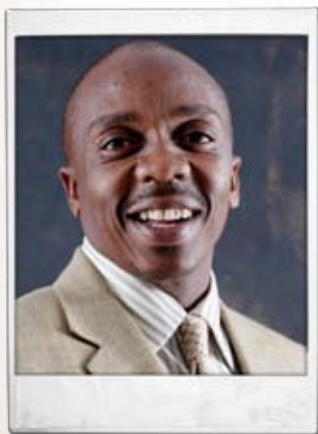


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Editorail Comments

by Themba Ndhlovu

A warm welcome to all our readers and members of the teaching profession. This being our first edition of a series of newsletters that we be publishing and circulated extensively to all schools in the country. It is the commitment of council to inform, share experience and communicate with the profession. I wish to invite members of the profession to write, comment and share with us experiences and communicate with the profession. I wish to invite members of the profession to write, comment and share with us their experiences. It is my honest commitment that the publications will seek to invoke dialogue on how we could improve and enhance this noble profession.

Message of Support

by Magope L. Maphila, SACE Chairperson

It has been two years since we were elected into office starting from the 1st August 2009 to 31st July 2013. Our road map of this four year journey is clear but not without hassles.

It is a considered view of SACE to improve SACE's performance in all respects in line with the Act. The Council has to among others, advise the Minister of Basic Education accordingly, keep all stakeholders informed about SACE's activities and needs in particular, the educators; improve research transparency and accountability on its mandates.

Ethics, registration, advocacy and professional development divisions continue to be a major focus however, we need to deal with the perception that our main focus is on the violation of the SACE's code of ethics.

These other mandates can in no way escape the attention of the Council in an endeavour to preserve this noble profession. Professional development and research will have to receive greater attention.

In the past two years, more than 100 educators were struck off from the teaching fraternity for conducting sexual relations with learners. We still need to take the public on board on what statutory rape is and the challenges around learner pregnancy which is alarmingly high in the country.

We also wish to welcome views from stakeholders as to how we can face lift the image of the profession. This will help in making sure that relevant authorities do embark on recruitment and retention strategies of educators for provision of quality learning and teaching in our schools, in particular public schools.



Let us all be geared to working hand in hand to achieve the goals we have set for ourselves. As our term of office comes to an end in two years to come, we need to look back with pride for executing our mandate with precision and diligence. Most pressing of all is to build our own national office as we have since our inception 12 years ago, been housed at the ELRC building.

On behalf of permanent, registered and provisionally registered educators both in basic and higher education, we (the Council) wish you a pleasant year of hard work in the teaching profession for the production of quality education in all grades, i.e. Grade R. to Grade 12 and FET colleges. We hope you find this introductory newsletter not only informative but also educational. This is only the beginning. We are looking forward to interacting with you at all given times. Thank you.

Yours in Quality Education and Learning Campaign

Ethics, registration, advocacy and professional development continues to be a major focus.

SACE Strategic Focus from the CEO's Desk

by Rej Brijraj, SACE CEO

Council decides on policy and supervises all operations of SACE via its sub-committees, and the Executive Committee oversees the administration of Council mandates. The CEO is assisted by Chief Financial Officer, Mr. Morris Mapindani and the Chief Operations Officer, Ms. Matsediso Dipholo. They manage a team of 65 employees. Jointly the team is responsible for implementation of structural decisions and operates under relevant SACE policies. SACE's growth and stature is visible in a number of ways:

SACE has outgrown its present office space in Centurion which has been provided by the ELRC. It is presently settling into the two adjacent buildings for approximately 18 months, after which it will occupy its own specifically designed premises around the corner. The new premises will be one stop service point for all educators.

The Council has invigorated SACE's strategic plan renewing the focus of SACE. While Council will fulfill its responsibilities as a partner in the New Integrated Planning Framework for Teacher Education and Development, it will also assert its own development ideals. Council is already busy with approval of providers, endorsement of programmes and activities, and allocations of points, all of which it shall advertise. The Council with the Department of Education is engaged in a pilot of the CPTD-S (Continuing Professional Teacher Development System). Once an assessment is made, by mid year, Council will pronounce on the official roll-out of its CPTD -S and the logistics involved.

