

ONLINE TD PLATFORM

PRESENTATION TO VVOB

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28 March 2023



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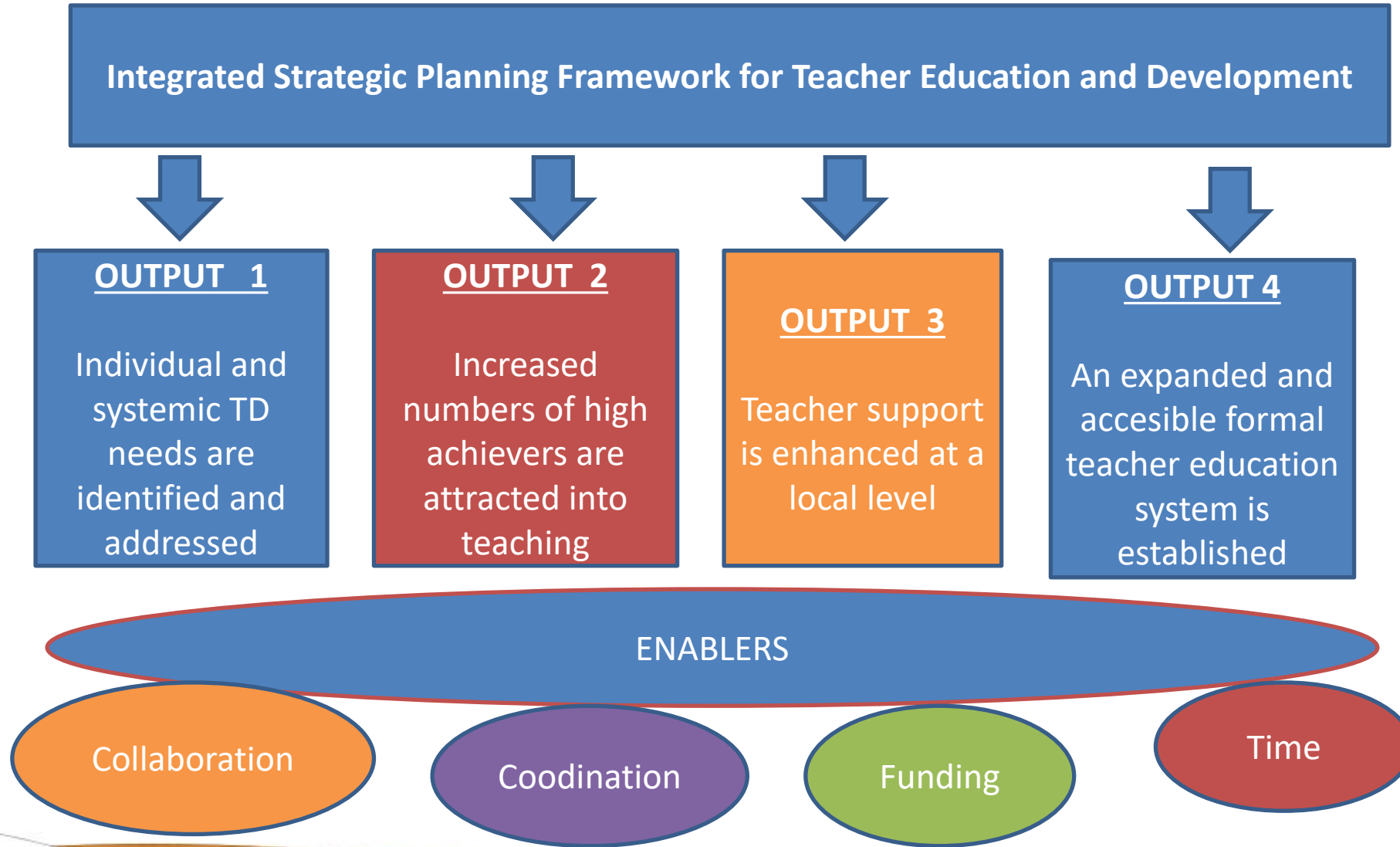
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BACKGROUND AND CONTEXT

WHAT THE SUMMIT SOUGHT TO ADDRESS:

