AN EXAMINATION OF THE SOUTH AFRICAN COUNCIL FOR EDUCATOR'S ROLE IN OVERSEEING THE CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHERS IN SCHOOLS: A POLICY PERSPECTIVE

LUTHANDO MPHO MOLEFE
https://orcid.org/0000-0001-8980-0984
School of Education, University of KwaZulu-Natal, South Africa

ABSTRACT

Coined by the Department of Basic Education (DBE) in 2000, the South African Council for Educators (SACE) in South Africa was tasked with administering the continuous professional development of teachers (CPTD) in schools. It is believed that through this initiative, the aim is to support teachers on an ongoing capacity to develop their competencies in the ever-changing educational space. But the big question remains, after exactly more than twenty (20) years since the adjudicating approach was introduced, and decades after the CPTD concept was established through these policies, how has the SACE, through the DBE, and the South African's education system achieved its directive concerning to the continuous professional development of teachers in the present time and in all contexts? Framed within the qualitative methodology and through policy document analysis, this study seeks to answer such a question. The research findings of this study are of the view that the DBE needs to go back to review the SACE's efficiency and effectiveness in bringing about professional development in schools ever since it was introduced. Moreover, school leaders are entrusted with the responsibility of reviewing whether their internal professional development initiatives are aligned with those of the SACE and are effectively responding to the capacity development of teachers in schools as expected or otherwise.

Keywords: CPTD, SACE, DBE, Quality Management, Policy, South Africa