The new strategic plan introduces specialized registration and on-going validation of the data-base as priorities for the year ahead. The plan dictates stricter turn-around times for registration related requests. To enhance teacher professionalism Council has pledged to promote ethical awareness amongst school communities in partnership with the stakeholders. A more streamlined



approach towards resolution of complaints against educators is being implemented ensuring timeous closure, correction, rehabilitation and remedy where appropriate. Council has agreed to celebrate the exceptional contributions of individual teachers towards learning and schooling whilst always acknowledging the good work of the total corps.

Council has agreed to the enhancement of service to teachers by adding a teacher assistance facility to its call centre operations. Council has reemphasized the primacy of the teacher.

Council is now forging good relations nationally and internationally. It has set a pattern of dialogue with National stakeholder groupings viz Teacher Unions, Departments of Education, Statutory organs, media groupings and providers. On the International front, Council co-hosted a conference for African Teaching Regulatory Authorities (AFTRA) with Nigeria in Abuja. An International Federation of Teaching Regulatory Authorities (IFTRA) Conference is scheduled to be held this year in South Africa hosted by SACE. A Belgium teacher development project to empower FET lecturers is being finalized.

For the strategic plan to become a living reality, Council and Executive Committee have committed themselves to a clear mandating process and thorough scrutiny of implementation of directives.

Councils' commitment to teacher professionalism and passion for education transformation deserve patriotic accolade.

Policy and Research Coordination

by Ella Mokgalane

The South African Council for Educators (SACE) has gone through a process of redefining its scope, role, and functions with the aim of strengthening some of its areas of focus. In doing so, SACE has put the role of promoting research on profession matters as one of its main priorities. This role will see SACE strengthening its functions in terms of:

- Coordinating and undertaking research on professional matters for purposes of informing SACE programmes, Council decisions, national policies, advising the Ministers of Education, Council and the profession as a whole;
- Ensuring that at all times that the advisory functions are informed by consultations (where necessary), evidence-based research, and information in the registration database, ethics database, and the CPTD Information System;
- Publicising and disseminating research findings through various channels;
- Conceptualising and developing programmes that will promote practitioner based research (by educators). This will contribute to their professional development and to the profession as a whole; and
- Supporting all the SACE Divisions and units on policy, research, planning, and monitoring and evaluation matters.

SACE began realising the role of promoting research on professional matters by developing a research policy. The aim of the SACE research policy is to provide a framework within which SACE will undertake and/or manage research.

The policy has been approved by Council and defines the SACE research scope and focus clearly. The policy states that the SACE research and policy scope should include the following:

- advisory role (as part of statutory mandate);
- external education environment;
- impact analysis (inward looking);
- sharing of good practices among teachers; and the
- state of the teaching profession reports.

In terms of the SACE research priorities the policy proposes research for self-renewal (to improve internal efficiencies); size and shape of the training of teachers; understanding teaching as a profession, and the state of the teaching profession.

To date, SACE achieved the following in terms of its role of promoting research:

- developed a paper on the redefined role, scope and functions of SACE;
- developed a three year strategic plan that is aligned to the redefined role, scope, and functions of SACE;
- developed the research policy;
- developed the Educator Professional Assistance Facility policy; and
- developed a position paper and advice to the Minister of Higher Education and Training on the professional registration of the FET college lecturers

These documents have been approved, formally, by the SACE Council and would soon be available on the SACE website for the entire profession.

Furthermore, SACE is currently working on some research programmes with the aim of informing national policy, Council decisions, Ministers of basic and Higher Education and Training, and the teaching profession as a whole. The following programmes are work in progress:

1. Teacher Migration in and out of South Africa, including internal migration and SACE database on the officially registered foreign educators;
2. School-Based Violence in South Africa with special focus on educators;
3. Analysis of the SACE educator misconduct cases reported in 2008 and 2009 calendar years with the aim of finding the emerging trends and identified needs of the profession on professional matters;
4. SACE Professional Magazine that will integrate written articles from educators and SACE staff/ Council, and experts in the field; and
5. Monitoring and Evaluation Framework for the SACE programmes

In conclusion, SACE will establish and strengthen the existing research partnerships with various research organizations, departments of education, teacher unions, and faculties/schools of education in various Higher Education Institutions. Equally important to this, is that SACE would, as far as possible, involve educators in its research programmes because they are an important component in informing evidence-based research.

