

JONGSTE STAND VAN SAKE OOR DIE PROFESSIONELE ONTWIKKELINGSPUNTE-SISTEEM VAN SARO

Vanjaar (2016) is die laaste jaar van Hoofde en Adjunkhoofde se eerste driejaar-siklus in die PO puntessisteem. Vanjaar is ook die laaste jaar wat posvlak 1 onderwysers moet aanteken op die sisteem. Die siklusse is as volg:

HOOFDE EN ADJUNKHOOFDE	
Aanteken jaar: 2013	Siklus: 2014-2016
DEPARTEMENTSHOOFDE	
Aanteken jaar: 2014	Siklus: 2015-2017
POSVLAK 1: SEKONDÊRE SKOLE	
Aanteken jaar: 2015	Siklus: 2016-2018
POSVLAK 1: PRIMÊRE SKOLE	
Aanteken jaar: 2016	Siklus: 2017-2019

Vervolgens word 'n paar vrae wat gereeld gevra word, beantwoord:

Wat gebeur met Hoofde en Adjunkhoofde wat nie vanjaar hulle voorgeskrewe aantal punte (150 punte) oor die driejaar-siklus bereik het nie?

Deelname is verpligtend. Alhoewel geen strafmaatreëls huidiglik ingebou is vir diegene wat nie die minimum aantal punte behaal nie, het onderwysers deur die ondertekening van die etiese kode hulleself verbind tot professionele ontwikkeling en uitbouing van die onderwysprofessie. Deur nie te registreer en deel te neem aan die PO puntessisteem nie, maak die onderwyser hom dus in wese skuldig aan oortreding van die etiese kode. SARO het onderneem om deelname teen 2019 te herevalueer, waarna moontlike stappe teen oortreders ingestel kan word.

Wat is die posisie van Hoofde, Adjunkhoofde en Departementshoofde wat nog nie begin het met die proses van puntesamestelling nie?

Hoofde en adjunkhoofde wat nog nie begin het met die proses van puntesamestelling nie, word aangeraai om dit so spoedig moontlik te doen vir redes hierbo genoem.

Moet alle opvoeders deelneem aan die PO puntessisteem?

Ja. Die enigste onderwysers wat huidiglik vrygestel is, is Gr R praktisyns, kantoorgebaseerde opvoeders en dosente verbonde aan tersiêre instansies. Terapeute word ook versoek om aan te teken, alhoewel hulle tans professionele ontwikkelingspunte by hulle onderskeie professionele rade aanteken. SARO is tans in onderhandeling met ander professionele rade om te onderhandel dat punte van die een sisteem na die ander oordraagbaar is.

Waarom word twee sisteme, naamlik SARO se punteseitem en GKBS gevolg?

Die twee sisteme is nie losstaande van mekaar nie, maar vul mekaar aan. Die GKBS sisteem word gebruik om leemtes in professionele ontwikkeling te identifiseer en maatreëls in plek te stel om die leemtes aan te spreek, terwyl SARO se punteseitem die platform skep waar die aktiwiteite aangeteken en gemonitor kan word.

Wat gebeur na 'n driejaar-siklus verstryk het? Moet onderwysers weer van voor af registreer?

Dit is nie nodig om weer te registreer nie. Die profiel wat geskep is bly aktief, maar SARO sal outomaties na afloop van elke siklus die punte wat aangeteken is, kanselleer sodat die onderwyser aan die begin van elke nuwe siklus weer by nul begin.

Talle skole (eintlik die meerderheid) het nog nie hulle pv1-opvoeders in kennis gestel dat hulle 'n portefeulje moet skep vir die aantekening van POPE nie – wat is die proses?

Elke onderwyser is verplig om 'n SARO portefeulje by te hou. Die portefeulje bevat bewyse van bemagtigingsaksies. 'n Voorbeeld van die portefeulje is beskikbaar op SARO se webwerf. Die voorbeeld gee duidelike riglyne van aksies wat gevolg moet word na afloop van 'n bemagtigingsaksie, bv, refleksie wat moet plaasvind. SARO-amptenare besoek skole op 'n gereelde grondslag waar onderwysers versoek word om hulle portefeuljes beskikbaar te stel.

