



Education, Training and Development Practices
Sector Education and Training Authority

At the Cutting Edge of Skills Development

Sector Skills Planning in the Schooling Sector

28 October 2014

Contents Page

- Legislation/Policy Drivers
- What informs scarce and critical skills?
- Definitions
- Analysis of Schooling WSPRs submissions for 2014
- Top Scarce Skills
- Top Critical Skills
- Challenges
- What are we doing currently?

Key Legislation/Policy Drivers

- SETA Grant Regulations GG No 35940 dated 3 Dec 2012
- SETA Grant Regulations GG No. 36655 amendment notice dated 15 July 2013
- Annexure 2 Templates for public and private sector
- Organising Framework for Occupations (OFO) 2013
- National Skills Development Strategy III
- Medium Term Strategic Framework (2014-2019)

Key Legislation/Policy Drivers

- Human Resource Development Strategy 2010-2030
- National Development Plan
- Integrated Strategic Planning Framework for Teacher Education and Development in SA 2011-2025

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What Informs Scarce and Critical Skills?

- Demand data: National and Provincial/District including number and types of vacancies, occupations hard to fill, trends, conditions of employment
- Supply data: National and Provincial/District including problems experienced, programme offerings, gaps
- Annexure 2 WSPR data: includes scarce and Critical Skills and PIVOTAL interventions – insufficient baseline data

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What Informs Scarce and Critical Skills?

- OFO Codes provide common language to classify occupations – there is a need to ensure mapping of jobs against occupations
- Strategies linked to provincial and national imperatives - Special Needs Teachers, Green Skills
- Literature reports: economic and labour surveys including StatSA Quarterly Labour Survey
- Commissioned research
- Consultation and engagement with stakeholders to validate scarce and critical skills

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Scarce and Critical Skills Definitions

Definition based on Framework for Identifying and Monitoring Scarce and Critical Skills.

Scarce Skills:

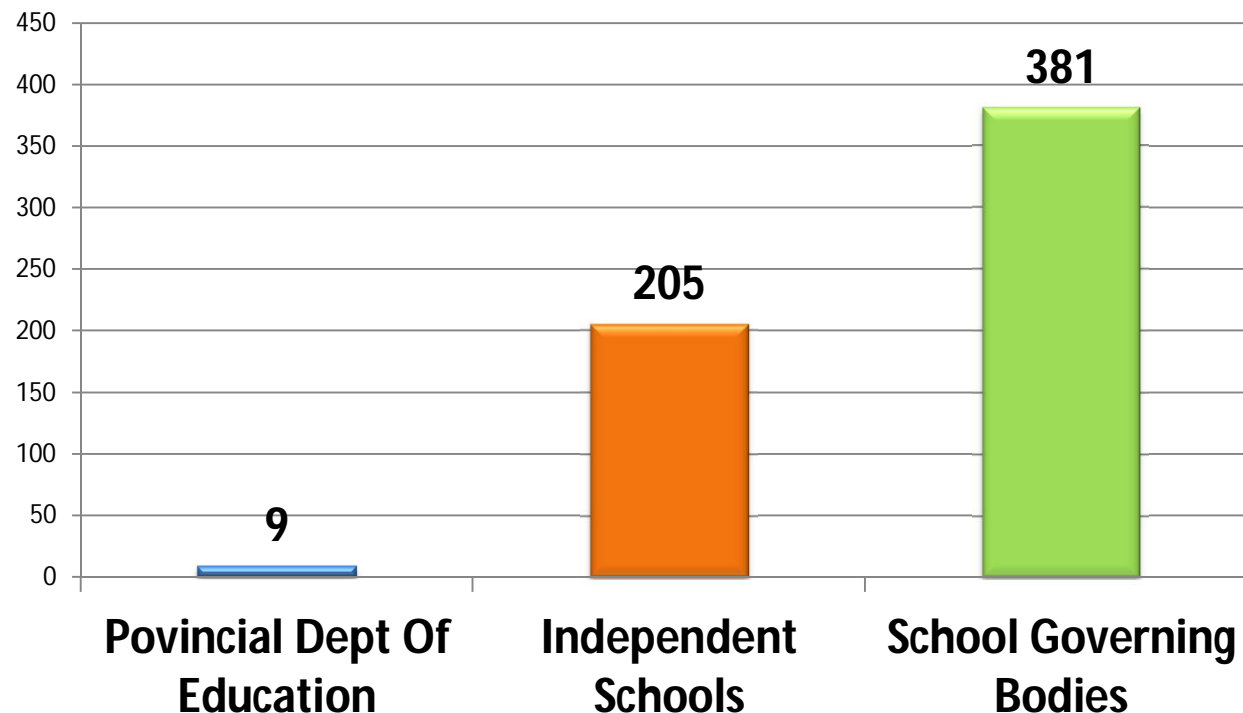
Refer to **occupations** in which there is a scarcity of **skilled, qualified and experienced people, to fill particular roles or occupations in the labour market, currently or in the future**, either because such skilled people are not available or they are available but do not meet employment criteria.