The aim of the SACE research policy is to provide a framework within which SACE will undertake and/or manage research.

SACE: Joining Hands with the Ministry

in Resolving Challenges Facing the FET Sector

by Josinah Boikanyo

As part of its advisory role on the curriculum, the South African Council for Educators (SACE) is commissioning a research on how the FET sector may be supported in an endeavour to deliver good results. SACE has since its inception registered all educators including FET lecturers, however FET colleges are now under the newly created Ministry of Higher Education and Training. Currently, the SACE has no jurisdiction over the higher education sector, while the SACE Act still make it compulsory for FET lecturers to be registered with SACE

The research commissioned will seek to investigate and ascertain if there is still a need for FET lecturers to register with the SACE.

There is no doubt that this is a crucial and strategic sector for the country's education and economy. For this reason, it is expected to provide an alternative pathway to the thousands of grade 12 learners and the unemployed youth. Its importance is evidenced by the FET Summit held in September 2010 by the Ministry to discuss and address related challenges.

The issue of control of the sector has become a challenge for the Ministry because it (the sector) is governed by the FET Act 16 of 2006 and the South African Constitution and consequently this situation makes it difficult for HET to exercise total control of the sector. A need has been identified for the FET to be within a single policy, and a legal framework for post compulsory education and training.

It is hoped that this will also assist in clarifying the role that the colleges should play in respect to the following issues:

There is no doubt that this is a crucial and strategic sector for the country's education and economy.

- Skills development
- Occupational training
- General and community education
- Adult education
- Training and higher education

Three year ago, the FET colleges introduced the National Certificate Vocational (NcV) which was pitched at the National Qualification Framework (NQF) levels 2, 3, and 4 with the objective of providing vocational training opportunities to the unemployed. However, a need to review the system has been identified, and as part of this process a number of considerations will have to be made including:

The Purpose of the NcV, entrance requirements, duration and general requirements of the NcV, the structure of NcV, requirements for certification, and assessment structure.

Registration Update

by Charlotte Ngobeni

The South African Council for Educators (SACE) Act, Act no.31 of 2000 mandates SACE to provide for the registration of all educators. The Act makes it obligatory for all practicing educators to be registered as it categorically states that "no person is permitted to practice as an educator unless he/she is registered with the Council".

How does one register with SACE?

An educator must apply for registration with the Council by completing a SACE application form. The application form must be accompanied by certified copies of the educator's professional qualifications, identity document and a registration fee of R60.00.

The completed application form, together with the required documents must be posted to the SACE postal address or delivered personally to the SACE office. No application forms will be considered if faxed or emailed. The registration process can take up to six weeks, depending on the number of forms received by the office. In a case where an educator does not possess professional qualifications, a letter of employment is required from the school. The letter should state the grades and leaning areas that the teacher is responsible for and it should be an original and duly stamped by the school.

Upon receipt of the above documents, they processed and captured on the system where after, a registration certificate or provisional registration letter is printed and posted to the educator.

Registration of foreign educators differs from that of South African educators. All foreign qualifications must be evaluated by the South African Qualifications Authority (SAQA) or Department of Education (DBE) before applying to SACE for registration.

Foreign applicants should attach certified copies of their professional qualifications, evaluation report, letter of Professional standing (from country of origin), letter of employment or pending employment in a South African School or FET College, passport, a valid permit, and a registration fee of R120.00.

Educators should ensure that all copies are certified in SA, certification should not be more than six months old when submitting application forms for registration.

Educators should note that the R10.00 deductions from their salary does not make them automatically registered with the Council. A person can only register by completing and posting or submitting a SACE application form with supporting documents.