Moet 'n profiel op die SARO-webwerf geskep word?

Nee, onderwysers wat dit op die voorgeskrewe vorms wil doen, is welkom, maar moet dit ten minste twee keer per jaar instuur na SARO. Alternatiewelik kan individuele profiele ook op die SARO-webwerf geskep word en punte word dan aanlyn op die persoonlike profiele geregistreer. Die portefeulje is 'n lêer van bewyse wat elke onderwyser verplig is om by te hou. Hierdie portefeulje moet beskikbaar gestel word vir SARO se moniteringspanne wat skole op 'n gereelde basis sal besoek.

Indien dit verkies word om punte aan te teken op die voorgeskrewe vorms, wat is die proses wat gevolg moet word om 'n opvoeder se punte by SARO in te dien, veral in die lig van die wesenlike moontlikheid dat dit verlore kan raak?

Die voltooide puntestate kan elektronies deurgestuur word na member@sace.org.za Die SAOU stel voor dat u die e-pos so stel dat u 'n ontvangserkenning ontvang. Selfs nadat u 'n erkenning van ontvangs ontvang het, bly dit steeds die onderwyser se verantwoordelikheid om op te volg dat die punte wel gelaai is. Indien u agterkom dat u punte binne 'n redelike tyd nie gelaai is nie, moet u onverwyld die SARO kantoor skakel by die nommer soos op die SARO webwerf aangedui word.

Wat is die verantwoordelikheid vd skoolhoof mbt die samestelling van portefeuljes?

Skoolhoofde moet in die eerste plek seker maak dat elke onderwyser 'n voorbeeld portefeulje ontvang (beskikbaar op SARO se webwerf). Daarna moet die Skoolbestuurspan seker maak dat elke onderwyser sy eie persoonlike groeiplan, soos deur die IQMS proses vereis word, opstel. Tipe 2 punte (Skool-geïnisieerd) sal bepaal word deur die skool se verbeteringsplan. Die Skoolbestuurspan moet dus voortdurend beplan en begroot vir bemagtigingsaksies ten einde personeel in staat te stel om Tipe 2 en Tipe 3 (voorsien deur eksterne diensverskaffers) punte te behaal. Deur portefeuljes gereeld te moniteer, kan die Skoolbestuurspan onderwysers begelei om tipe 1 punte (self-geïnisieerd) te beplan.

Waarom is SARO so vaag tydens telefoniese navrae?

Omdat die sisteem tans nuut is, is daar talle groeipyne wat uitgestryk moet word. SARO word dus oorval met telefoniese navrae en probeer so vinnig as moontlik alle probleme wat aangemeld word, uitstryk.

Waar kan ek meer inligting kry?

Besoek SARO se webwerf by www.sace.org.za, of stuur 'n epos na member@sace.org.za

Die volgende dokumente is beskikbaar op die SARO webwerf:

- CPTD Management System Handbook
- Professional Development Points Schedule
- Guidelines for developing the Professional Development Portfolio (PDP)
- CPTD System self-service web portal www.sace.cptd.gov.za

Op die SAOU se webwerf is daar ook 'n skakel na SARO se webwerf.
Vir enige navrae in verband met die nuusbrieff, kontak Babette le Roux by
babettelr@saou.co.za

CURRENT STATE OF THE SACE CONTINUOUS PROFESSIONAL DEVELOPMENT POINT SYSTEM

This year (2016) is the last year of the three-year CPTD cycle for Principals and Deputy Principals. It is also the last year that post level 1 teachers can sign up on the system. The cycles are as follows:

PRINCIPALS AND DEPUTY PRINCIPALS	
Sign-up year: 2013	Cycle: 2014-2016
HEADS OF DEPARTMENT	
Sign-up year: 2014	Cycle: 2015-2017
POST LEVEL 1: SECONDARY SCHOOLS	
Sign-up year: 2015	Cycle: 2016-2018
POST LEVEL 1: PRIMARY SCHOOLS	
Sign-up year: 2016	Cycle: 2017-2019

In light of the above, here are answers to some frequently asked questions:

What happens to Principals and Deputy Principals who will not be able to acquire the prescribed 150 points in their three-year cycle?

