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Final Report

Teacher Development in South Africa Focusing on the Development of a National Strategy for Improving Teachers' Pedagogical Content Knowledge

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1. Introduction

This document is the final report of the assignment ‘Teacher Development in South Africa Focusing on the Development of a National Strategy for Improving Teachers’ Pedagogical Content Knowledge’ (ref. FinCEED OPH-5038-2022) implemented by Jamk University of Applied Sciences, Finland in collaboration with the Department of Basic Education, South Africa.

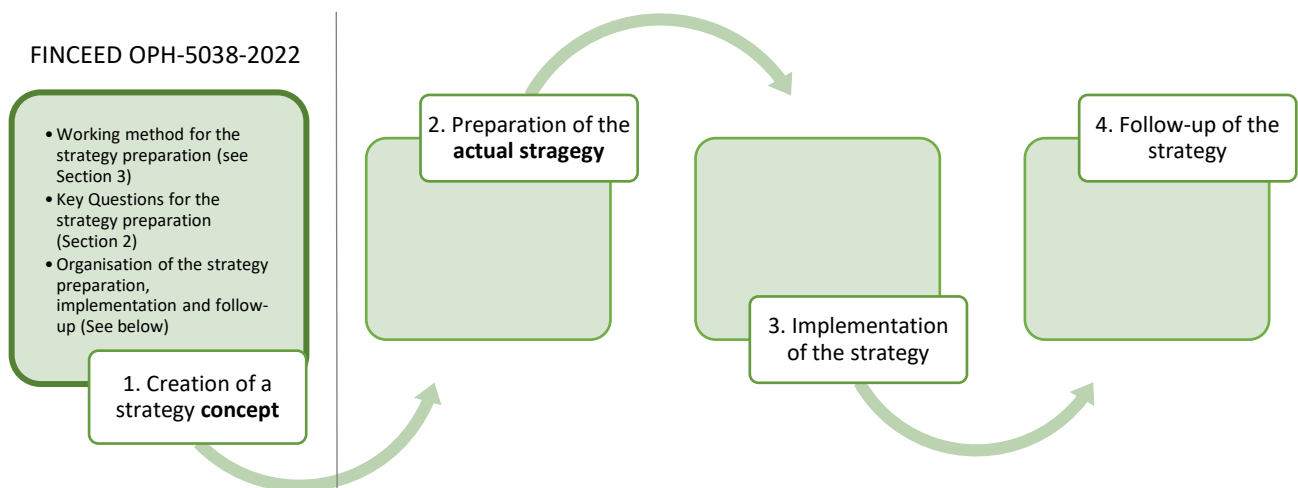
The content of the report is as follows:

Firstly (Chapters 2-3), a concise description of Teacher Education Provision and Development in South Africa is provided. The section touches upon both initial and in-service (or: continuous professional development) teacher training.

Secondly (Chapters 4-5), the report presents a short definition of the concept of ‘pedagogical content knowledge’, after which the Key Questions for the preparation of a national strategy for the improvement of teachers’ pedagogical content knowledge are presented. After this, a roadmap is suggested for the actual strategy preparation. Also, recommendations for the implementation and follow-up of the eventual strategy are provided.

Thirdly (Chapter 6), selected examples of Finnish teacher education are given.

Below, a chart of the overall strategy process. This assignment primarily relates to the step 1 “Creation of a strategy concept”.



2. Short Summary of Teacher Education Provision and Development in South Africa

This section has been compiled from research articles, other public sources, and individuals met during Jamk team's field mission to South Africa between 5-9 June 2023. References to written sources are provided. Individuals to whom we refer in the context of the field mission are not named.

2.1 Initial Teacher Training

From Teacher Training Colleges to Universities

A new constitution came into operation in South Africa in 1994, bringing along reforms to teacher education along the rest of the society. For the most part of the 20th century, segregated and unequal educational arrangements had prevailed. The year preceding the new constitution, in 1993, the per capita expenditure on black pupils equalled less than 40% of that on the white pupils, and teachers' qualification level varied immensely between various population groups. White population was in an advantageous position in terms of both.¹

Teacher education was largely conducted in teacher training colleges (TTC) that were established in 1948. The number of the colleges grew significantly in the latter half of the 20th century: in 1981 there were 37 teacher training colleges, and in 1994, there were 120 teacher training colleges in the country. According to C.C. Wolhuter (2006), this was partly because teacher education was "one of the few avenues of higher education and upward social mobility available to Blacks, which led to a high individual demand for teacher training education"². Another reason to the rapid increase of the number of TTCs was the status they brought to the political leaders in the homelands who had been given the responsibility of teacher education as of 1948. In 1994, there were in total 150 public institutions providing teacher education, TTCs and universities combined. Prior to 1994, teacher education was demand-driven in a sense that how much various ministries of education were willing to invest in teacher education in the form of *stipendia* to students, and budgets to colleges (ibid). This might imply that no clear focus was put to assessing the educational *needs* of teachers regionally/nationally.

Towards 1994, universities started playing the main role in teacher education. Towards the end of the 20th century, universities became the sole providers of initial teacher training. After 1994, the number of TTC decreased rapidly, and by 2000 only 50 were left. Today, the sole providers of teacher training are the 24 South African universities^{3 4}.

Quality and quantity of teacher education programmes

The writers of the report *Teachers in South Africa, Demand and Supply 2013–2025*⁵ (The Centre for Development and Enterprise 2015) argue that while the concentration of teacher education in the universities may in general have enhanced its quality, not all institutions, especially those which were historically disadvantaged, could offer the same levels of training, engagement, or support to either lecturers or students. This was particularly the case with universities that inherited a teacher education programme from a poor-quality former college rather than developing the programme themselves. At the same time, the merging and/or restructuring of certain universities reduced the attention and resources available to assure programme quality. This eventually resulted to the formation of the '[Integrated](#)

¹ *ERP33-2 Wolhuter-C.-C.-2006.-Teacher-training-in-South-Africa-.pdf (erpjournal.net) p. 129-130

² *ERP33-2 Wolhuter-C.-C.-2006.-Teacher-training-in-South-Africa-.pdf (erpjournal.net) p. 128

³ *ERP33-2 Wolhuter-C.-C.-2006.-Teacher-training-in-South-Africa-.pdf (erpjournal.net) p. 37

⁴ Basic Education disputes report about shortage of teachers | SAnews

⁵ Retrieved here (27.6.2022) <https://www.cde.org.za/teachers-in-sa-supply-and-demand-2013-2025/>

[Strategic Planning Framework for Teacher Education and Development in South Africa 2011–2025](#)

(ISPFTED)’ (ISP. The primary outcome of the Plan is to “improve the quality of teacher education and development in order to improve the quality of teachers and teaching”. The Plan was drawn up through a process “brought together for the first time all the stakeholders from across the teacher education and development sector in South Africa, with the primary goal of highlighting and addressing the challenges being experienced in teacher education and development, especially by teachers (ISPFTED, p. 3).

The writers of the report *Teachers in South Africa, Demand and Supply 2013–2025*, however, point out the lack of measurable deliverables with specific annual targets for every level of the system (national, provincial, district) to achieve. This, as they further argue, makes it difficult to measure progress. The article also suggests that the quality of existing ITE programmes was not given sufficient attention while the focus was on the “expansion of the provision” (quantity).

Student selection

Unlike in Finland, no aptitude test is being applied in student selection to teacher education in South Africa. The writers of the *Teachers in South Africa* report state that “ITE programmes have low entrance requirements in comparison with most other disciplines and students are accepted without any reference to what motivates them to become teachers”⁶ This aspect was also discussed during the Jamk Team’s mission to South Africa, and the Finnish system of an aptitude test as part of student selection was shortly discussed.⁷

Demand, supply and mismatch of qualified teachers

Teacher unemployment has periodically been an issue in South Africa. In 1994, there was a significant number of unemployed teachers (while the overall unemployment was near 30%) and 200,000 individuals enrolled as students to become teachers. Because of the reservoir of unemployed teachers, the Ministry of Education got more reluctant to provide *stipendia* for new teacher students which led to the decrease of students to 110,000 in 2003. The trend continued in the 2000’s. A later analysis calls this a “... misperception that there were too many teachers”⁸.