Educators are urged to apply for registration on time and not wait until they are under pressure to do so. Schools principals and school governing bodies are also requested to make sure that the teachers at their respective schools are registered with the Council and The CAPS integrates the Subject Statement, the Learning Programme and the Subject Assessment Guidelines into one comprehensive document therefore giving educators ease of access to basic and crucial subject related information.

Furthermore the CAPS provide clarity as to what teachers should teach and what work should be covered during a specific term.

Undoubtedly, this intervention cannot go unnoticed, and they also serve as indications that the education system should yield the desired results especially with more initiatives and efforts coming from various stakeholders in the sector.

Let Us Join Hands to Protect Our Learners

by Josinah Boikanyo

The South African media, other related educational groups and organizations are on a daily basis reporting many cases of all forms of abuse taking place within our communities, as well as in our learning institutions. Notable and a disturbing experience is the fact that a significant proportion of victims of abuse in our country are children of varying ages. This is undoubtedly, an alarming situation that requires the attention and the involvement of all of us in the fight against this growing scourge in our society.

We therefore have to reflect on the role that should be played by parents, learning institutions, and schools in the creation of an environment that is safe, friendly and conducive to learning and teaching. SACE has noted the limitations that have been imposed by lack of information regarding the procedures and processes involved where matters relating to abuse are concerned. This particular obstacle has in some instances led to inaction by some of the victims of abuse.

Measures that need to be considered and taken in cases where abuse or rape has occurred have to be clarified and known by educators, parents, and learners in order that the perpetrators of this unacceptable behaviour can be made to face the full might of the law.

The Council has prioritised sexual abuse cases and has adopted a pro-active approach towards addressing all issues relating to sexual abuse offences. To indicate its commitment in the fight against all forms of abuses against learners, SACE has already embarked in the process of engaging and interacting with learners, teachers and parents in an attempt to curb this scourge.

Furthermore, the Council urges members of the community to join hands in the fight for moral regeneration, the eradication of sexual harassment in our society and all other forms of violence.

Some schools have already started introducing their learners to sexual harassment related issues as part of awareness campaigns that are unfolding in our communities.

Mrs Matlawe, Principal of Lowe Primary school in Gauteng province, has informed us that her school views the issue of sexual harassment in a very serious light. The school is working closely with the community, and they have monthly visits to the offices of Women Against Abuse in Ga-Rankuwa where they are given guidelines on how to protect themselves and the learners. The school offers life-skills lessons twice a week where learners are taught about matters pertaining to abuse. They also employ the services of psychologists, to advise them on cases of rape in instances where one of their learners is involved or affected.

The development at Lowe Primary School is an indication that the scourge of rape and abuse directed against our children can be brought to an end if, and only if all of us are involved.

SACE urges all other schools to emulate this positive practice by taking appropriate measures where the lives of our learners are threatened and their rights violated. The fight against abuse is our collective responsibility. Let us therefore, begin to work together to create an unfriendly environment for perpetrators of abuse.

The CPTD Management System

by Theo Toolo

SACE is the South African Council for Educators, a body established by law to uphold the teaching profession. SACE registers all professional educators, ensures that all educators conduct themselves professionally, and promotes their professional development.

The National Policy Framework on Teacher Education and Development in South Africa was approved by the minister on the 26th of April 2007. This Policy Framework ushered the (CPTD) Continuing Professional Teacher Development system which is an essential component of a comprehensive teacher education system

CPTD Process issue

The declaration of the policy framework indicated that SACE as the national body for the teaching profession will be responsible for managing the system, supported by the Department of Education.

What is the CPTD System?

It is a new system for encouraging, guiding and recognising teachers' professional development. It is managed by SACE with the support of the Department of Basic Education, the nine Provincial Education Departments and education stakeholders.

The CPTD Management System will be made available to all teachers whether state-employed, employed by School Governing Bodies, or employed by independent schools.

Each teacher will have a personal Professional Development Portfolio (PDP) developed according to SACE guidelines. The PDP will provide advice and

support on professional development. It will also be a personal record of a teacher's professional development journey.

SACE will allocate professional development (PD) points to teachers' professional development activities according to a schedule of points approved by SACE.

