# MINIMUM NORMS AND STANDARDS FOR PROVINCIAL TEACHER DEVELOPMENT INSTITUTES AND DISTRICT TEACHER DEVELOPMENT CENTRES IN SOUTH AFRICA

## 1.  DEFINITIONS

In these regulations any word or expression to which a meaning has been assigned in the South African Schools Act, 1996 (Act No. 84 of 1996), has the meaning so assigned and, unless the context otherwise indicates —

**Administration spaces:** These refer to all spaces for direct use by an institute's or centre's administration and for officials located at the institute or centre such as the CEO/director/manager, subject advisors, chief education specialists, IT specialists, programme coordinators and include rooms such as offices, storage rooms, printing rooms, staff rooms, etc. They also refer to spaces intended for care and support activities such as counselling rooms, pastoral care centres and sick bays.

**Continued Professional Teacher Development:** This is a planned, continuous and lifelong process whereby teachers try to develop their personal and professional qualities, and to improve their knowledge, skills and practice, leading to their empowerment, the improvement of their agency and the development of their organizations and their pupils.

**District Teacher Development Centres:** These are physical sites located in districts and which are easily accessible to teachers from schools in the district around the DTDC: sites from which curriculum support staff can operate; where teachers can access resources; where CPTD courses are delivered; and where teacher professional learning communities can meet.

**Teacher:** This refers to an individual trained in teaching; a specialist in the theory and practice of education. A teacher is a person who systematically works to improve others understanding of a topic. The work of a teacher varies depending on the school that employs them.

**Training spaces:** These refer to teaching and learning spaces, such as training and meeting rooms, laboratories, workshops, storage areas for teaching and learning materials and sensitive equipment, and other essential spaces, such as toilets, libraries, conference halls and recreational spaces.

**Memorandum of Understanding:** This is a  document describing a  bilateral or  multilateral agreement between parties. It expresses a convergence of will between the parties, indicating

an intended common line of action. It is often used in cases where parties either do not imply a legal commitment or in situations where the parties cannot create a legally enforceable agreement. It is a more formal alternative to a gentlemen's agreement.

**"Office-based" employees:** These are personnel employed within the Department of Education and refer to those officials located within provincial, district, circuit and ward offices. Since they don't interact directly with learners in a learning situation, their functions are mainly support functions – to support teachers in education delivery.

**Provincial Education Department (PED):** This is located within the structure of the respective provincial department and is headed by a PED Head of Department.

**Professional Learning Communities (PLCs):** These are communities of practice that provide the setting and support for groups of classroom teachers, school managers and subject advisors to participate collectively in determining their own developmental trajectories and to conduct activities to drive their development.

**Provincial Teacher Development Institutes:** These are physical sites established at provincial level from which provinces will coordinate and deliver all national and provincial continuing professional development programmes for teachers.

**Section 20 Institutions:** These institutions receive financial allocations from the government i.e. all allocations for resources, personnel, building and maintenance are the responsibility of the Provincial Education Department. Section 20 entities have little decision making powers in using the allocations.

**Section 21 Institutions:** These exist on the basis of a Memorandum of Understanding developed with the relevant Provincial Education Department, defining responsibilities, indicators of performance and programme budgets. They are allocated funds that are transferred into their accounts, making it easier for them to use the funds. Over and above this allocation, these institutions are allowed to raise additional funds to meet their expenses.

**Supporting spaces:** These refer to spaces intended for clients" usage, but which are not critical to the core functions and operation of a centre. Examples include food gardens, sports fields, kitchens and cafeteria.

## 2. SCOPE AND APPLICATION

These regulations apply to all Provincial Teacher Development Institutes (PTDIs) and District Teacher Development Centres (DTDCs) offering teacher development programmes.

## 3. IMPLEMENTATION OF REGULATIONS

1. Notwithstanding the provisions of these regulations, the norms and standards contained in the regulations –

    (a) must, subject to subregulation (3) and as far as reasonably practicable, be applied to all PTDIs and DTDCs offering teacher development programmes with the exception of those PTDIs and DTDCs already planned and prioritized within the 2014 – 15  and 2015 – 16  MTEF planning period. ; and

    (b) as far as PTDIs and DTDCs are concerned which exist when these regulations are published, must, subject to sub-regulations (3), (4), (5) and (6) and as far as reasonably practicable–

        (i) with reference to the norms and standards mentioned in sub-regulation (6), be phased in over a period of 7  years from the date of publication of these regulations; and

        (ii) with reference to the norms and standards mention in sub-regulation 7 be phased in over a period of ten years from the date of publication of these regulations.

