement with stakeholders and partners reporting on take up, improvement and trends.
   * These evidence-based engagements, if implemented across the system over time, will contribute to improved collaboration and decision-making.

A fully capacitated NICPD will achieve the results chain mapped in Figure 7.

Figure 8: NICPD results chain

Improved classroom practice and learning outcomes

Better performance on self-diagnostic assessments ⟷ **Established professional development and support culture (active teacher centres & PLCs)**

Teachers practice continuing professional development

TPD is aligned and coordinated with the SACE CPTD system, teacher development and curriculum delivery	Research and monitoring data informs needs identification and future planning for teacher professional development.	Collaborative development networks are established at all levels – schools, circuits, districts, province and nationally.

Teachers use TPD ONLINE

IT system for professional development assessment, course selection, planning and tracking developed.	Content frameworks developed into diagnostic self-assessments. Data informs identification of areas for the development of courses.	PD framework agreed by stakeholders and provinces and shared with SACE for endorsement and providers for alignment.

NICPD capacitated

Institutionalisation plans workshopped and finalised.	Approvals and authorisations completed.	NICPD fully operational, staffed and funded.

5.1 Action plan

Table 2: NICPD action plan

Activities	Responsibilities	Timeline	Resources	Risks	Success
1. Presentations of proposed framework and recommendations to relevant DBE stakeholders and leadership (related to decision points for progress)	NECT and office of Enoch Rabotapi	March 2020	Prof A Mc Lennan and team from NECT	End of year activities postpone presentation	Decision points resolved and NICPD mandated to move to next stage.
2. Augment current structure to align with envisages scope and start operating as how the unit is envisaged	Enoch Rabotapi	Immediate	Branch T NECT	Wanting to wait to be given authority to act	Acceptance of recommendations
3. Appoint staff to the NICPD	DBE	September 2020		Not enough qualified or suitable persons apply	Full complement of staff in place
4. Detailed analysis of legislation, policy and practice to identify common professional standards for stakeholders to agree.	NICPD staff	March to July 2020	Guides from the DBE, DHET, SACE and other stakeholders, as well as policy and guides produced by provincial departments. Plus, use of the DBE *Teacher Professional Development Master Plan 2017 to 2022*		Common understanding of what standards there are and what they mean for the teaching profession
5. Stakeholder workshopping, including practicing teachers, to align the various standards and agree on a framework for professional development.	DBE with DHET	March to July 2020	Standards produced by QTCO and SAQA for teachers and principals	Disagreement amongst players on standards	Aligned standards framing an agreed professional development pathway and process to be implemented, monitored, reviewed and adapted by the NICPD.
6. NICPD to collaborate with unions and education departments in developing a campaign on the value of self-assessment and professional development.	NICPD staff	Last quarter or 2020	DBE, PEDs, subject-based experts; districts; schools	Rejection by Unions of proposed methods of self-assessment	Unions collaborate
7. 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	DBE	2020 onwards	NICPD to be fully funded to carry out its tasks	DBE resources are not provided in time. Strategy plans are de-railed and work stagnates	Funding provided
8. Conversations about the tension between compliance and professional autonomy and the move to more independence of judgement.	NICPD staff	January to June 2021	NICPD staff	Campaign de-railed by Union action	The development of a culture of honest self-assessment as a basis for improving professional skills and learning outcomes

Activities	Responsibilities	Timeline	Resources	Risks	Success
9. Develop a mechanism for assessing the basic conditions required for PTDIs and DRCs to support professional development.	DBE	January to June 2021	DBE internal staff and provincial partners and SACE		Mechanism developed
10. Provide differentiated support to provincial departments to enable decentralised implementation closest to the teacher in the classroom.	DBE, NICPD and PTDI	2020	National and provincial staff	Uneven support available for different provinces and PTDIs become non operational	Provincial departments support districts and schools to identify PD needs, improve knowledge, skills and practice and work collaboratively.
11. Work with unions, political principals, the ELRC and departments to develop a mobilisation strategy that enables teachers to trust the professional development process.	Team selected from NICPD and provinces	2020	Funding in place to enable strategy	Strategy does not materialise	Strategy in place
12. Design and implement regular evidence-based engagement with stakeholders and partners reporting on take up, improvement and trends.	NICPD and provinces	2020	Eco system in place that articulates with SACE and is central to the NICPD and is used to collect and disseminate evidence	Eco system rejected as too expensive and not user friendly	Teachers (and districts, provincial departments and others) trust and use a stakeholder supported and adapted online PD system to identify needs and plan their professional development.

6 Appendices

6.1 Interview results

ISSUES FOR CONSIDERATION	
Teacher competencies	Self-assessment aligned to content frameworks developed by experts. Courses aligned to teacher standards, endorsed by SACE and/or accredited and certified by providers. NICPD and provincial structures plan together around needs and programmes/course/processes to be offered. More practice in real settings (practice schools). Ongoing research into quality teaching needs for curriculum delivery. Self-assessment is not sufficient for a call to be made around required PD, multiply source of data should be used The system is not coordinated and with planning happening in too many places No culture of self-development, introspection and honesty about gaps
Teachers' access to opportunities	Provincial Teacher Development Institutes should be staffed with competent people and resourced with the complete range of ICT tools for effective delivery. Advocacy and communications between NICPD and Provincial Teacher Institutes to be improved and expanded.
Management, support and delivery	Practice Schools to be set up in all provinces. Teacher Development Committees at National and Provincial levels for planning, collaboration and delivery. Training partnerships established and expanded with universities, NGOs and Unions. NICPD to have a dedicated team supporting provinces, district and PLCs.
Teacher supply management	Alignment between pre-service and in-service programmes as well as teacher development, research and curriculum in the DBE. Mentoring programme for young teachers to be in place in all provinces. Induction programme for young teachers to be compulsory, with follow up sessions. PD courses for DHs, principals and district officials
ICT platform to support the system	ICT platform and portal key deliverable of the NICPD. Distance Education courses to be developed, with possible partners such as SAIDE and international universities. Self-assessment in all subjects to become a norm.
The content and delivery of the curriculum	Assessment of teacher progress through standardised procedures across all provinces. Research section to work with network of individuals and institutions involved in teacher learning and development as well as curriculum delivery.
Research and development	Monitoring and evaluation research to be owned by the NICPD and to inform course structure and delivery. A focus on measuring practice, not theory, to inform the course designs. With SACE, monitor individuals' progress and adjust development delivery based on facts and statistics.

In this regard, common themes from the research are:

- Recruitment focuses on highly able candidates and courses are funded in exchange for teaching time. In many countries, these are competitive.
- Coursework connects theory and practice and includes 'training schools' or professional development schools.
- Professional standards are used to identify critical knowledge, skills and dispositions.
- Teacher performance assessments, based on professional standards, connect student learning to classroom teaching.
- Induction supports new teachers through mentoring, collaborative planning and reduced teaching loads allow time for in-service development.
- The use of Professional Learning Communities (PLCs) to improve practice and collaboration in schools is common, plus they increase confidence in teachers' practice.
- Profession-wide capacity building creates strategies for sharing of research and good practice and allows good teachers and principals to be recognised.
- Permanent and locally available in-service training creates cultures of collaboration and sharing.
- Effective systems for teacher support, guidance, supervision and monitoring are critical.

- Ensures that the practice and research components of initial teacher education are adequately and appropriately funded.
- Provides institutional support for a meaningful teacher induction programme, followed by a mentoring programme.
- Incorporates CPD as an essential, funded, organised component of an overall teacher education and development system.
- Provides an institutional base that allows for the participation of a variety of role-players in the delivery of CPD.

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