In 2011, only a third of the country’s requirement of some 25,000 new teachers a year was produced, and particularly too few in key subjects such as mathematics, science, commerce and technology.⁹ The good news is that since 2009, the ITE provision has expanded significantly.¹⁰

Also today, there is a great need for qualified teachers, especially those of maths and science, and those capable of teaching (in) the heritage languages of South Africa¹¹. According to some interviewed during our field mission to South Africa between June 5-9, 2023, teacher education volume per se is sufficient, the problem prevailing in the system’s ability to “absorb” the new graduates; teachers finding employment at the right level of education (out-of-phase teachers), as well as in the high drop-out/cancellation rate of teacher students during the first year of studies. On the other hand, a mismatch of unemployed teachers and a simultaneous high number of open vacancies is being repeated.¹²

Also another type of a mismatch can be detected: as repeated several times during Jamk team’s field mission to South Africa, an issue of **out-of-phase teachers** prevail. By out-of-phase teachers is meant educators who have a teacher’s qualification but from another phase that they actually teach on. Unlike in

⁶ <https://www.cde.org.za/wp-content/uploads/2018/07/Teacher-Supply-and-Demand-2013-2025-Full-Report-March2015-CDE.pdf>, p. 7

⁷ For more, visit e.g. [Student Selection to Teacher Education in Finland – Anticipatory Work for Future | OVET-hanke](#) and [PsyArXiv Preprints | Conceptual Framework of Teaching Quality: A Multidimensional Adapted Process Model of Teaching](#)

⁸ <https://www.cde.org.za/wp-content/uploads/2018/07/Teacher-Supply-and-Demand-2013-2025-Full-Report-March2015-CDE.pdf>

⁹ file:///C:/Users/lehtee/Downloads/TEACHERS-IN-SOUTH-AFRICA-full-report20_03.pdf p. 3

¹⁰ (<https://www.cde.org.za/wp-content/uploads/2018/07/Teacher-Supply-and-Demand-2013-2025-Full-Report-March2015-CDE.pdf> p. 6

¹¹ [Integrated Strategic Planning Framework for Teacher Education and Development in South Africa 2011 - 2025](#) p.15

¹² See e.g. <https://salaamedia.com/2022/12/07/nearly-30-000-educators-are-unemployed-despite-the-24-000-vacant-posts-across-the-country/>

Finland, in South Africa even a permanent position can be awarded to a teacher with an unmatching qualification.¹³ This mismatch can be read in various sources, too.¹⁴

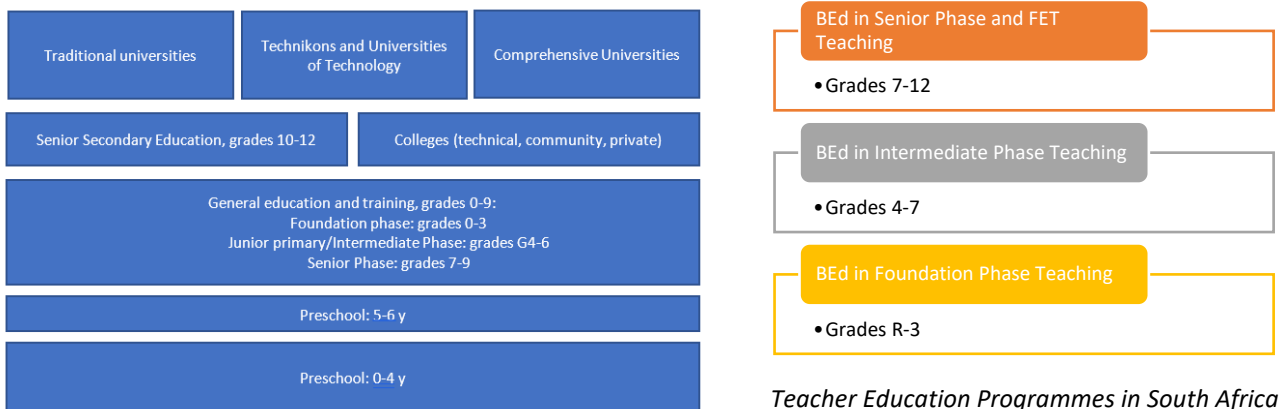
According to the aforementioned report *Teachers in South Africa, Demand and Supply 2013–2025*, although the projected number of teachers required and supplied will closely match during the next decade, “a far more important consideration is whether sufficient numbers are being trained for the needs of the different school phases and subjects”.¹⁵

Anticipation of Need for Teachers, Teacher’s registry

A teacher’s registry is in place in South Africa. The responsible body is the [South African Council for Educators](#), whose mission is “to register fit to practice educators & lecturers, promote their continuing professional development, and maintain the profession’s professional teaching and ethical standards.” Registration is mandatory to all teachers. It seems, however, that the registry does not collect information e.g. about teachers’ specialisations regarding subjects, or phases. This type of information, our team was informed, is gathered by the DBE.

Two routes to teaching

Today, there are two routes to becoming a R-12 teacher in South Africa and both are recognised equally. The most direct route is to study for a four-year Bachelor of Education (BEd) degree. Both distance (online) and traditional, on-site study programmes are available. The other option is to complete a Postgraduate Certificate in Education (PGCE)¹⁶. This is a one-year course full-time but can only be done after first completing a three or four-year bachelor’s degree.¹⁷ The PGCE is also offered for various grade levels (foundation, intermediate, senior, and further education and training phase).¹⁸



South African Education System

Teacher Education Programmes in South Africa. Designated study programmes for different Phases. Chart drawn up based on the study options at the University of Johannesburg.

In addition to initial teacher training (BeD), universities offer a wide range of supplementary study programmes, including honours degrees. The variety of those across universities is very rich as there are honours degree programmes available with various relevant focus areas e.g. online teaching, educational leadership, educational sociology, educational philosophy, inclusion etc. We were not able to conclude how exactly do these programs contribute to the overall teacher education.

¹³ In Finland, for permanent position, all teachers must fully meet the qualification criteria. The qualification criteria take into account the grades the teacher shall teach. For example, the qualification requirements of a class teachers are listed here: <https://www.suomi.fi/services/qualification-of-class-teacher-finnish-national-agency-for-education/e7edc207-359e-4f51-9315-d3c616343edf>

¹⁴ e.g. <https://www.cde.org.za/wp-content/uploads/2018/07/Teacher-Supply-and-Demand-2013-2025-Full-Report-March2015-CDE.pdf>

¹⁵ [Teacher-Supply-and-Demand-2013-2025-Full-Report-March2015-CDE.pdf](#) s. 21

¹⁶ See e.g. https://humanities.uct.ac.za/sites/default/files/media/documents/humanities_uct_ac_za/246/2023%20PGCE%20subject%20registration.pdf

¹⁷ <https://online.uj.ac.za/what-you-need-to-become-a-teacher/>

¹⁸ See e.g. <https://fundiconnect.co.za/study-pgce-distance-learning-sa/>

Language Issue: Teacher's Perspective

There are 11 official languages in South Africa. The languages are: English, Afrikaans, isiXhosa, Sesotho, IsiZulu, Setswana, Sepedi, Tshivenda, Xhosa, isiNdebele, and Siswati. Afrikaans and English are two of the national languages and are the official languages in all nine provinces.¹⁹ Afrikaans and English also dominate in the education sector, especially tertiary education, although Afrikaans is only spoken by 9.7% of the population "inside of household" and English 16.6%, respectively.²⁰

The DBE's Language in Education Policy since 1998 is based on the principle of the right of children to be educated in their mother tongue whilst having access to a global language such as English. The policy to make available home-language education for Grades One to Six counters the dominant view amongst teachers and parents that English is the key to a better life and the sooner children are taught in English, the better.²¹

Local language instruction is thus supported by South Africa's language policy. Generally, the first language of the pupil (L1) is used as the language of instruction (LOI) in Grades 1 to 3. English is introduced in Grades 1 and 2 as an additional subject, shifting to English as the LOI in Grade 4.²² However, the Policy on the Minimum Requirements for Teacher Education Qualifications (MRTEQ 2015) states that *All teachers who successfully complete an initial professional qualification should be proficient in the use of at least one official South African language as a language of learning and teaching (LoLT), and partially proficient (i.e. sufficient for purposes of basic conversation) in at least one other official African language, or in South African Sign Language, as language of conversational competence (LoCC). If the LoLT is English or Afrikaans, then the LoCC must be an African Language or South African Sign Language. All new certificates are to be endorsed to indicate the holder's level of competence in specific languages by using appropriate labels, for example: LoLT (English) and LoCC (isiZulu).*²³ A significant shortage of indigenous language teachers has been expressed²⁴.