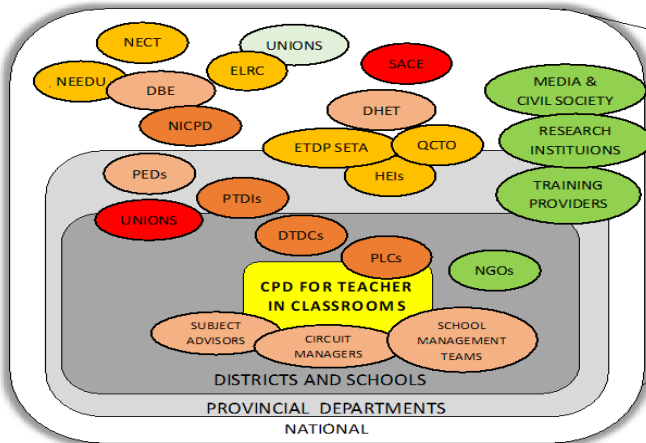
- Poor capacity of the system to respond to TD needs;
- Poor quality of TD programmes
- Delivery of TD programmes that was uncoordinated, without proper institutional mechanisms;
- Programmes that were not needs based and without impact in the classroom;
- Unstructured funding mechanisms
- Poor systems for needs identification

OVERVIEW



ROLE OF NICPD

- The NICPD is expected to be driven by **evidence** in determining the areas requiring interventions.
- The focus of the NICPD is primarily to ensure that teachers have the **capacity to deliver the curriculum effectively**.
- This will be achieved through making **continuous and consistent investment** in teacher **Knowledge, skills and competencies** that are in line with the demands of a changing world.
- The NICPD has to **manage a system** that must be driven **online, coordinated and effective**.
- The different constituent elements of the system must operate in a **seamless manner**.



Collaborative Advisory and Partnership structure to:

- Align and set national TPD policy (across DBE, DHET and stakeholders)
- Minimise duplication
- Govern NICPD
- Replicated at provincial level with integrity to local contexts
- Collaborative decision-making

Governance system



Professional development process

Structure and roles

NICPD

- Partnerships and network support:**
 - Partner collaboration
 - PTDI institutional support
 - International networks
- Research, monitoring and evaluation:**
 - Track trends and practice
 - Informs norms and standards
 - Inform learning innovation
- Integrated professional design and development:**
 - Professional development programmes for teachers and officials
- Curriculum delivery and innovation**
 - Alignment of providers
 - Inform strategy and pilot innovation
- TPD online learning platform**
 - ICT platform accessible by all teachers and officials
 - Self-assessment
 - Progress tracking and updates

Teachers use professional development system to improve practice

WITH NICPD INPUTS:

- FRAMEWORKS
- M&E
- ONLINE SYSTEM
- SUPPORT
- LEARNING

HEIs and other institutions align programmes to NICPD

PEDs, PTDIs, DTCs and SCHOOLS (PLCs) implement within context to:

- Develop and expand teacher content knowledge
- Improve pedagogical practice and introduce learning innovation
- Build commitment and values, or the right dispositions

Professional teaching practice - content, coverage and commitment

Teachers in the classroom

Professional support – officials, SMTs and unions support PLCs in schools

IMPROVED LEARNER PERFORMANCE AND TEACHING PRACTICE

WHAT IS THE PROBLEM

- Teachers have been **exposed to a lot of training programs and workshops**. These have proved to have **little effect** since not all teachers are able to **put into practice** what they have learned;
- Many teachers are not **taking personal responsibility** for their own development and are depending on workshops by the system. A **mind-set shift** is therefore required.
- The system of Teacher Professional Development has largely been **manual and paper-based**;
- Structures and programs for Teacher Development have not been **sufficiently coordinated and funded**, and
- The notion of **teacher accountability** within the system has been **weak**.