Critical Skills

- Refer to particular **capabilities required within an occupation** or for improving performance in an occupation. They are also referred to as “**Top up**” **skills**.
- Examples of critical skills: classroom management skills, content knowledge, mentoring & coaching, ICT skills, problem solving skills, financial skills, first aid, language skills, communication, and team work skills.

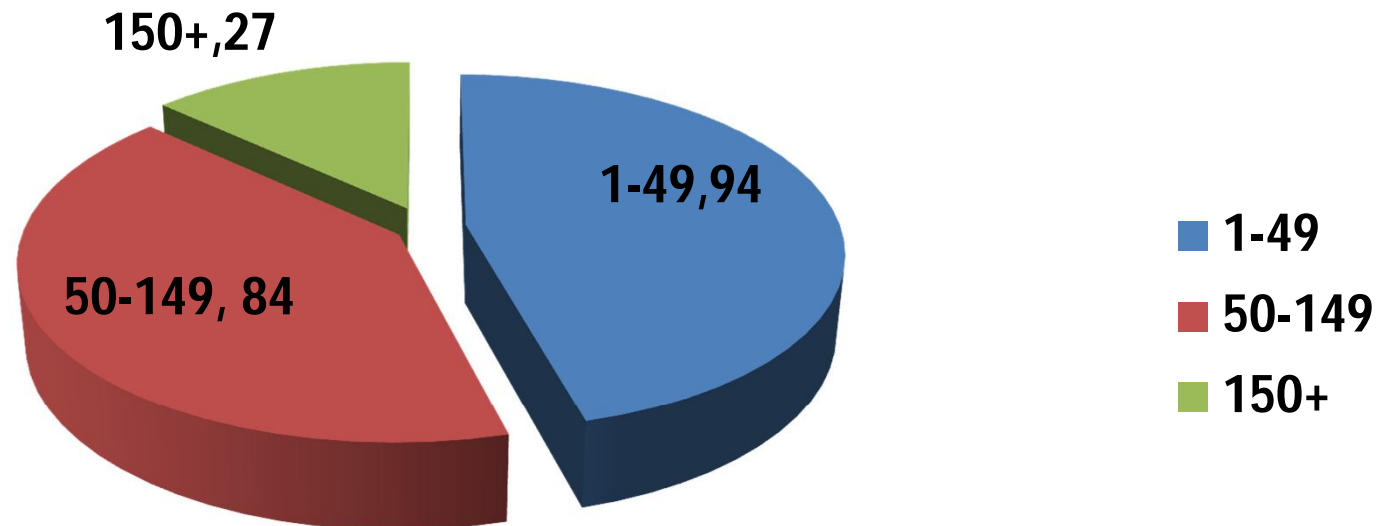
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Total Number of Schooling related WSPRs Received for 2014