Participation is mandatory. Although there are currently no punitive measures for non-participation, non-compliance is a violation of the SACE code of ethics. Through the code of ethics teachers committed themselves to professional development and the promotion of teaching as a profession. SACE will, therefore, review the level of participation after the first cycle (2019) where after punitive measures may be introduced into the system.

What is the position of Principals, Deputy Principals and Heads of Departments who have not yet started with the process?

For reasons mentioned above, Principals and Deputy Principals are advised to sign up and start recording their professional development activities immediately.

Is participation in the CPTD-system mandatory?

Yes. The only teachers currently exempted are Gr R practitioners, office-based educators and lecturers teaching at tertiary institutions. Although the professional development activities of therapists are recorded with their own professional councils, they are also required to sign up with the SACE CPTD system. SACE is in a process of consultation with other professional councils to negotiate the transfer of points between the systems.

Why are there two systems of professional development, namely SACE's CPTD system and the IQMS system?

These two systems are in fact complementary. The IQMS system serves to identify and address areas requiring development. The CPTD system provides the platform on which to record and monitor professional development activities.

What happens after a three-year cycle ends? Should teachers re-register?

Once you are signed-up, it is not necessary to re-register, again. The on-line profile remains active; SACE will just zero all points accumulated in that particular cycle so that the educator starts the new cycle with zero points.

Many schools have not yet informed their Post Level 1 teachers about the CPTD system and the need to keep a portfolio of evidence – what is the process?

It is mandatory that all teachers keep a portfolio of evidence. A template is available on the SACE website. The template provides clear guidelines on the reflective activities that must follow all professional development activities. These portfolios of evidence must be available to SACE officials who will visit schools from time to time.

Is it compulsory to create a profile on the SACE website?

No, teachers who prefer to keep a profile manually can do so and submit it to SACE twice a year. Alternatively, individual profiles can be created on the SACE website and professional development activities will then be reported online on the profile. The portfolio of evidence is mandatory and must be available to SACE officials who will visit schools from time to time to monitor participation.

If teachers choose to keep a profile manually, what is the process to follow seen in the light of the possibility that the documentation might get lost?

The statement of activities can be send through electronically to member@sace.org.za The SAOU recommends that you request a read-receipt on your e-mail when you submit. Even after you have received the read-receipt, it remains the teacher's responsibility to monitor and follow-up on the submission. If the points have not been allocated after a reasonable time, teachers should follow up with the SACE office by calling the number as indicated on the SACE website.

What is the Principal's responsibility regarding the keeping of portfolios?

Principals should ensure that all teachers have a SACE file or a Professional Development Portfolio (template available on the SACE website). The School Management team must then also ensure that teachers draw up their own Individual Growth Plans, as required by IQMS. Type 2 activities (School-initiated) will to a large extent be informed by the School Improvement Plan. The School Management Team will therefore need to plan and budget to ensure teachers get opportunities to attend Type 2 and Type 3 activities (provided by external service providers). Monitoring teachers' portfolios will enable the School Management Team to guide teachers to plan their own type 1 (self -initiated) professional development activities.

Why does there appear to be uncertainty in regard to the CPTD profiling?

Any new system will have some teething problems. SACE is currently bombarded with queries and is working very hard to resolve all issues.

Where can I get more information?

Visit the SACE website at www.sace.org.za, or send an email to member@sace.org.za

The following documents are available on the SACE website:

- CPTD Management System Handbook
- Professional Development Points Schedule
- Guidelines for developing the Professional Development Portfolio (PDP)

- CPTD System self-service web portal www.sace.cptd.gov.za

You will also find a link to the SACE website on the SAOU website.
For any queries related to this newsletter, please contact Babette le Roux at babettelr@saou.co.za