WHAT NEEDS TO BE DONE

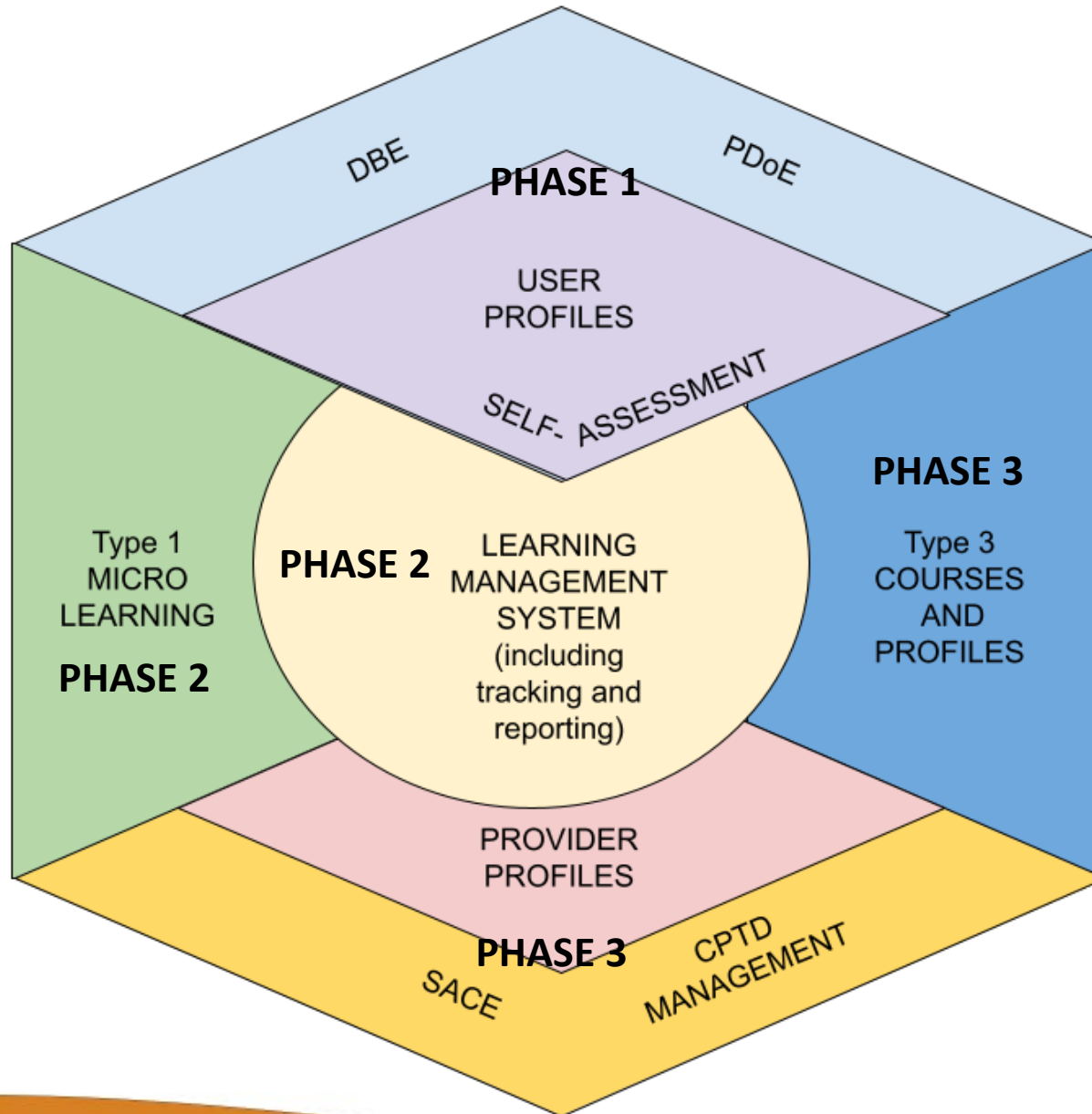
- There needs to be **transition** from **Professional Development** to **Professional Learning**;
- **Access** to **learning opportunities** by teachers need to be **expanded**
- More **support** to be provided to teachers on ability to **diagnose and assess learning deficits** and to put **remedial measures** in place;
- **Time** needs to be created within the **school timetable** for teachers to engage in their **own learning and development**;
- **Opportunities** need to be created for teachers to **collaborate more** through **locally-based Professional Learning Communities**;
- Teachers must be **incentivised** to engage in professional learning
- Development of teachers must focus on their **well being** as well as **what happens in the classroom**. Context is important.