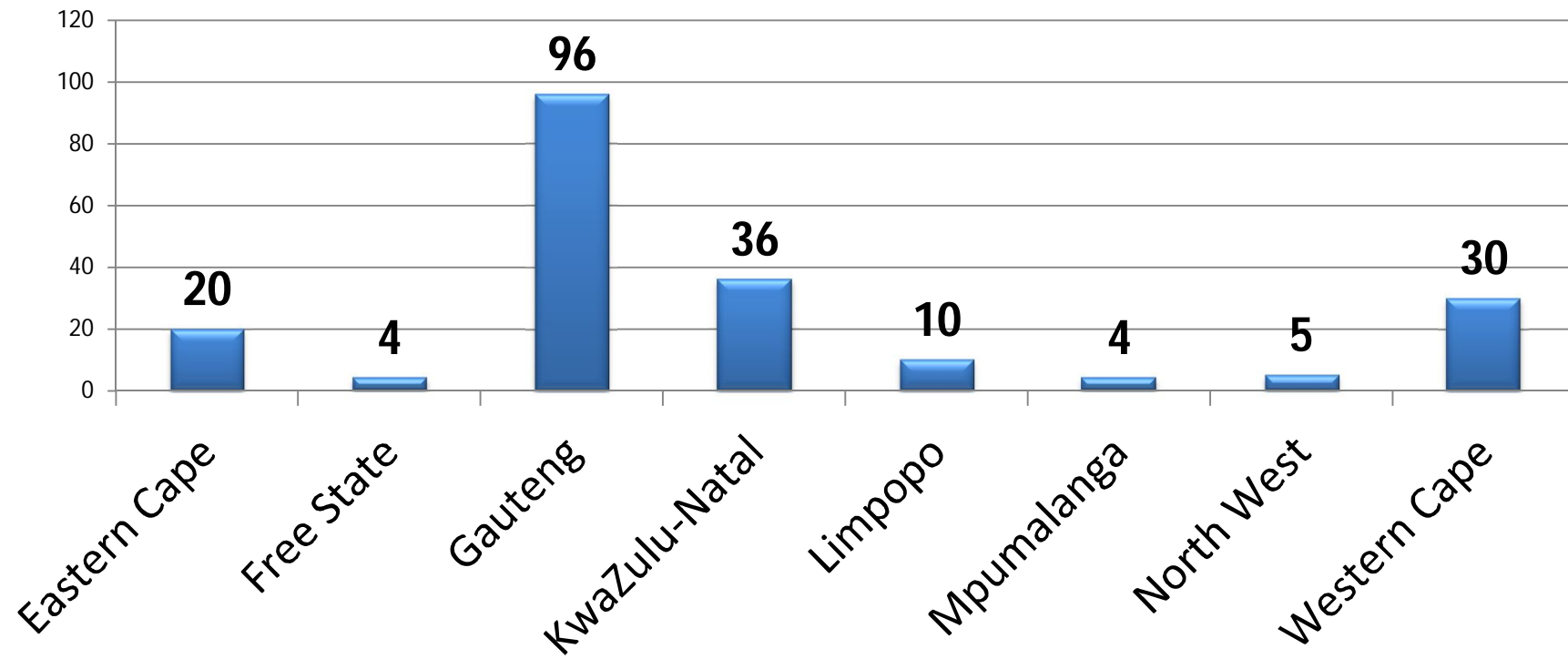
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Independent Schools WSPR Submissions Per Size



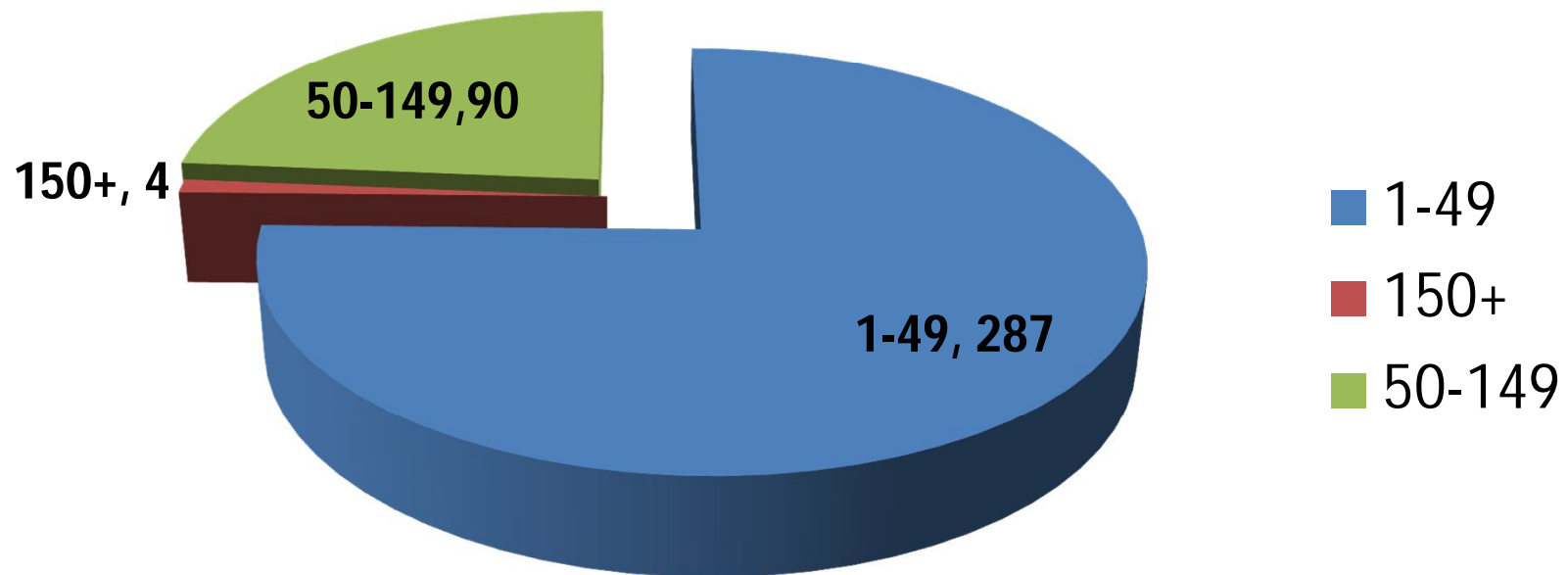
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Independent Schools WSPR Submissions Per Province