Another implication to teachers language skill requirement stems from the curriculum; the National Curriculum and Assessment Policy Statement (CAPS) [curriculum] of non-language subjects is only available in English and Afrikaans from intermediate phase²⁵, senior phase²⁶ and Further Education and Training²⁷. The CAPS is a single, comprehensive, and concise policy document introduced by the Department of Basic Education for all the subjects listed in the National Curriculum Statement for Grades R - 12. CAPS gives detailed guidance for teachers on what they should teach and how to assess.

In practise, those South African teachers who don't speak English or Afrikaans as their first language are required quite high level of bi-/multilingualism to act as effective teachers.

TVET Colleges

The colleges are not universities but offer educational courses that can provide a good basis for teacher education. These are affordable training institutions and take students who may not have qualified for university entry. The colleges also have an important task of educating teaching assistant. Further, some colleges collaborate with universities also in the field of teacher education.

¹⁹ https://pdf.usaid.gov/pdf_docs/PA00X9JQ.pdf

²⁰ Source: <https://www.statista.com/statistics/1114302/distribution-of-languages-spoken-inside-and-outside-of-households-in-south-africa/>

²¹ <https://pmg.org.za/committee-meeting/7281/>

²² https://pdf.usaid.gov/pdf_docs/PA00X9JQ.pdf

²³ MRTEQ 2015, para 8.2

²⁴ [Online Teaching Degree | Bachelor of Education | Overview \(uj.ac.za\)](https://www.uj.ac.za/online-teaching-degree/bachelor-of-education/overview)

²⁵ [https://www.education.gov.za/Curriculum/CurriculumAssessmentPolicyStatements\(CAPS\)/CAPSIntermediate.aspx](https://www.education.gov.za/Curriculum/CurriculumAssessmentPolicyStatements(CAPS)/CAPSIntermediate.aspx)

²⁶ [https://www.education.gov.za/Curriculum/CurriculumAssessmentPolicyStatements\(CAPS\)/CAPSEnior.aspx](https://www.education.gov.za/Curriculum/CurriculumAssessmentPolicyStatements(CAPS)/CAPSEnior.aspx)

²⁷ [https://www.education.gov.za/Curriculum/CurriculumAssessmentPolicyStatements\(CAPS\)/CAPSFET.aspx](https://www.education.gov.za/Curriculum/CurriculumAssessmentPolicyStatements(CAPS)/CAPSFET.aspx)

2.2 Continuous Professional Teacher Development

There are several qualifying professional development programmes for teachers with outdated qualifications. Those are typically implemented in blended formats. In addition, there are various diploma/certificate programmes offered by universities²⁸

In the study *Teachers' Continuous Professional Development (CPD) in Southern African Development Community (SADC): a Review of Policies, Approaches and Implementation Strategies in Enhancing Teacher Competences*²⁹ from 2022 concludes that there are:

- Different and semi-autonomous arrangements for the coordination and management of CPD
- Clear separation of initial professional education of teachers and continuing professional development of teachers
- Presence of a National Policy Framework on Teacher Education and Development (NPFTED) that also provides guidance for CPD systems.
- Present of the South African Council for Educators (SACE) responsible for managing the Continuing Professional Teacher Development (CPTD) system
- Professional development is part of SACE's Code of Professional Ethics for educators'; Section 7 of the SACE Code says that all educators must 'keep abreast of educational trends and developments' and 'promote the on-going development of teachers as a profession'.
- Three types of CPD activities based on who initiates such activities: i) activities teacher-Initiated and self chosen by teachers, ii) school-initiated and iii) employer-initiated
- CPD Service providers include private institutions, Higher Education Institutions, NGOs, Professional Associations and others. The activities include full qualifications, short courses and skills programmes.

The Department of Basic Education continuously designs and conducts professional development activities for teachers. Further, South African teachers participate in different professional development activities at different times during their professional career. There two basic ways to organise professional development activities: off-site and on-site. The off-site trainings are organised by the department while the on-site trainings are usually organised by the schools and take place within the teachers' school premises.³⁰

The approaches applied in the professional development activities can be described by two models: 'one-size-fits-all', and 'cascade model'. The one-size-fits-all model brings together teachers with different subject backgrounds to present common knowledge and skills in the same approach. A cascade model, in turn, promotes the sharing of knowledge by teachers who attend professional activities to facilitate knowledge/skills gained in participated professional development activities with their colleagues upon return to their schools. However, some problems have been raised up concerning the practices of the professional development activities. The one-size-fits-all model does not address the professional needs of individual teachers, neither does the cascade model benefit the teachers who have not participated in the trainings due the incompetent delivery of knowledge and skills by the teachers that did participate in the training. Research findings state that South African teachers' professional development activities are irregular, inconsistent, and do not adequately address teachers' professional needs.³¹

²⁸ See e.g. at [Humanities: undergraduate | University of Cape Town \(uct.ac.za\)](https://www.humanities.uct.ac.za/)

²⁹ https://ijehss.com/uploads2022/EHS_5_349.pdf p. 112

³⁰ Oluwatoyin Ayodele Ajani, 2020. *Teachers' Professional Development in South African High Schools: How Well Does It Suit Their Professional Needs?* African Journal of Development Studies, Vol.10, Number 3, September 2020 pp 57-78. (article downloaded [here](#) on June

³¹ See e.g. Oluwatoyin Ayodele Ajani, 2020. *Teachers' Professional Development in South African High Schools: How Well Does It Suit Their Professional Needs?* African Journal of Development Studies, Vol.10, Number 3, September 2020 pp 57-78. (article downloaded [here](#) on June 27,2023)

The aforementioned study on Teachers' Continuous Professional Development from 2022 identified and classified different approaches to CPD in the SADC region. The different approaches were: award-bearing; deficit; cascade; standards-based; coaching/mentoring; community of practice; action research; and transformative and ICT-based CPD among others. The report further identifies key stakeholders in CPD implementation as: Teachers, Teacher Education Institutions-Universities and Colleges of Education; Ministries of Education; Regional nongovernmental organisations; and Regulatory bodies/ Teaching councils. The study highlights that in order for CPD to remain a sustainable integral part of enhancing teacher competences in the region, roles and responsibilities of all stakeholders and responsible parties should be adhered to and be evident.

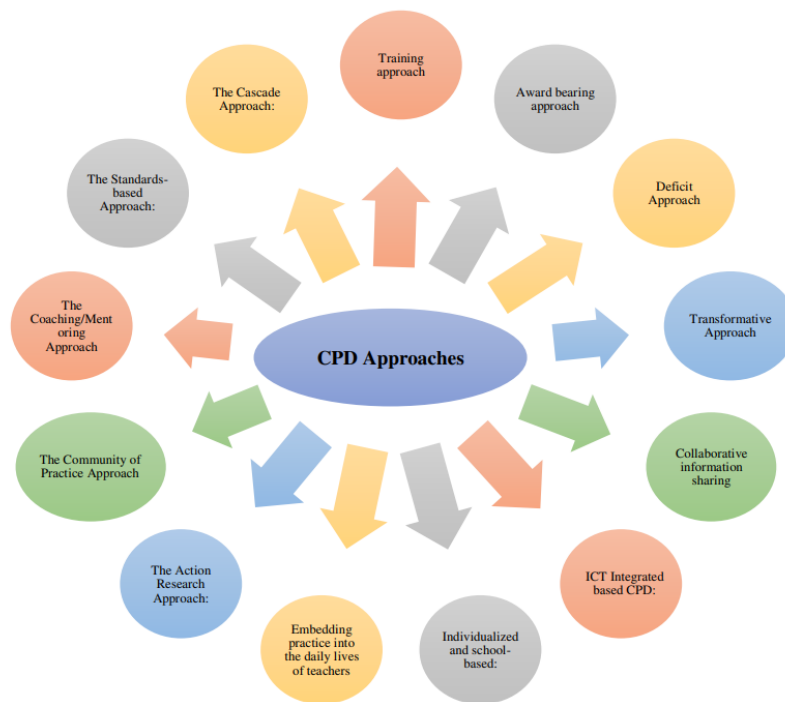


Figure 2: Approaches to Delivering CPD Competences in the SADC Region

Figure: Notable approaches to continuous professional development of teachers practiced in the SADC region.

