

# MEDIA RELEASE

**TO: ALL MEDIA HOUSES**  
**SUBJECT: LETTER OF INVITATION**  
**DATE: 16 MAY 2012**

The South African Democratic Teacher Union (KwaZulu Natal) cordially invites you to the launch of the subject committees.

The South African Democratic Teacher union (KwaZulu Natal) is unfolding yet another important programme in taking forward our quality learning and teaching programme in line with the general quality learning and teaching campaign. In this programme we are launching subject committees that have been established for the purposes of improving the subject content knowledge as well as pedagogical content knowledge of educators across the education system (foundation, intermediate, and senior phases, as well as FET Band).

This is a demonstration that our union is committed to contribute decisively to all attempts at making quality education delivery a reality in our country.

For more information please expect our concept document soon. The details of the launch are as follows:

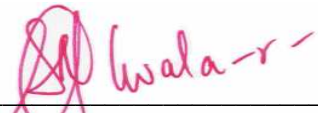
**DATE: 25 MAY 2012**  
**VENUE: COASTLANDS HOTEL (UMHLANGA)**  
**TIME: 12H00**

All media houses are invited and Please RSVP to [tmagwa@sadtu.org.za](mailto:tmagwa@sadtu.org.za) or [sgwala@sadtu.org.za](mailto:sgwala@sadtu.org.za) or Fax: 031 3051847

Your attendance will be highly appreciated

Yours Comradely

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**Mbuyiseni Mathonsi**  
**Provincial Secretary**  
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## **DRAFT PROGRAMME 25 MAY 2012**

PROGRAMME DIRECTOR: DUMISANI SIBAYA

REGISTRATION 12H00 -12H30

1.	Opening And Welcome	Mabutho Cele (Provincial Chairperson)	12h30 -12h40
2.	Introduction Of Guests	Nomarashiya Caluza (Prov Deputy Secretary)	12h40-12h45
3.	Word Of Congratulations	His Worship Mayor Nxumalo	12h45-13h00
4.	Speech By SADTU NATIONAL	Nkosana Dolopi (Deputy General Secretary )	13h00-13h30
5.	Presentation by SADTU KZN	Mbuyiseni Mathonsi (Provincial Secretary)	13h30-14h30
6.	Introduction Of The MEC	HOD Dr NS SISHI	14h30-14h35
7.	Response By MEC	Hon Senzo Mchunu	14h35-15h35
8.	Message from the Minister/ DG Office	Mr Soobrayan (DG Basic Education )	15h35-15h55
9.	Message Of Support ETDP SETA	Mrs Nxesi (CEO ETDP SETA)	15h55-16h10
10.	Message Of Support SACE	Rej Brijraj (CEO SACE)	16h10-16h25
11.	Presentation Of Best Performing Schools In KZN	Mbuyiseni Mathonsi (Provincial Secretary)	16h30-17h00
12.	Word Of Gratitude	Mabutho Cele (Provincial Chairperson)	17h00-17h10
13.	Closure		17h10

# **CONCEPT DOCUMENT:**

## **BACKGROUND**

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 underlining of the curriculum but also on building the organs for people’s power. The PTSAs, the SRC, Street Committees etc. were deliberate products of the organised progressive formation (the unions, student formations and organised community organisation). These form the bedrock for today’s democratic governance structures and were meant to resist apartheid and at the same time champion 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 is the basis of most of the education policies, from ECD to HET that we are implementing even today. 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 concept document on the formation of subject empowerment committees 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

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.

#### **PURPOSE: is to...**

- Promote life-long learning and reduce work load
- Create networking structures within and across subjects
- Promote individual subject especially in rural and peri urban areas
- Promote subject integration across subjects
- Develop articulation across grades and phases
- Develop and identify subject expertise

- Promote SADTU vision 2030

## 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 departments 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 33, whilst in Botswana it is approximately 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 NCS review, 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 14 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.

## **VISION**

To support and empower our member to meet the challenges of education transformation.

## **OBJECTIVES**

- Inform, update and train members on all new developments in the curriculum.
- To do 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 of new curriculum changes towards a socialist society.
- Represent the union on matters related to the subject in all stakeholders meeting.
- Represent the union in the Professional Learning Communities of the PDE.
- Promote the subject in the community in order to address the imbalances of the past.
- Create networks across the province and outside the province in order to facilitate quality public education for all.
- Meet regularly to develop and submit reports on the latest developments in the regions and province.
- Perform any other curriculum and assessment related tasks assigned by the Union.

