



012-4360900

SAOU

DIE VERANDERING IN ONDERWYS
THE CHANGE IN EDUCATION

PROFESIONELE ONTWIKKELINGSDIENS (POD)
PROFESSIONAL DEVELOPMENT SERVICE (PDS)

SERVING INCLUSIVE, PUBLIC AND INDEPENDENT SCHOOLS | DIEN INKLUSIEWE, OPENBARE EN ONAFHANKLIKE SKOLE

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www.saou.co.za

Newsletter 27/2018

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REGISTRATION AT SACE

MAY PERSONS WHO ARE PROVISIONALLY REGISTERED AT SACE, TEACH A CLASS WITHOUT SUPERVISION BY A QUALIFIED TEACHER?

Two PDS newsletters regarding Registration at SACE were recently sent to members. (Click here if you want to read them again: [Newsletter 24/2018](#) and [Newsletter 25/2018](#)) In reaction to the newsletter the SAOU was inundated with queries relating to the information that was shared with members. Emanating from the queries the SAOU sent an email to Mrs Ella Mokgalane, the CEO of SACE, requesting clarity on some of the issues. We copy the SAOU's questions and Mrs Mogalane's response in this newsletter for your easy reference.

SAOU:

*Why would SACE register a student provisionally in his/her 2nd, 3rd or 4th year of studies, if he/she is in any case **not allowed to teach a class on his/her own**, seeing that he/she is not yet **professionally qualified**? It is the SAOU's understanding, that interns can only teach in the **presence of a qualified educator**? The same question applies to a person who has **a degree**, and is busy with his/her PGCE, and is provisionally registered with SACE.*

Mrs Mokgalane, CEO of SACE:

We do not register student teachers for **employment purposes**, but for **protecting** the public, children and the profession when they (student teachers) interact with the children during their teaching practice in schools.

We will be sending out a message to all the employers, DBE, sgb associations, schools and teacher unions about schools that use the SACE provisional registration of student teachers for employment purposes, of full time teachers. **The practice is wrong**. They can only work in schools as interns (through the learnership mode of teacher training) **under supervision, coaching and mentoring by the qualified teacher** at all times in line with the learnership requirements.

SAOU:

According to Section 22 (4) of SACE Act 31 of 2000 *"If an applicant does not satisfy all the requirements but the Council is of the opinion that the requirements will be satisfied within a reasonable time, the council may register the applicant provisionally on such conditions that the council may determine"*

*Does this mean such a person will be allowed to teach a class on her/his own, despite not yet being **professionally qualified**? The SAOU asks this because we want to give our members the correct advice. In many schools where we have members, students who*



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are in their final year of studies are teaching full time, having their own classes – NOT being supervised. They are, however, provisionally registered with SACE and they believe this gives them the green light to teach as full time educators, very often in Governing Body posts. The same applies to persons with degrees, who are busy with their PGCE studies.

MRS MOGALANE, CEO OF SACE:

Remember SACE has the responsibility and mandate to register provisionally or fully. Provisional registration in this context is for any person who is studying towards becoming a teacher. Student teachers fall into this category **in order for SACE to have jurisdiction over them when they bring the teaching profession into disrepute**. Also as part of professionalising the teaching profession and taking charge of the profession fully, SACE will be registering student teachers from 1st year of study from 2021/22. We are looking into issuing the student teacher provisional registration letter with the following note: **“this provisional letter is not for employment as a full-time teacher”**

From the queries that the SAOU received it is unfortunately clear that many principals appoint persons as SGB-educators, even though they only have a degree qualification. This practice is **illegal** because such educators do not have a professional education qualification, **even though they might be provisionally registered at SACE**.

Also note that there is a list of educators who have been evaluated as REQV 13 (s) according to the “Criteria for the Evaluation and Recognition of Qualifications for Employment in Education” for purposes of teaching, who are NOT professionally qualified, yet may be appointed in teaching positions without a professional qualification. They are being registered at SACE. Here is the list of exceptions as it appears in the PAM Chapter B.3.2.1.3:

B.3.2.1.3 Notwithstanding the requirements set out in paragraph B.3.2.1.1 and B.3.2.1.2, a person appointed to anyone of the following posts, **is not required to be a qualified educator** but must comply with the relevant requirements for appointment as set out in the document “Criteria for the Evaluation and Recognition of Qualifications for Employment in Education”.

- (a) Agricultural Technology
- (b) Civil Technology
- (c) Computer Applications Technology
- (d) Dance Studies
- (e) Design
- (f) Dramatic Arts
- (g) Education Psychologists
- (h) Electrical Technology
- (i) Engineering Graphics and Design
- (j) Equine Studies
- (j) Hospitality Studies



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- (k) Information Technology
- (l) Maritime Economics
- (m) Mechanical Technology
- (n) Music
- (o) Nautical Science
- (p) Occupational Therapists
- (q) Psychologists
- (r) School Social Workers
- (s) Vocational fields in Special Needs Education
- (t) Physiotherapists
- (u) Speech Therapists
- (v) Visual Arts

Members are advised to strictly adhere to all these conditions. Remember, exactly the same conditions, that are applicable to educators who are appointed in the service of Provincial Education Departments, apply *mutatis mutandis* to educators who are appointed by School Governing Bodies.

In reaction to the SAOU's queries to SACE, SACE has compiled a document which provides clear guidelines in terms of the employment of students and other persons who are provisionally registered at SACE. This document was signed on 15 November 2018 by Ms Ella Mokgalane, CEO of SACE. You are specifically referred to the last 4 paragraphs of page 2 of this document.

[Click here](#) for access to the document.

SAOU RESEARCH TOUR TO FINLAND: FEEDBACK

The SAOU undertook a research tour to Helsinki, Finland from 29 September to 8 October 2018. During this period the group visited 6 Finnish schools. They were also addressed by representatives of the Finnish Teacher Union, OAJ, and the Finnish Department of Basic Education. Topics that were covered included: The history, structure and functioning of the Finnish Teacher Union, OAJ, the state of Finnish Education, the new Finnish Education Curriculum, Inclusive Education, Teacher Training and the role of the principal and management in Finnish schools and the Finnish Education System.

The tour group comprised of 2 members from the Professional Development Services of the SAOU and 18 educators who are members of the SAOU. This group included post level 1 teachers, heads of departments, deputy principals and principals.

The purpose of the tour was to determine why the Finnish Education System is so successful and which best practices in Finnish schools w.r.t. Management, Inclusive Education, teaching Maths and teaching English as an additional language could possibly be implemented in South-African



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schools. The SAOU also plans to share the lessons learnt in Finland with our members during the training workshops that will be held in 2019.

[Click here](#) for the full report in English on the research done in Finland.