Source: Teachers' Continuous Professional Development (CPD) in Southern African Development Community (SADC): a Review of Policies, Approaches and Implementation Strategies in Enhancing Teacher Competences. *International Journal of Education Humanities and Social Science*. Vol. 5, No. 01; 2022. P. 115.

3. Conclusions on Teacher Education Provision and Development in South Africa

- Initial teacher education today provided at 24 universities where designated bachelor's degree programmes for specific grades is provided
- Additionally, 1-year (if studied full-time) pedagogical study option, PGCE, is available for those who already hold a bachelor's degree.
- In practise, a considerable mismatch exists as many teachers teach subjects and/or grades for which they do not have training for
- Simultaneous unemployment and 'chronic' demand for qualified teachers (in some provinces/districts) is being reported, which could imply further needs for information gathering and education policy planning in teacher training

- Quality of initial teacher education needs further attention
- Quality and relevance of professional development programs need further attention, more targeted programs (for specific subjects/ grades) are needed
- Language issue remains critical. A shortage of heritage language teachers is being reported. English and Afrikaans language dominate in education although for the majority of the population, they are not the first language(s)

4. Teacher's Pedagogical Content Knowledge

The concept of 'pedagogical content knowledge' models teachers' knowledge and competences, and the different dimensions of them. In pedagogical content knowledge, subject knowledge, general pedagogical knowledge and contextual knowledge are integrated. This demonstrates in the various choices that are required from the teacher (regarding teaching methods, substance-related choices, assessment and so on), and in teacher's actions in teaching and learning situations.

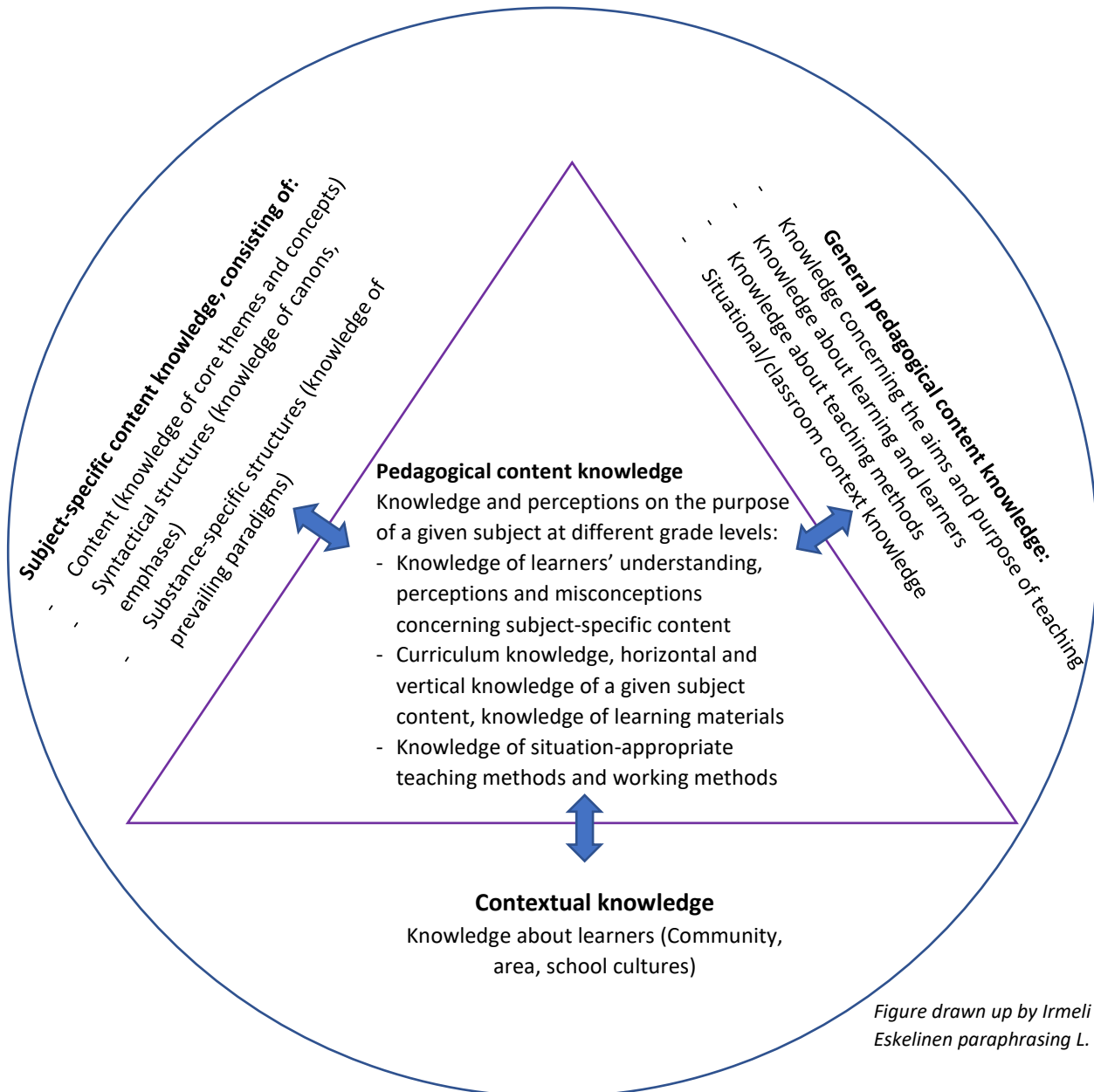


Figure drawn up by Irmeli Maunonen-Eskelinen paraphrasing L. Shulman

5. Conceptualisation of the National Strategy for Improving Teachers' Pedagogical Content Knowledge

As outlined in the Terms of Reference for this assignment, “the concept [of a strategy] should contain the central questions, where the national strategy should focus.”³²

Responding to the Terms of Reference, 5 Key Questions have been outlined to enhance the quality and impact of initial and in-service teacher education.

The Key Questions have their evidence base in relevant research and international and regional policies and initiatives concerning teacher education, including those by the African Union and the World Bank.

Education Division Department of Human Resources, Science and Technology African Union Commission express their opinion on teacher qualification in the publication *Situation Analysis on the Continental Teacher Qualification Framework, Continental Framework of Standards and Competences for the Teaching Profession, Continental Guidelines for the Teaching Profession* (2019). According to the analysis, concerning teacher qualification and competence, the utmost important domain is pedagogical competence.

Further, concerning teachers' pedagogical competence, the **World Bank** study (2018) titled *Facing forward: Schooling for learning in Africa* has noted that in several sub-Saharan African countries teachers still lack strong subject-matter knowledge, pedagogical knowledge, and pedagogical skills. In South Africa, the need for the development of teachers' pedagogical competence is widely emphasized. Although during our field mission (June 5-9, 2023) several interviewees/experts stated that the general level of teachers' subject-matter knowledge in South Africa is high, we were unable to find studies supporting this; indeed, some sources suggest the opposite.³³

The concept of pedagogical competence covers “general pedagogical knowledge (principles, practices and methods of teaching) and specialized pedagogical content knowledge (knowing how to present the concepts, methods and rules of a specific discipline to create appropriate learning opportunities for diverse learners as well as evaluate their progress which require knowledge of learners, learning, curriculum and general instructional and assessment strategies (African Union Commission, 2019). Strong pedagogical content knowledge shows in practice as teachers' good relationship with learners and ability to support well-being of students and colleagues, resourcefulness, self-confidence, and innovative spirit and skills.