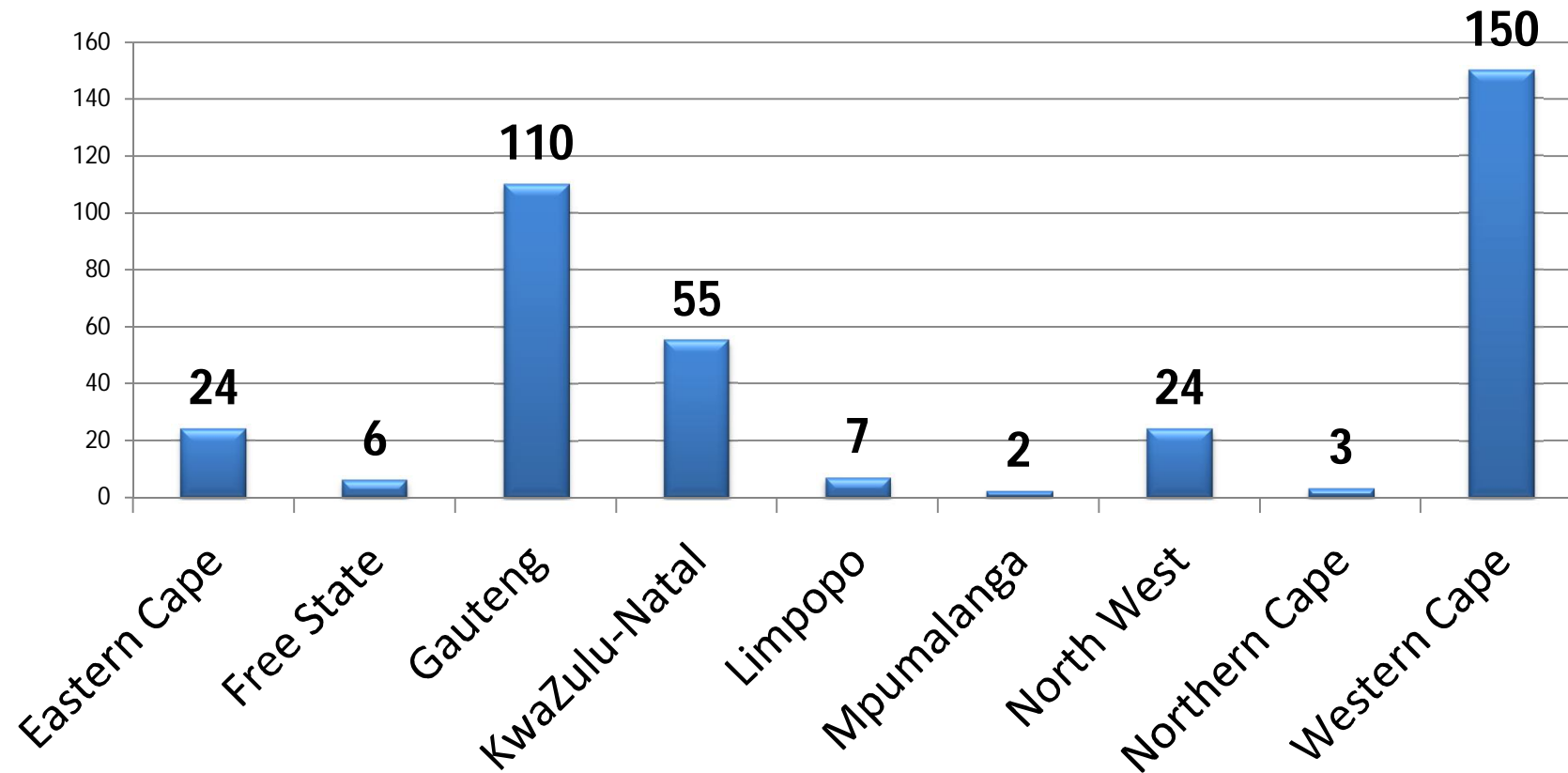
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SGBs WSPRs Submissions Per Size