Each teacher will sign up with SACE by filling a form or electronically and will get a personal PD points scorecard that will also be kept by SACE. A copy of the sign-up form must also be kept in the PDP.

When teachers achieve points for their professional development activities the points will be reported to SACE and added to their personal scorecard.

Each teacher will be expected to achieve 150 PD points on their PD points scorecard in every three year cycle.

SACE will issue a Certificate of Achievement to each teacher who achieves the target number of PD points within the three years.

Professional Development

Like all professions, teaching requires deep knowledge which is continuously updated and widened, and it involves complex skills that need to be continually adapted to new circumstances.

Because teachers are entrusted by parents with profound responsibilities, teachers need to continuously strengthen their capacity to help children along the path of learning, understanding and development.

Teachers need to continuously renew their commitment to their profession, to express their pride in its ideals of

service, their dedication to our children's development and their determination to contribute to a just and thriving nation. That is professional development.

One of SACE's main functions is to promote and facilitate the professional development of teachers.

What is the CPTD Management System for?

It is to help teachers organise and focus their professional development in order to achieve maximum benefit and recognition, and to ensure that external providers meet high standards.

How will it do this?

The CPTD Management System will promote and recognise teachers' professional development.

Firstly, teachers' own individual efforts to improve themselves as professionals will be encouraged and recognised.

Secondly, what schools do to grow teachers' knowledge, skills, commitment and service will be encouraged and their teachers' school-based professional development activities will be recognised.

Thirdly, external providers will be assisted to improve and maintain the quality, effectiveness and relevance of their programmes for teachers. Teachers' participation in such programmes will be recognized and their feedback will be encouraged. Poor quality activities will be identified. If necessary both sub-standard activities and providers will be excluded from the system.

What ideas lie behind the CPTD Management System?

The main ideas are to encourage teachers to become better at their jobs and to encourage school communities

to become better sites of teaching, learning and development. Teachers' professional development activities according to a schedule of points approved by SACE.

It is a new system for encouraging, guiding and recognizing teachers' professional development.

SACE on World Teachers Day - 5 October

Since 1994 World Teachers' Day is celebrated on 5 October. It is an opportunity for Education International and its member organisations to celebrate the profession and to promote international standards for the teaching profession. The theme for this year is **'TEACHERS FOR GENDER EQUALITY'**

Regardless of the significant achievements that have been made in the fight for gender parity in education, indications are that strategic portfolios in education remain the monopoly of male educators. Increased efforts will have to be made to improve this situation.

In support of this year's theme, SACE is calling on the Department of Education to begin to make the issues of transformation at the workplace (at schools) a priority. Female educators should be elevated to strategic responsibilities, this means that female educators ought to be made key role players in deciding the future of learners as well as decision makers on the strategic educational direction in their respective schools.

The issue of parity at the workplace has more than before taken centre stage in our society. The issue of the slow progress regarding transformation in our society is well captured in the 11th Employment Equity published by the Department of Labour. It is therefore, in this sense that SACE urges its stakeholders to make strides in this regard. We urge all teachers to celebrate this day with this great message in mind.

SACE will hold the national celebration of the (WTD) in the Western Cape. As part of the celebration, best performing teachers will receive awards.

Educators are also urged to celebrate this significant day in their respective localities, (viz. regions and provinces). In marking this day, they could engage in organising a "run for good health" marathon, provide assistance at old

age homes, hospice, clean school premises, paint school buildings, engage in fund-raising activities in the interest of their schools, organise workshops to discuss gender issues etc. SACE urges schools to forward feed-back on how they celebrated this day (pictures of the celebration may also be included). This feedback will be included in the SACE newsletter and website.

Communities/learners can also organize activities like commending past and present teachers through poems, cultural activities, etc.

Celebrate and enjoy the World Teacher's Day

It is an opportunity for Education International and its member organisations to celebrate the profession and to promote international standards for the teaching profession.



The Minister of Basic Education Addresses the IFTRA Conference

by Josinah Boikanyo

The South African Council for Educators hosted the International Forum for Teaching Regulatory Authorities (IFTRA) from 12 -14 July 2011 in Durban.