While drawing up the Key Questions, we have also paid attention to other relevant steering document and policies, including the

Sustainable Development Goals (Agenda 2030) of the United Nations: (SDG) 4-Education, particularly SDG4c that calls for

- increase in the supply of qualified teachers,
- international cooperation for teacher training (widely)
- participation in educational decision-making, negotiation, and
- participation in developing conditions for effective teaching and learning and social security;

African Framework of Standards and Competences for the Teaching Profession: The Knowledge, Skills and Conduct Expected of Teachers and School Leaders by the African Commission (2022). The framework

³² Proposal For Request of Support from The Finnish Government by the DBE

³³ <https://section27.org.za/wp-content/uploads/2013/10/Spaull-2013-CDE-report-South-Africas-Education-Crisis.pdf>

calls for national teaching standards that have links to initial teacher education curricula to ensure that student teachers learn about the foundations of the profession, but also new pedagogical innovations on effective teaching and learning. The framework emphasises teachers’

- Capacity to use innovative and appropriate technologies,
- Ability for creative and innovative thinking,
- Responsiveness to learners and contextually appropriate, and

Agenda 2063. The Africa we want by the African Union, which aims to:

- Catalyse education and skills revolution and actively promote science, technology, research and innovation, to build knowledge, human capital, capabilities and skills to drive innovations and for the African century Education 2023, Education 2030 Towards inclusive and equitable quality education and lifelong learning for all, and
- Innovating a process of continuous improvement is needed that includes innovating, tracking and evaluating the results of innovation, and using new evidence to sustain successes and to alter course where needed

5.1 Key Questions for the Strategy

The Key Questions are presented below. They are aligned to the steering documents listed above and relate to the objective of enhancing teachers’ pedagogical content knowledge in South Africa. The list is not exhaustive; we encourage the DBE and other relevant stakeholders to jointly consider any other relevant perspectives the writers of this report might have omitted.

1. How do teachers’ initial and in-service teacher education strengthen teachers’ competences in learner-centred pedagogy?

At the core of a teacher's pedagogical competence is the understanding of learning at different ages/ development stages, human development/development psychology, varying learning needs and thus, various teaching methods and other measures with the help of which learners' overall well-being and development can be supported. Teacher's focus should be on learning and improving learning outcomes and on developing the learners' key skills (21st century skills) so that they can succeed in their studies, working life, and life in general.

2. How do teachers’ initial and in-service teacher education support the formation/strengthening of teachers’ teaching and learning methods?

Teachers must have extensive knowledge of teaching methods so that they can meet the varying needs of different learners. The capability to teach a subject/issue/phenomenon etc in various ways and to alternate teaching-learning methods and pedagogical approaches is a teacher's key skill, and also a fundamental competence in implementing inclusive pedagogy and promoting learning for all learners. Capability to connect theory and practice, and illustrate complex/abstract issues in creative ways are essential skills.

3. How do teachers’ initial and in-service teacher education strengthen teachers’ development orientation and competences?

Teacher's professional development includes both an individual and a community dimension. Teacher's lifelong learning and development skills must be supported by different means. Professional development is also connected to socialising in different educational institutions and work communities and becoming a member of them. In addition to these, it is important to

participate in the pedagogical development of communities and educational institutions. Engaging teachers in the development of educational institutions is essential.

4. How do teachers’ initial and in-service teacher education strengthen teachers’ capabilities ‘pioneer’ in the innovation of new pedagogical solutions?

Teacher's capability to reform and innovate requires the ability to create networks and utilise them; the ability to collaborate with various actors from educational providers, regional and international partners, the representatives also outside the education sector, e.g. world of work, and so on. These competences demonstrate well for example in the processes of integrating new technologies into teaching-learning processes, and in the pedagogical solutions that require digital technology. Development forums make it possible to share the results of innovation activities, research findings, and experiences of development processes.

5. How do teachers' initial and in-service training strengthen teachers' competences to work in multicultural and multilingual operating environments?

Capability to work in different cultural contexts while taking into account the varying linguistic and cultural backgrounds of learners is an important part of teachers’ professional competence. This entails capabilities to facilitate home-school collaboration, as well as that between the school and the wider community. Further, cultural and linguistic diversity must be taken into account when creating and safeguarding of a safe and inclusive educational institution culture.

5.2 Proposed Roadmap for Strategy Work

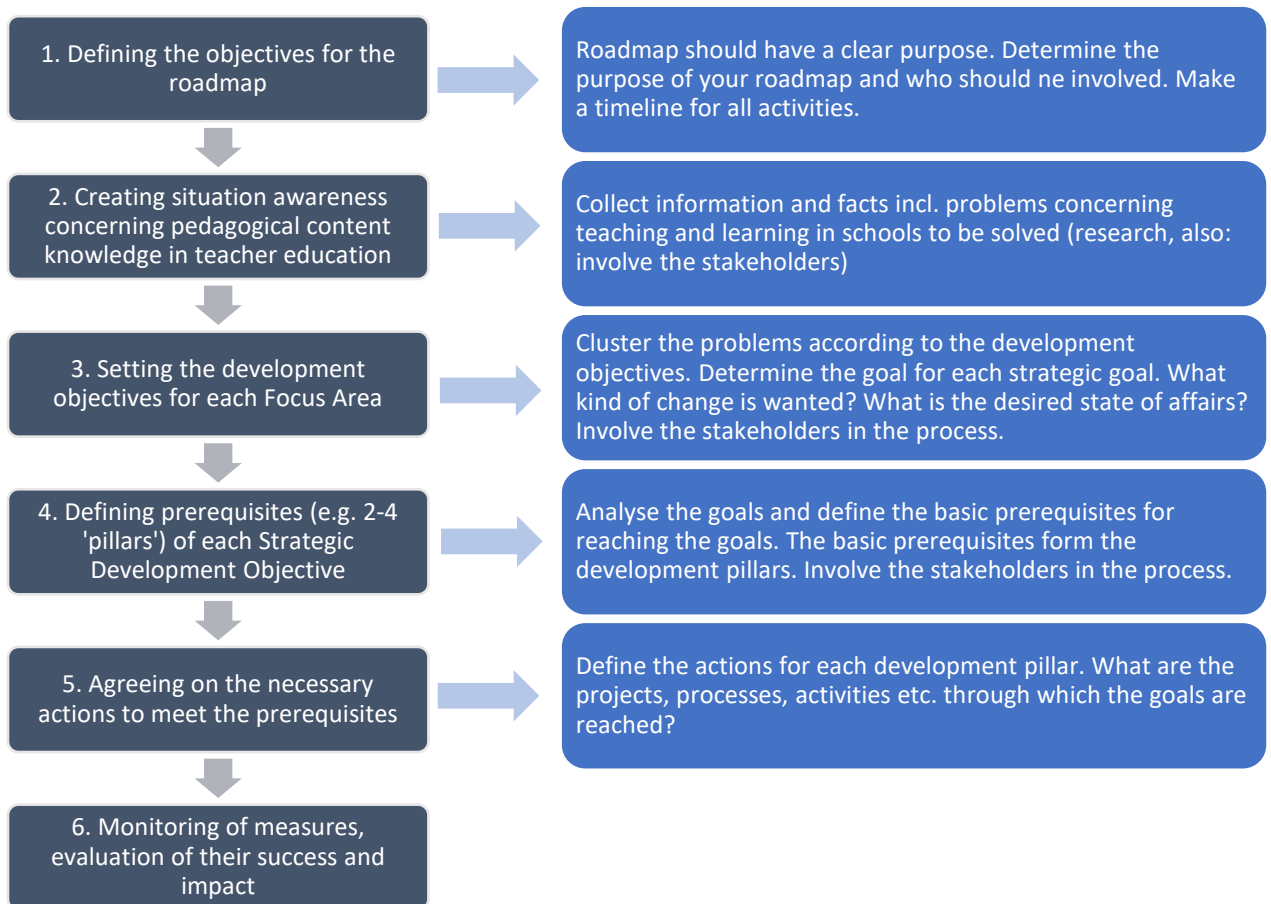
“The concept should also propose a **concrete roadmap for the development process**: how to prepare the strategy and what mechanisms should be put in place for the follow up of the strategy.”³⁴

The Proposed Roadmap aims at improving South African teachers’ pedagogical competences, enhancing collaboration between various stakeholders within the education sector; and speeding up pedagogical innovation activities.

Key Questions presented above form the focus areas for the strategy:

Pedagogical Content Knowledge: Suggested Focus Areas				
Learner-centred pedagogy	Teaching and learning methods	Teachers’ development orientation and competences	Teachers’ competences to innovate pedagogical solutions	Teachers' multicultural and multilingual competences

³⁴ Proposal For Request of Support from The Finnish Government



Below, preliminary suggestions for strategy preparation; implementation and follow-up are provided. However, they are eventually highly dependent on the actual content of the final strategy.