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SGBs WSPR Submissions Per Province



PROVINCIAL DEPTS SCARCE SKILLS

OFO CODE	OCCUPATION	ESTIMATED DEMAND
234101	Foundation Phase School Teacher	5044
233102	Natural Sciences Teacher (Grades 4-9)	3878
232123	Mathematics Teacher (Grades 10-12)	3831
232119	Language Teacher (Grades 10-12)	3452
262201	Librarian	3119
134501	School Principal	3000
232107	Computer Applications Technology Teacher (Grades 10-12)	2977
232126	Physical Science Teacher (Grades 10-12)	2311
232118	Information Technology Teacher (Grade 10-12)	2004
232122	Mathematical Literacy Teacher (Grades 10-12)	1979

INDEPENDENT SCHOOLS SCARCE SKILLS

OFO CODE	OCCUPATION	ESTIMATED DEMAND
232119	Language Teacher (Grades 10-12)	83
232123	Mathematics Teacher (Grades 10-12)	74
234101	Foundation Phase School Teacher	69
233101	Maths Teacher (Grades 4-9)	65
234201	Special Needs Teacher	50
232126	Physical Science Teacher (Grades 10-12)	42
235301	Teacher of English to Speakers of Other Languages	27
232116	History Teacher (Grades 10-12)	24
334102	Office Administrator	24
233102	Natural Sciences Teacher (Grades 4-9)	20

PROV DEPTS EDU CRITICAL SKILLS

OFO CODE	OCCUPATION	CRITICAL SKILL/TOP-UP	ESTIMATED DEMAND
234101	Foundation Phase School Teacher	Coaching skills, hand writing, reading, literacy and numeracy, behaviour management, communication, teaching technology for the classroom	11718
134501	School Principal	Leadership and strategic planning, financial management, conflict management, and curriculum development	9035
134507	Head of Department (Teacher)	Leadership, financial management skills, conflict management, performance management, mentoring and coaching, curriculum	4800
233102	Natural Sciences Teacher (G4-9)	Electronic records management, basic budgeting and accounting, business writing, computer, minute taking, report writing	3221
232123	Mathematics Teacher (G10-12)	Pedagogical content and methodology, knowledge, curriculum development, assessor and moderator skills	3000

PROV DEPTS EDU CRITICAL SKILLS

OFO CODE	OCCUPATION	CRITICAL SKILL/TOP-UP	ESTIMATED DEMAND
411101	General Clerk	Basic budgeting, accounting, business writing, computer skills, minute taking, report writing, communication skills	1978
235201	Special Needs Teacher	Content and Methodology knowledge, counselling skills, behaviour management skills, speech development skills.	1883
232120	Life Orientation Teacher (Grades 10-12)	Moderator, facilitator, assessor, computer skills, technology for teaching in class	1526
232119	Language Teacher (Grades 10-12)	Curriculum, assessor, moderator, facilitator, computer skills	1470
233104	Life Skills Teacher (Grades 4-9)	Facilitator, assessor, computer, technology for teaching in class	1200

IND SCHOOLS CRITICAL SKILLS

OFO CODE	OCCUPATION	CRITICAL SKILL/TOP-UP	ESTIMATED DEMAND
234101	Foundation Phase School Teacher	Assessor, moderator, First Aid, technology for teaching in class	380
134501	School Principal	Strategic planning, leadership, monitoring and evaluation, coaching and mentoring, project management, conflict management, financial management skills, computer skills.	276
233101	Maths Teacher (Grades 4-9)	Computer skills, assessor, facilitator skills	93
232119	Language Teacher (Grades 10-12)	Assessor, moderator, computer skills	91
235201	Special Needs Teacher	Clinical/counselling skills, behaviour management, Sign language, speech development skills	78