Themed “Enhancing the status of the teaching profession for the delivery of Quality Education” the conference focused on addressing several critical issues affecting the teaching profession globally.

The key objectives of the conference were among other things the following:

- To bring together professionals and experts from all over the world to address challenges facing the teaching profession,
- To develop solutions relevant to identified challenges,
- To share experiences and information emanating from the different educational environment and
- To look at best practices of regulating the teaching profession.

Speaking at the opening ceremony the Minister of Basic Education Mrs Angie Motshekga warmly welcomed international guests and indicated that the conference accorded African countries an opportunity to reflect on challenges facing them. She urged for conference deliberations to focus on the quality of teaching because this is crucial for the development of children.

In addition, she urged governments and institutions to give serious consideration to the material conditions for educators.

“Enhancing the status of the teaching profession for the delivery of Quality Education”

SACE BRINGS INTERNATIONAL TEACHING REGULATORY BODIES TOGETHER

by Josinah Boikanyo

Under the stewardship of the SACE Chief Executive Officer Mr Rej Brijraj, the three day conference emphasised on experience sharing between countries. It reflected on the 2009 Cardiff declarations which included among others the following;

- The need to ensure that regional conferences take place in different countries; and
- For the establishment of Teaching Councils in all African countries

The IFTRA conference was preceded by the AFTRA conference which deliberated on the need to establish teaching councils as emphasized by the SACE CEO.

The following papers were presented by different countries at the IFTRA conference

1. Global Continuous Professional Development
2. Comparison of disciplinary requirement across jurisdiction
3. Teachers Disciplinary Function
4. The role of teacher regulatory bodies in the 21ST century
5. Recruitment and retention of Quality Teachers
6. The role of government in enhancing the status of the teaching profession
7. Teaching Councils in small states - A Caribbean perspective
8. The Skilling and Re-skilling of the Teaching Force.
9. Teaching Appreciation: Boosting Teachers' Morale

The Conference declared the commitment of IFTRA to the implementation of the adopted resolution, as well as to co-operate on all matters that need to be pursued further, as we move towards the next in 2013 conference.

Conference also stressed and emphasised the notion of continuous multilateral engagement amongst members. This it is believed will enable the development of strong bonds and relationships amongst member states. Conference also declares its intention to support the retention and development of teaching regulatory authorities and professional bodies/councils throughout the world.

Three day conference emphasized on experience sharing between countries.

SEXUAL HARASSMENT

Is it happening in our schools?

by George Moroasui

Since no legal definition of sexual harassment exists in South Africa, a workable definition would be: Sexual harassment in the school is unwelcome or unwanted attention of a sexual nature from someone at school that causes discomfort, humiliation, offence or distress, and / or interferes with the job/ or learning. This includes all such actions and practices of a sexual nature by a person or learner or a group of people or learners directed at one or more learners, support personnel, or educators.

Experience has also shown that it can affect anyone, regardless of age, appearance, race, sexual orientation or marital status. Sexual harassment can also occur between learners, between an educator and a learner and or another staff member and a learner. It is not necessary that the conduct be repeated in order for it to qualify to be sexual harassment. A single act constitute Sexual harassment!

Sexual harassment includes:

- Sexual proposition or threats;
- Lustful comments or jokes;
- Unwelcome sexual advances, gestures, obscene noises or whistling;
- Unwanted use or display of pornographic materials;
- Inappropriate or unwanted or unwelcome touching;
- Requests for sexual favours; and or
- Any other form of verbal or physical behaviour that the recipient regards as unwelcome or embarrassing.

The severity of the harassment is to a large extent determined by the impact it has on the victim. So "It was just a joke" or "I had too much to drink" is no excuse.

Harassment usually relates to intimidation, exploitation and abuse of power; not to real, mutual personal attraction and respect. Thus a relationship between two consenting adults would usually not be harassment. Yet if the one party has far more power than the other, and abuses this in the school situation to coerce the other, it could still be a case of harassment.

If unwelcome attentions are repeated although they have been declined, or if the person is victimised because of having turned down such advances, the situation becomes worse.