Activities for Strategy Preparation

- Identifying and nominating responsible persons and stakeholders
- Resourcing and scheduling of the strategy preparation
- Engaging the education sector in the strategy preparation at all relevant levels: individual (e.g. teachers, teacher educators), organisation (e.g. school, university, professional development institutes), district, province, and national level.
 - **NB teachers' opportunities to participate in the strategy preparation should be strengthened at all levels (national, provincial, district/ school). Research articles show that especially concerning professional development programmes/in-service teacher training, teachers' voices remain unheard (i.e. strengthening the implementation of the bottom-up principle).**
- Documentation of the results of the strategy work, dissemination of the results

Follow-up of the Strategy (indicators, medium/long-term):

- Development of learning results
- Number of teachers participating in in-service training
- Funding of teachers' in-service training

- Pedagogical research: focal points and quantity
- Pedagogical development projects: quantity and funding

Follow-up and Updating of the Strategy Implementation (annually)

- In the updates, any changes in the operational environment; feedback from the actors in the education sector and other stakeholders shall be considered; and research findings and other new information such as surveys shall be considered
- Results shall be reported to: DBE, who else?
- **NB** The strategy should be followed up at **all relevant levels** including the school level

Below, a basic table for the strategy implementation and follow-up is presented.

Measure	Situation description: What has been done/ accomplished?	Overall situation <ul style="list-style-type: none"> • On-going / shall be launched (when?) • Work in progress, as estimated • Delayed – why? • Ready
Strategic development goal		
Pillar 1		
<ul style="list-style-type: none"> • Measure 1 • Measure 2... 		

6. Finnish Examples on Teacher Education Development

Below, Finnish points for reference are provided in relation to the suggested focus areas. The examples are: 1) The Finnish Teacher Education Forum as a developer of initial and in-service teacher training; 2) Teacher Education Development Programme 2022–2026 as a steering document for initial and in-service teacher training; 3) The Strategy of Finnish Teacher Training Schools as a tool to ensure the quality of teaching practice component in teacher education; 4) Overall structure of Finnish teacher education programmes in relation to respective teachers’ qualification requirements and finally, and finally, 5) Short description of inclusive education in Finland.

6.1 Finnish Teacher Education Forum

Teacher Education Forum, together with various stakeholders, develops both the initial and continuing teacher education in Finland. Since 2016, Finland's Ministry of Education and Culture has been working with experts from higher education institutions and other bodies to improve teacher education through the Teacher Education Forum. The forum is a collaborative platform that brings together key stakeholders in the field of teacher education.

The members of the Forum include the Ministry of Education and Culture, the Finnish National Agency for Education, the teacher education departments of Finnish universities and universities of applied sciences, the Association of Finnish Local and Regional Authorities, as well as other organisations and communities that work to develop teacher education and work. Its primary objective is to promote the development and reform of teacher education in Finland, with the aim of ensuring that Finnish teachers have the knowledge, skills, and expertise needed to provide high-quality education to students.

The Forum provides a platform for its members to share information, best practices, and insights on teacher education, and to work together to identify and implement measures that can improve the quality of teacher education in Finland. In addition, the Forum serves as a channel for communication between different stakeholders in the field, helping to ensure that there is a shared understanding of the challenges and opportunities facing teacher education in Finland.

The current term of the Teacher Education Forum has been decided to be extended until the end of 2023. During the next government term, the aim is to decide on the longer-term structure and financing of cooperation in the field of education and training, as well as the development of teacher education.

Sources: <https://karvi.fi/en/evaluation-of-teacher-education-forum/>; <https://valtioneuvosto.fi/-/1410845/opettajankoulutusfoorumi-jatkaa-tyotaan-vuoden-2023-loppuun-asti>

6.2 Teacher Education Development Programme 2022–2026

The Teacher Education Development Program outlines how teacher education is being developed in the 2020s to overcome the challenges observed in teacher education, teaching, and learning at different levels of education. The development programme was created through a collaborative effort involving teacher educators, the Ministry of Education and Culture, the Finnish National Agency for Education and representatives of stakeholders.

The programme outlines three main goals for teacher education, which apply to both initial training and ongoing professional development (continuous learning). These three objectives are 1) Broad-based core competence, 2) Expertise and action that create new outcomes, and 3) Developing one's own competence and the educational institutions. To achieve these goals, the programme emphasizes the use of foresight, research-based practices, strong networks, and effective management. Higher education institutions will be responsible for monitoring the implementation of the programme as part of their quality assurance efforts. Additionally, progress will be monitored by the Teacher Education Forum and external evaluators.

The evolution of teacher education and the demand for teachers are influenced by several factors such as the importance of continuous learning, collaboration with the workforce, and the global responsibility of education. The main objectives of the Teacher Education Development Programme are to ensure educational equity, promote non-discrimination, and prioritize the well-being of children and young people. Additionally, the programme aims to increase interest in Finland as a place for studying, working, conducting research, and investment.

Sources: <https://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/164179/TeacherEducationDevelopmentProgramme.pdf?sequence=1&isAllowed=y>; <https://okm.fi/en/-/teacher-education-development-programme-revised-to-meet-the-needs-of-the-2020s>

6.3 The Strategy of Finnish Teacher Training Schools

Sufficient teaching practice is an essential part of teacher education. In Finland, this is being carried out through a Teacher Training School model. The role of Finnish teacher training schools at the university level is to arrange and guide teacher training for university teacher education students. The Teacher training school plays a fundamental role in pedagogical studies, based on a dialogue between theory and practice. Pedagogical studies support students in becoming teachers as well as researchers and developers of their own work and provide skills to work as a pedagogical expert in a multidisciplinary community.

University-level teacher education is aimed at students studying to become teachers in basic education and high school education and it is organised across eight different universities. Although each university is autonomous, there is a commonality: every student teacher is required to participate in teaching training at a university teacher training school. These teacher training schools, which are part of the universities' faculties of education, have a central role in training prospective teachers.

Teacher training schools belong to universities as financially independent institutions and provide high-quality education and teacher training while also participating in research and development work. They actively influence national education policy, the surrounding society, and the development and quality work of education, teaching, and learning. Schools also promote international cooperation.

The Finnish teacher training schools' strategy prioritizes key elements of quality learning and teacher education. To ensure high-quality learning, students need guidance and early support. This involves implementing preventive early support measures, promoting multidisciplinary cooperation, and providing broad-based development of special and intensified support. Additionally, cooperation between home and school, the development of student participation, and promoting intercultural interaction and cultural diversity are critical.

For high-quality teacher education, continuous and innovative development of teaching methods and approaches is essential. This also requires up-to-date materials and equipment, research and development activities that support effective teaching and learning, and active use of quality and evaluation systems.

The development of teacher training requires continuous curriculum work, evaluation work, high-quality instructor training, and maintenance of a broad network of cooperation among training schools. Teaching practice in pedagogical studies is mainly carried out in training schools, but some teaching practices can be completed also in other educational institutions. This gives students an opportunity to diversify their views on teaching in different workplaces.

Sources: https://www.retired.jyu.fi/enorssi/enorssi-verkosto/suoharre/Harjoittelukoulujen_strategia_2020.pdf <https://ftts.fi/>

6.4 Introduction to the Finnish curricula

6.4.1 Teacher Education qualifications in Finland

The educational requirements for different types of teachers in Finland vary:

Pre-school teachers typically have a bachelor's degree in education, which is a 180-ECTS³⁵ program that qualifies them to work in kindergartens and pre-schools.

Class teachers must have a master's degree in education (300 ECTS) in order to work in elementary schools. In Finland, compulsory education lasts for nine years, from ages 7 to 16. **Class teachers teach grades 1-6.**

Subject teachers also need a master's degree (300 ECTS) to teach their subject. There are two ways to become a subject teacher: either by first studying the subject at a university and then completing pedagogical studies (60 ECTS), or by applying directly to subject teacher education.

Special education teachers, who work in comprehensive schools or as class teachers, also need a master's degree (300 ECTS) in education.

³⁵ ECTS = European Credit Transfer System. Generally, each year of full-time study is worth 60 ECTS credits

Vocational school teachers usually need to first obtain a degree at a university or vocational institute of higher education, work for a few years, and then complete pedagogical studies at a vocational institute of higher education to qualify as teachers.