SYSTEMIC INTERVENTIONS(2021-2024)

The following systemic interventions are being undertaken by the NICPD:

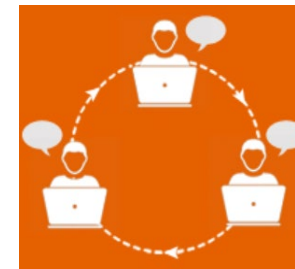
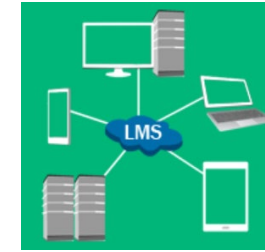
- **Strengthening** of Teacher needs identification through the implementation of **Teacher Diagnostic Assessments**
- **Review** of the Integrated Strategic Planning Framework for Teacher Education and Development(ISPFTED)
- Development of a **policy** to drive the implementation of the revised framework
- Implementation of an **online Teacher Development platform**
- Development of **tools** to measure the **impact** of TD Programmes

NICPD ONLINE TEACHER DEVELOPMENT PLATFORM

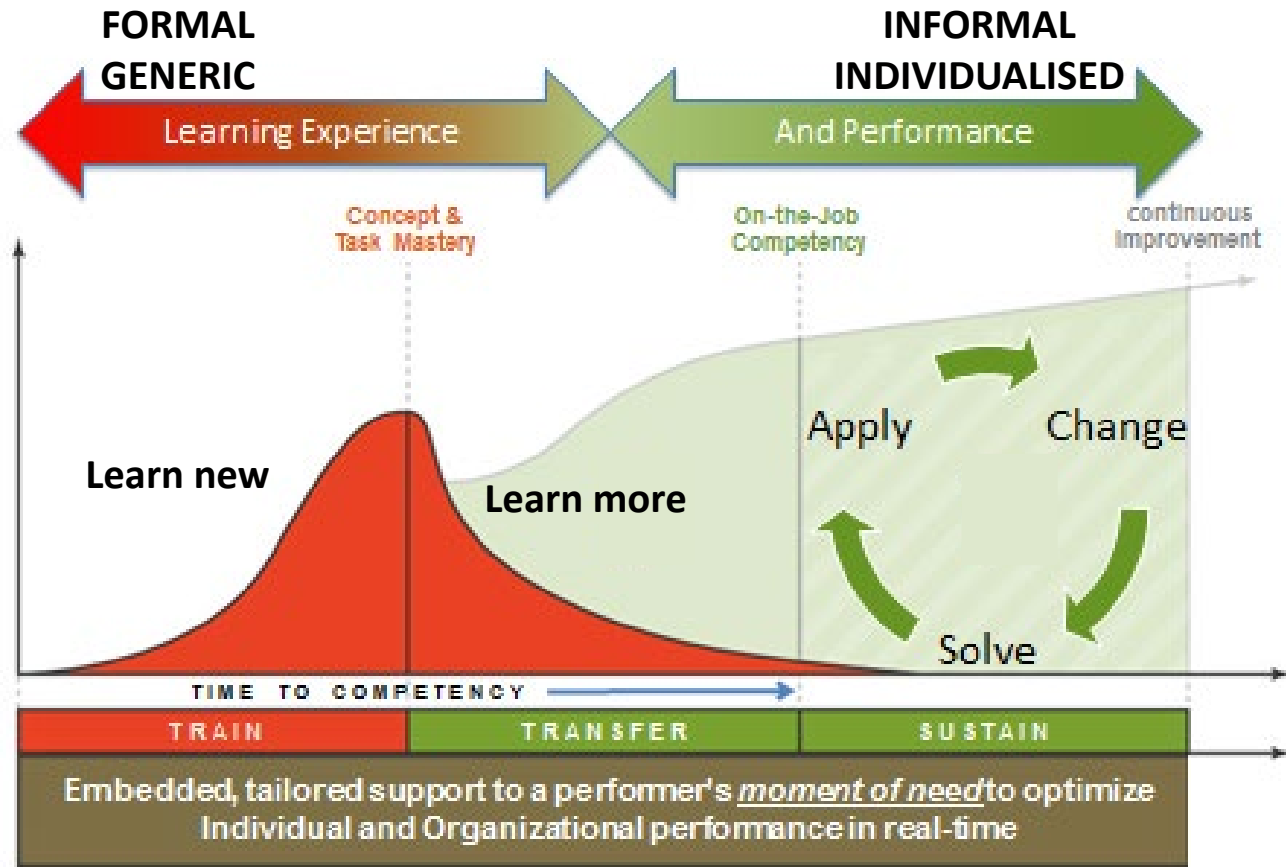


Trends in e-Learning

1. Increase amount of workplace learning
2. Improve learning analytics
3. Improve learning experience
4. Create smaller content learning objects
5. Increased informal professional learning