## **SADTU intervention on teacher development**

SADTU KwaZulu Natal Curtis Nkondo Institute wants to take its intervention a step further by creating self sustaining structures that should take forward continuing professional development of educators at all their areas of responsibility: office based educators, school management teams, and the real foot soldiers (the classroom educators).

While pursuing our demands for the opening of educator colleges for easy production of the required number of educators, SADTU commits itself to take the responsibility of improving the subject content knowledge (for deeper understating of the subject matter), the pedagogical content knowledge (knowledge of the diversity of learners and methodological issues) and democratic progressive and delivery based management school management system. SADTU still maintains its belief that teachers themselves are the solutions to their own challenges on the above three aspects.

The second session of our intervention will be based on an attempt to address the above three challenges. The launch of the subject empowerment committees precedes the launch of school leadership and management teams.

## **IMPLEMENTATION**

The programme will take the following implementation process:

- a) Further consciousness building on the part of our members and teachers generally (advocacy).
- b) The selection of the most competent subject specialists in foundation, intermediate, senior and FET.
- c) Selection of best office based subject specialists across the above areas of responsibility.
- d) Creating structures that form continuing teacher development policy pathway and identification of areas of main professional development activities.
- e) Determination of the frequency, content and character of teacher development programmes.
- f) Identification of centres or venues (in all SADTU regions and departmental districts) for undertaking the teacher development programmes.

## **ACTIVITIES TO SUPPORT THE SUBJECT EMPOWERMENT LAUNCH**

This process is also a practical response to our Quality Learning and Teaching Document, SADTU Vision 2030, the recent National Education, Labour and Gender Conference, the ANC Education Summit which all resolved on making education transformation an apex priority for development of our country.

We however note that the MEC for Education in KZN has identify what he terms the big six areas that need to be given special attention in order to improve the performance of the education system in KZN namely: teacher supply and demand; infrastructure; curriculum delivery and implementation; management and governance; classroom equipment and finance.

SADTU is of a strong view that the area of teacher development and support also deserves special attention. The concept of teacher development must be supported by structures and systems that will make it sustainable. It must also be informed by our experiences and vision that is informed by the need for a transformed education system that ..... will recognise and reverse the imbalances of the past.

In line with teacher development summit resolutions, our teacher development initiative is and will always be teacher driven. We will continue to engage the department to provide ( as per recent summit instruction) all necessary resources that are fundamental for the initiative to be qualitative and sustainable. To this end we are proposing the following:

### **1. REGIONAL EDUCATION EMPOWERMENT CENTRES: responsibility for SADTU regions.**

- Identify SADTU regional education centres that will for now be district based.
- Install of minimum security systems to the centre.
- Identify retired members of SADTU to serve as centre managers on voluntary basis.
- Identify progressive local business partners to resource the centre.
- Develop a programme for launch all the centres.
- Resource centres with 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 documents
  - (xiii) Contact details for lead teachers in different subjects and grades
  - (xiv) Contact details of all subject empowerment committee members
  - (xv) Programme for all subject empowerment committees
  - (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 teachers PDP file.
  - (xix) Document on different pupil behaviour modification methods (tips on dealing with learner ill- discipline)
  - (xx) Document on different classroom management techniques (taking into consideration different classroom sizes teachers are subjected to teach).



(xxi) Document on the nature and content of a classroom.

- At least all the centres must be fully operational by December 2012 meanwhile temporally venues may be utilised to house the programs .

### **RESPONSIBILITIES FOR EACH SADTU SUBJECT SOCIETY**

- Develop a year program that will be followed by all subject teachers. (this must be done and reach all teachers the previous year).
- Each subject society member must be always ready to attend political education classes, workshops and seminars to enrich their ideological consciousness, build and consolidate patriotism.
- All subject society members must be equipped with basic facilitation skills which will need to be developed from time to time.
- Must research and equip teachers with different teaching methods and styles as part of on-going teacher learning.
- Must research and assist teachers with understanding different learning styles as an important component of understanding their learners.
- 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 develop and advance teacher capacity to develop learning material.
- Must capacitate teachers on issues of assessment.
- Must operate within the subject society constitution.