AGE	SCHOOL	TEACHER
0-6	Kindergarten	Kindergarten/pre-school teachers
6	Pre-school	Pre-school teachers
7-15	Comprehensive school, 9 years	Class teachers (grades 1-6) and subject teachers (grades 1-9)
16–	Upper secondary school / high school, 3 years	Subject teachers
16–	Vocational schools	Vocational school teachers
19-	Higher education	Teachers with higher academic degree

Table 1. The Finnish School System (Source: sool.fi)

6.4.2 Studies in Class Teacher Education: Example University of Jyväskylä

The studies of class teacher education consist of a bachelor's degree (180 ECTS) and a master's degree (120 ECTS). The major subject is education, and the education studies involve basic, intermediate and advanced studies. For instance, in the University of Jyväskylä, basic studies (25 ECTS) introduce students to the practical aspects of working in education. Intermediate studies (38 ECTS) concentrate on learning and guidance of learning. Advanced studies focus on the structural conditions of learning and research (80+ ECTS).

Bachelor's degree program in Class Teacher Education includes both basic and intermediate studies in education, but also multidisciplinary studies in subjects and cross-curricular thematic modules taught in basic education (60 ECTS), general studies (+7 ECTS), communication and language studies (+13 ECTS), as well as elective studies. As elective studies, class teacher students can study to obtain a subject teacher qualification in a specific subject (e.g. English), or choose a minor in early childhood education and primary education (25 ECTS). However, teachers without a minor in early childhood education and primary education are also qualified to work with grades 1-2. Other elective studies are also possible.

In curriculum, every teacher student is required to create a personalized study plan that outlines their academic goals and progress. The plan is initially drafted in the course "Introduction to University Studies" during the first year of study and updated in the third and fifth years. Teacher students are also encouraged to take responsibility for their learning by identifying their strengths, areas of challenge, and professional objectives.

6.4.3 Studies for Subject Teachers

The eligibility requirement for a subject teacher is a master's degree and pedagogical studies (60 ECTS) for teaching. Pedagogical studies (60 ECTS) consist of basic studies in education (25 ECTS) and pedagogical intermediate in education for subject teachers (35 ECTS).

Moreover, a subject teacher must have studied at least 60 ECTS in the subjects to be taught in comprehensive school or at least 120 ECTS in the subjects to be taught in upper secondary schools. Oftentimes subject teachers have studied more than one subject and are qualified to teach multiple school subjects, e.g. biology and geography or mathematics and physics. Subject teachers are also qualified to teach in vocational institutions and adult education.

6.4.4 Professional Teacher Education Studies

The Professional Teacher Education program is a full-time one-year course comprising 60 ECTS and provides the pedagogical qualification for teaching a specific subject in vocational schools. It covers basic studies in educational sciences, vocational pedagogy studies, teaching practice, and other related topics. For instance, in the Professional Teacher Education at Jamk University of Applied Sciences the program curriculum is structured around three interconnected competence areas: promoting learning, building the future, and fostering teacher identity. Students will engage in practical training, attend all learning sessions, engage in self-directed learning, and work in peer learning groups of 4-5 students

Sources:

<https://www.jyu.fi/edupsy/fi/laitokset/okl/en/curriculum/curriculum%20pdf>

<https://opinto-opas.jyu.fi/2022/en/degreeprogram/luoka2020/>

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<https://www.sool.fi/in-english/the-finnish-school-system/>

<https://okm.fi/en/education-system>

<https://opinto-opas.jyu.fi/2022/en/module/opeain/>

<https://www.jamk.fi/en/jamk/school-of-professional-teacher-education>

6.4.5 Inclusive education in Finland

The Finnish constitution ensures that the support services needed in education are available to everyone. The principle of inclusion is one of the founding pillars of Finnish education: basic education is the same for all. There is no streaming, but children are supported individually so that they can successfully complete their basic education.

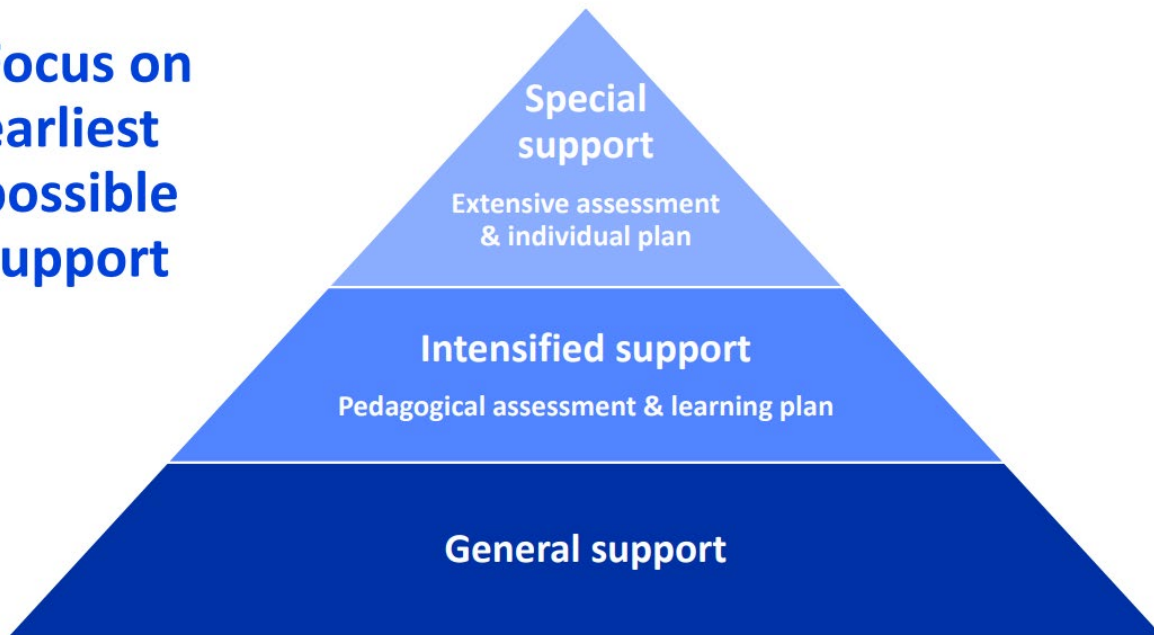
Early detection of learning difficulties and barriers

In Finland, the focus is on early detection of learning difficulties and earliest possible support in order to them in order to prevent the emergence and growth of problems. Support measures form a systematic continuum in the Finnish education system. Particular care is taken to ensure continuing support as a learner moves from early childhood education and care (ECEC) to pre-primary education, from pre-primary to basic education, and from basic education to secondary education. In ECE, special attention is put on early identification of learning barriers and difficulties.

Three-tier support based on the principle of inclusion

In Finland, the ideology is to provide special needs education primarily in mainstream education. The support for growth, learning and school attendance is shaped into three categories: 1) general support, 2) intensified support and 3) special support. All pupils of compulsory school age have the right to general support, that is, high-quality education as well as guidance and support. It is a natural part of everyday teaching and the learning process, and it is provided by the teacher through e.g. special teaching arrangements, or remedial instruction.

Focus on earliest possible support



Source: Finnish National Agency for Education at https://www.oph.fi/download/175015_education_in_Finland.pdf

If general support is not enough, a pedagogical assessment shall be done and a plan for the **intensified support** handled in the pupil welfare group of the school. Intensified support must be given to those pupils who need regular support measures or several forms of support at the same time. The aim is to prevent existing problems from becoming more serious. Based on the assessment, a learning plan is drawn up for the pupil. Intensified as well as special support (see next paragraph) are based on careful assessment and long-span planning in multi-professional teams and on individual learning plans for pupils.

If intensified support is not enough, new and more extensive pedagogical statements on the pupil shall be done. The education provider collects information from teachers and the school's welfare group, a body required by law in all schools. Based on this information, the education provider makes an official decision concerning **special support**. Following this decision, an individual education plan shall be drawn for the pupil. Design of the implantation of special support is usually the responsibility of the special needs teacher of the school. Pupils' parents and carers are engaged in the design of all forms of support.

The school management is responsible for decisions relating to provision and implementation of support and for taking these into account in all year groups and subjects. **Pedagogical expertise and co-operation between teachers play an important role in identifying support needs and in planning and implementing support.** Where necessary, support is planned and implemented as part of multi-disciplinary pupil welfare work. Pupils and their parents or guardians are provided with information about support measures and given an opportunity to express their views on the provision of support. Each pupil is provided with support at their own school through various flexible arrangements, unless its provision inevitably requires the pupil to be transferred to another teaching group or school.