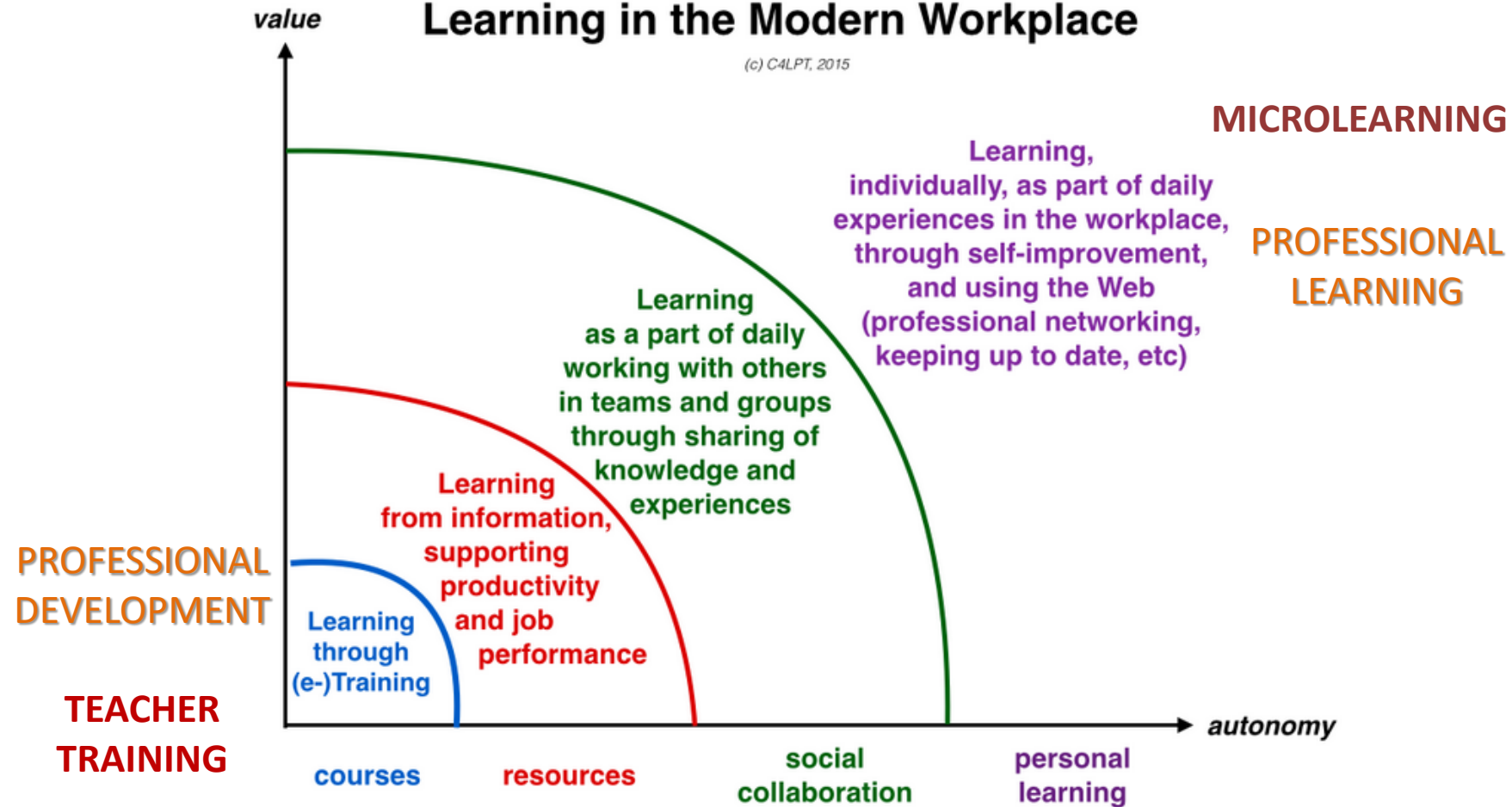
Performance support



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Learning in the Modern Workplace

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WHAT THE PLATFORM AIMS TO ACHIEVE

- Promoting the agenda of **professionalizing** our teachers and our education system in collaboration with SACE;
- Inculcating a culture of **professional learning** within the system through opportunities for teachers to create their own **developmental pathways**;
- Promoting a culture of **self reflection** through **online self-assessments**;
- Expanding opportunities for all teachers to **access quality teacher development programs** at their own leisure and convenience;
- Expanding opportunities for teachers to **collaborate** through **online chat platforms** as well as **online professional learning communities**
- Enhance **teacher recognition** through seamless awarding of **professional development points**
- Strengthening **coordination, monitoring and reporting** at all levels

Platform components

The screenshot shows a user dashboard with several key components highlighted by text overlays:

- Recommendations:** Located in the top-left sidebar, showing 'Self-Assessments Done: 11' and 'Self-Assessments Available: 20'.
- Search by Title... ..and Category Tags:** Located in the top-center search area, featuring a search bar and dropdown menus for sub-category and topic.
- HELP!!:** A red text overlay in the top-right corner.
- Conversations:** Located in the middle-left sidebar, showing 'Participated Topics: 131' and 'Recent Messages: 0'.
- Badges and CPTD Points:** Located in the bottom-left sidebar, showing 'CPTD Points: 50' and 'My Badges: 8'.