Sexual harassment in schools can take two forms:

"Quid pro quo" which literally means "this for that"

A person who has authority over a learner may commit a "quid pro quo" sexual harassment. For example, where an educator lets a learner know that his or her pass depends on returning sexual favours, or the learner does something for the educator, like, not wearing any underwear in class and revealing at the request of the educator, to earn higher grades.

Hostile environment sexual harassment

This occurs where there is unwelcome sexual conduct such as touching, teasing, name calling, sexual posters, pictures or jokes which create an atmosphere that negatively impacts a learner's daily routine. This kind of harassment may be perpetrated by learners, educators, non-educator employees, or other staff members.

Who determines if behaviour is sexual harassment?

This is a subjective test; this simply means that the person who is receiving the offensive behaviour is the one who decides if it is harassment. The courts however; use a different test over and above that of the victim or recipient, that is, the court will consider whether the conduct was both severe and perverse and whether the person receiving it considers it offensive. The Council will also move in this direction.

What is the difference between flirting and harassing?

Sexual harassment is normally disguised as innocent flirting and thereby offenders get away with it. One is often told that he or she was only flirting with the victim and that he or she intended no harm. This is often difficult to identify and can be confusing.

Flirting can make one feel happy, good, warm, comfortable, attractive and confident about him/herself, while harassment can make one feel bad, angry, humiliated, sad, frightened, degraded, etc.

Flirtatious conduct has the effect of crossing the line to the point where it makes the victim feel uncomfortable. This becomes harassment.

Who do you talk to?

If you feel that you are being sexually harassed, you must not keep the trauma to yourself as it will keep perpetuating itself. It is advisable then that you tell someone immediately. It is advisable to first refer your complaint to the school manager (principal) or in case he is the culprit, to at least talk to an educator with whom you feel comfortable, or to your favorite educator or colleague, or staff member at the school. It is however; best to talk to your school manager where he is not the culprit.

In the next editorial, we shall look at what could be done to address the problem, various ways of handling sexual harassment, and consequences for reporting?

Meet Your SACE Council

The Minister of Basic Education appointed the SACE Council members from the nominations submitted by stakeholders in August 2009.

Herewith we introduce the SACE Executive Committee:

SACE Chairperson:

Mr. Magope Maphila.

Deputy Chairperson and Chairperson Ethics Committee:

Mrs. Anthea Cereseto

Chairperson Registration Committee:

Mr. Walter Hlaise

Chairperson Professional Development Committee:

Prof. Nomathemba Magi

Chairperson Advocacy and Communication Committee:

Mr. John Jephta

Chairperson Finance Committee

Dr. Jopie Breed

Chairperson Staffing Committee.

Mr. Sibusiso Nchunu

List of SACE Councillors (2009 - 2013)

Dr. Dennyse Woodstock, Mr. Elphus Maseko,

Mr. Christian Nel, Mr. William Bester, Mr. Gustav Niebhur,

Dr. Jopie Breed, Mr. Moses Ndlovu, Mr. Sibusiso Mchunu,

Mrs. Anthea Cereseto, Mr. Geoffrey Harrison

Mr. George Bengell, Mr. Malose Kutumela,

Mr. Mxolisi Bomvana, Mr. Tseliso Ledimo, Mr. John Maluleke,

Mr. John Jeftha, Mr. Ronald Moraotsehla, Mr. Sipho Mayongo,

Mr. Chris Ndlela, Mr. Walter Hlaise

Mr. Bongani Mcoyana, Mr. Maruphing Marumo, Ms. Fezeka

Loliwe, Mrs. Palesa Tyobeka, Dr. Nonhlanhla Nduna-Watson,

Prof. Nomathemba Magi, Prof. Sarah Gravett, Mr. Rej Brijraj



Chairperson - Mr Magope L Maphila



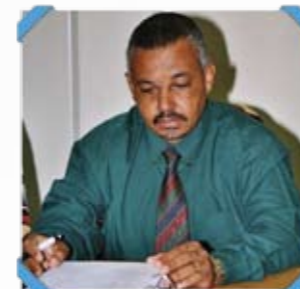
Deputy Chairperson - Mrs. Anthea Cereseto