Inclusive approach is fundamental not only in basic education but also in secondary education, general and vocational alike. In VET, special support can be provided individually either within the mainstream education or in vocational special education institutions. Both options are available for adult learners too. VET providers are responsible to defining how they detect the needs for and organise the special support on a school level. Inclusion is the guiding principle in the special education also in VET.

7. Finally

The proposed strategy focuses on enhancing teachers' pedagogical content knowledge both in initial and in-service teacher training. The proposed focus areas are based the presentations heard and discussions held during the Field Mission week on June 5-9, 2023, as well as other sources that we have referred to in the previous Chapters of this Report. The suggestions are not limited to subject didactics or pedagogy but the proposed strategy concept also addresses the wider pedagogical development and innovation competences required from teachers. Strong pedagogical competences including competences to develop one's own work and working community are essential, and much needed in the varying and changing contexts and challenges that teachers face in their work.

Recommendations for the pedagogical content knowledge strategy:

- 1. The strategy focuses on following areas.**
 - to enhance student-centred learning
 - to strengthen the methodological competence of teachers (teaching – learning methods and approaches)
 - to strengthen teachers' development orientation and competences
 - to reinforce teachers' competences to innovate pedagogical solutions
 - to develop teachers' multicultural and multilingual competences
- 2. Teachers' opportunities to participate in the strategy preparation should be strengthened at all levels (national, provincial, district/ school).**
- 3. The follow-up mechanism should cover all levels.**

During the field mission In South Africa, following proposals for further cooperation emerged:

- Representatives of DBE visit to Finland
- Higher education cooperation
- Expert exchange
- Research cooperation, joint and comparative research

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9. Annexes: Field Mission Programmes



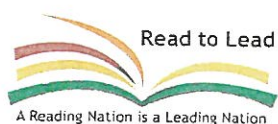
TEACHER DEVELOPMENT MISSION BY FINCEED

VENUE: CONFERENCE ROOM B

5 - 9 JUNE 2023



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Read to Lead
A Reading Nation is a Leading Nation



Time	Programme Item
5 June 2023 - Monday	
0935	Arrival at OR Tambo International Airport (JNB) Airport pick-up and Hotel arranged by Embassy of Finland
Afternoon	Meeting with Education and Science Counselor Iina Soiri and other officials of the Embassy of Finland (tbc) <ul style="list-style-type: none"> • Finland's cooperation with South Africa • Expectations for the mission • Program overview
6 June 2023 - Tuesday	
08H50 - 09H00	Arrival at the Department of Basic Education
09H00 - 09H15	Welcome Remarks <i>Mr SG Padayachee, Deputy Director General: Teachers, Education Human Resources and Institutional Development.</i> Opening remarks and introduction of the visiting delegation Embassy of Finland <i>Lead: Ms. Iina Soiri</i>
09H15 - 10H15	Overview of the South African Education System with special reference to Teacher Development <i>Lead: Dr A Nkosi, Director: Teacher Development</i>
10H15 - 11H15	Overview of the Finnish Education System with special reference to Teacher Development <i>Lead: Ms Eeva Lehtonen</i>
11H15 - 11H30	Tea break
11h30 - 13h00	Discussion on the Teaching Methodology guideline and Teacher training <i>Lead: Prof V Mackay, CEO: National Institute for Curriculum and Professional Development</i> and SACE <i>Risuna Nkomo</i>
13H00 - 14H00	Lunch break

14H00 - 15H30	<p>Discussion with teacher development stakeholders</p> <ul style="list-style-type: none"> • Ms M Mathey <i>Department of Higher Education and Training</i> • NECT • Prof C Sehoole <i>Dean: Faculty of Education at the University of Pretoria</i> • Prof S Gravett <i>Dean: Faculty of Education at the University of Johannesburg</i>
15H30 - 16h00	<p>Closing remarks</p> <p>Mr SG Padayachee, <i>Deputy Director General: Teachers, Education Human Resources and Institutional Development</i></p>
7 June 2023 - Wednesday	
8 9.00 H00 - 10H00	Delegation travels to Benoni
10H00 - 12H00	Visit to Mathew Goniwe Institute in Benoni <i>In-service</i>
12H00 - 13H00	<i>Lunch break</i>
13H00 - 15H00	Delegation departs to OR Tambo International Airport
15H00	Flight to East London Airport
17H35	Arrival in Eastern Cape and hotel check-in

8 June 2023 - Thursday	
8.30 9H00 - 12H00	Visit to the Mandla Makupula Institute
12H00 - 13H00	<i>Lunch</i>
13H00 - 15H00	Delegation departs to East London Airport
9 June 2023 - Friday	
08H50	Arrival at the Department of Basic Education
09H00-12H00	Debrief remarks by the Head of Mission: impressions from the full programme of the visit and next steps Discussion Response and Closing Remarks by the DBE: <i>Mr SG Padayachee, Deputy Director General: Teachers, Education Human Resources and Institutional Development</i>
12H00	<i>Lunch and Departure</i>



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Hosting the Finnish Centre of Expertise in Education and Development

Date:	07 June 2023
Venue:	Matthew Goniwe School of Leadership & Governance <i>(Benoni)</i>
Time:	08h30 – 14h00
Programme Director:	Mr Ernie Fynn
Scriber:	Dr Andriena Malgas

TIME	ACTIVITY	RESPONSIBILITY
08:30 – 09:30	Morning Tea and Registration	MGSLG Secretariat
09:30 – 10:00	Walk about (<i>Exhibition</i>)	MGSLG HoP: Mr Siphon Dlamini
10:00 – 10:05	Welcome by host	CEO: Adv. Thulani Makhubela
10:05 – 10:10	Opening remarks	CD: Ms Nadine Pote
10:10 – 10:15	Introduction of Guests and Purpose of the Visit	DBE Representative
10:15 – 10:35	Presentation by GDE: ECD	Dir ECD: Ms Phumelele Tloubatla
10:35 – 10:45	Presentation by GDE: Teacher Development	Dir TD: Ms Charlotte Shirindi
10:45 – 11:05	Presentation by Matthew Goniwe School of Leadership and Governance <ul style="list-style-type: none"> - ECD - Leadership and Management - Teacher Development - ICT 	MGSLG CoP: Dr. Lindiwe Ginya
11:05 – 11:20	MGSLG Showcase Training Room(s)	MGSLG HoP: Mr Siphon Dlamini
11:20 – 11:30	Questions and Discussions	Programme Director
11:30 – 11:45	Finnish Government Presentation	Finnish Representative
11:45 – 11:55	Questions and Discussions	Programme Director
11:55 – 12:00	Way Forward (<i>Critical Success Factors</i>)	MGSLG HoP: Mr Siphon Dlamini
12:00 – 12:05	Vote of Thanks / Closure	MGSLG CoP: Dr Lindiwe Ginya
12:05 – 13:00	Lunch	All



Province of the
EASTERN CAPE
EDUCATION

DRAFT PROGRAMME
SUBJECT: TEACHER DEVELOPMENT MISSION BY FINCEED
VENUE: MANDLA MAKUPULA EDUCATION LEADERSHIP INSTITUTE- EAST
LONDON
DATE: 08 JUNE 2023

Programme Director: CD: TD&LI – MR M.A. JACK

TIME	ACTIVITY	RESPONSIBILITY
08:00 – 08:30	Morning Tea and Registration	Secretariat
08h30- 9h30	MEET AND GREET SESSION	
	• Welcoming of guests	HOD: Dr A.S. Nuku
	• Address by MEC- Education	Honourable F. Gade
	BUSINESS OF THE DAY	
09:30 – 09:45	Purpose and Curriculum Management and Delivery branch perspective	DDG: Curriculum – Mr. R. Tywakadi
09:45 – 10:00	Introduction of guests	Programme Director: Mr M.A. Jack
10:00 – 10:30	CD: TD&LI Presentation	Director: MMELI – Mrs S.P. Tabata
10:30 – 11: 00	Input from a Teacher	1. Mr S. Matoti- ORTI 2. Ms P N. Jona -ANW 3. Mr J P. Botha- NMB
11:00 – 11: 15	Discussions Discussions Discussions	All
11:15 – 11:35	NMMU Presentation	1. Dr Tulsi Morar
11:35 – 11:55	WSU Presentation	1. Dr T. Mpiti
11:55 – 12:15	Discussions Discussions Discussions	All
12:15 – 13:00	Finnish Government Presentation	
	Walk about – Walk about – Walk about	All
	LUNCH BREAK	LUNCH BREAK