- Modules... Personal Learning Pathways:** A large red text overlay across the main content area, pointing to the 'My Modules' table.
- Professional Learning Communities:** A red text overlay at the bottom of the 'My Modules' table.

Title	Status	Actions
ZIC 21st Century Skills... Learning competencies	In Progress	Continue
Basic Introduction to a Professional Learning Community (PLC)	In Progress	Continue
CL Change Leadership for Digital Learning 1	In Progress	Continue
Conversation	Completed	Continue
Creating Content to Support Gr 10 English Home Language Teachers	In Progress	Continue

ELEMENTS OF THE PLATFORM

SELF REFLECTION
QUESTIONNAIRE

LIBRARY OF
MICRO-
LEARNING
PROGRAMMES

ONGOING
DEVELOPMENT
THROUGH
LEARNING
PATHWAYS

TEACHER
COLLABORA
TION
THROUGH
ONLINE
PLCs

LEARNING
VALIDATIO
N
THROUGH
ASSESSME
NT QUIZES

INCENTIVI
ZATION
THROUGH
BADGES
AND CPTD
POINTS

REPORTING

ELEMENTS TO BE ADDED

FULL PROGRAMS

APPROVAL OF
PROVIDERS BY
SACE

ENDORSEMENT OF
PROGRAMS BY
SACE

AUTOMATIC
POINTS
ALLOCATION
TO TEACHERS

RECORDING
OF FACE TO
FACE
PROGRAMS

HOSTING OF
THE
PLATFORM

Provincial Roles and Responsibilities

- User maintenance and support
 - Import officials as basic administrators
 - Support users
- Organisational maintenance
 - Ensure accuracy of data
 - Add new schools
- Content coordination
 - Harvesting - creation - moderation

Provincial Roadshow

Date	Province
10 March	Limpopo
11 March	North West
14 March	Gauteng
15 March	Mpumalanga
17 March	Western Cape
23 March	KwaZulu-Natal
24 March	Northern Cape
25 March	Free State
1 March	Unions Engagement

Support and Training

NICPD@dbe.gov.za

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Every child is a National Asset

Thank you!

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