IND SCHOOLS CRITICAL SKILLS

OFO CODE	OCCUPATION	CRITICAL SKILL/TOP-UP	ESTIMATED DEMAND
232123	Mathematics Teacher (Grades 10-12)	Computer skills, assessor, moderator skills, trigonometry	72
531201	Teachers' Aide	ABET training, first aid, assessor, facilitator skills	68
263505	Student Counsellor	Counselling skills, conflict management skills, communication skills, report writing skills	63
232126	Physical Science Teacher (Grades 10-12)	Assessor, subject knowledge, leadership skills	61
232101	Accounting Teacher (Grade 10-12)	Accounting skills, leadership and management skills, curriculum design skills	60

ETDP SETA PIVOTAL LIST

OFO CODE	OCCUPATION	INTERVENTION PLANNED BY THE SETA	QUANTITY TO BE SUPPORTED BY SETA
234101	Foundation Phase School Teacher	B.Ed Foundation Phase, Level 7	300
232123	Mathematics Teacher (Grade 10-12)	Part Qualification on Mathematics Content knowledge	900
233102	Natural Science (Grades 4-9)	Part Qualification on Natural Science content knowledge	900
232119	Language Teacher (Grades 10-12)	Bursaries	200
262201	Librarian	Bursaries	20
134501	School Principal	Leadership and Management Programmes	400

ETDP SETA PIVOTAL LIST

OFO CODE	OCCUPATION	INTERVENTION PLANNED BY THE SETA	QUANTITY TO BE SUPPORTED BY SETA
232126	Physical Science Teacher (Grade 10-12)	Part Qualification training on physical science content knowledge	900
232107	Computer Applications Technology Teacher (Grades 10-12)	Learnership Programme (End-User Computing)	450
232118	Information Technology Teacher	Learnership Programme (End-User Computing)	450
232122	Mathematical Literacy	Part Qualification Training on Mathematics Content Knowledge	900

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Scarce and Critical Skills Data Challenges

□ OFO Code Challenges

- Inconsistency in the use of occupations/
alternative titles across schooling employers
e.g. public service occupations
- No reference to Grade R teacher as a
specialisation for Primary School Teachers

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Scarce and Critical Skills Data Challenges

□ OFO Code Challenges

- Insufficient specialisations for Primary and Secondary School teachers e.g. History Teacher, G10-12; At Intermediate Level no reference to Afrikaans teacher, Geography teacher, English teacher, Technology teacher, Creative Arts, Physical Science, Zulu teacher, Music teacher, LO teacher G 7.
- School Districts not aligned to Municipalities to understand where skills are required

Scarce and Critical Skills Data Challenges

- ❑ **Coordination of Data (EMIS, Persal, WSPR)**
 - Teacher data (Persal) not aligned to OFO Code categories in terms of specialisations
 - Vacancy mapping for present and future linked to OFO Codes
 - Competency Assessments for present incumbents – linked to critical skills
 - No alignment of school districts and municipalities at national and provincial levels

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Scarce and Critical Skills Data Challenges

□ Coordination of Data

- Recruitment monitoring
- Competency monitoring
- Need for alignment of all planning processes linked to skills planning at DBE e.g. Request for projections, special needs and inclusive education, Funza Lushaka, etc
- WSPR Submissions – Discretionary must be linked to PIVOTAL list

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Scarce and Critical Skills Data Challenges

Coordination of Data

- Database of providers linked to different programmes related to scarce and critical skills at national and provincial level and links to CPD points

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Scarce and Critical Skills Data Challenges

□ PDE WSPR data

- Ensuring data is collected at school, region, district and collated at provincial level so that skills planning processes are aligned
- SGB data should only focus on SGB paid employees to avoid duplications with public schools data
- PSETA and DPSEA to address public service related OFO codes to ensure consistency

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CURRENT UPDATE

- ❑ **Research Chair – UP focusing on Skills Development mechanism in ETD sector linked to LMIP project**
- Colloquium on 25 November 2014
- Scarce Skills Methodology and Priority Skills Methodology (SpOL)
- MIS developments – Templates – engaging with DHET

CURRENT UPDATE

- **Research Chair** – UNW focusing on conducting empirical research relating to public and private schools including Grade R, teacher professional development and skills development planning
- Research Chair recently appointed – took longer than expected
- Research Chair launch held on 23 October 2014
- To meet and discuss project update

CURRENT UPDATE

□ SETA Collaboration

- OFO Code recommendations will be submitted before 30 October 2014
- Engagements to discuss data requirements for PERSAL and EMIS data – Longer term
- Schooling Chamber - collaboration with all role-players
- HEDCOM Skills Development Committee
- Disability Colloquium held recently - Report



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Questions of Clarity?