Mr. Walter Hlaise



Prof. Nomathemba Magi



Mr. John Jephta



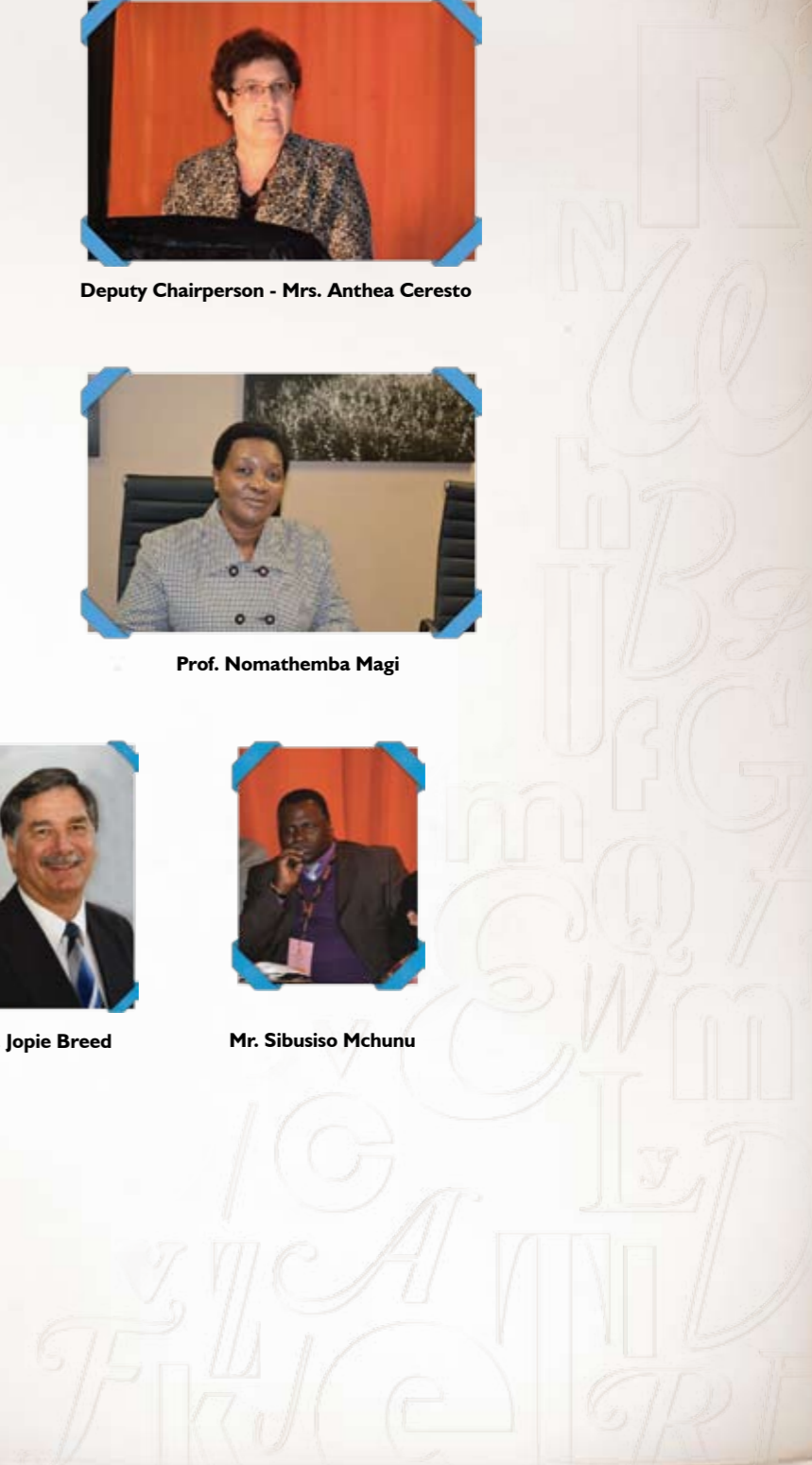
Dr. Jopie Breed



Mr. Sibusiso Mchunu



Chief Executive Officer - Mr. Rej Brijraj



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