        (iii) with reference to all the other norms and standards contained in these regulations, be planned, prioritised and phased in before 31 December 2020.

    (2) In implementing these regulations every reasonable avenue must be explored and alternatives considered giving effect to the norms and standards contained in these regulations.

    (3) The implementation of the norms and standards contained in these regulations is, where applicable, subject to the resources and co-operation of other government agencies and entities responsible for infrastructure in general and the making available of such infrastructure.

(4)

    (a)  A Member of the Executive Council must, within a period of 6 months after the publication of the regulations and thereafter annually on a date and in the manner determined by the Minister, provide the Minister with detailed plans on the manner in which the norms and standards are to be implemented as far as PTDIs and DTDCs referred to in sub-regulation (1) are concerned.

    (b)  These plans referred to in sub-regulation 4(a) are to make provision for, but not be limited to, the following:

        (i)  the backlogs at district level that each province experiences in terms of the norms and standards.

        (ii)  costed short, medium and long-term plans with targets,

        (iii)  how new PTDIs and DTDCs should be planned and maintained and how existing PTDIs and DTDCs are to be upgraded and maintained.

        (iv)  Indicative proposals in respect to procurement, implementation and monitoring.

(5) In addition to the requirements contained in section 58C of the Act, a Member of the Executive Council must, in the manner determined by the Minister, report annually to the Minister on the implementation of the plans required in terms of sub-regulation (4).

(6) As far as PTDIs and DTDCs contemplated in sub-regulation (1)(b) are concerned, a Member of the Executive Council must, with reference to sub-regulation (1)(b)(i), prioritize the norms and standards relating to the availability of learning spaces, electricity, water, sanitation and perimeter security, and their plans contemplated in sub-regulation (4) must reflect such prioritization.

(7) As far as PTDIs and DTDCs contemplated in sub-regulation(1)(b) are concerned , a Member of the Executive Council must, with reference to sub-regulation (1)(b)(ii), specifically focus on the norms and standards relating to Science and ICT laboratories, practical centres and supporting learning spaces.

(8) Measures which are taken to comply with the norms and standards contained in these regulations must be funded through the relevant budgetary sources and processes for new facilities and the upgrading of existing facilities at PTDIs and DTDCs.

## 4. THE ROLE OF PROVINCIAL TEACHER DEVELOPMENT INSTITUTES (PTDIS) AND DISTRICT TEACHER DEVELOPMENT CENTRES (DTDCS)

According to the Integrated Strategic Framework for Teacher Education and Development in South Africa, 2011 – 2025; Provincial Education Departments (PEDs) are considered to be the lead agencies responsible for the establishment and development of PTDIs, DTDCs and PLCs. PTDIs in conjunction with DTDCs will manage the delivery of teacher development programmes at the local level.

## 5. UNIVERSAL ACCESS

(1) All PTDIs and DTDCs are required to adhere to the requirements of Universal Design. This will apply to all buildings, access ways, indoor and outdoor facilities as well as any information, communications and other services in new DTDCs as well as to additions, alterations and improvements to existing DTDCs.

(2) In addition, over and above the provisions contained in sub-regulation (1), buildings of DTDCs must comply with the requirements related to the nature of the focussed support programme offered to teachers with special needs.

## 6. SITE AND IDENTIFICATION OF PTDI AND DTDC

(1) The siting of PTDI and DTDC should, as far as possible, recognise the need for appropriate topography and location related to access and demographic realities.

(2) A PTDI and DTDC site must contain a name board which is clearly visible to the public, indicating—
   *(a)* the name of the centre;
   *(b)* the contact details of the centre; and
   *(c)* the GPS coordinates of the centre.

## 7. CATEGORIES OF KEY DTDC AREAS AND THEIR SIZES

(1) An enabling teaching and learning environment in a centre comprises of—
   *(a)* minimum learning areas;
   *(b)* additional learning support areas;
   *(c)* optional focussed learning areas; and
   *(d)* administration areas.

(2) Subject to regulation 3 and to sub-regulation (3), and having regard to the programmes of the centre, the size norm for areas referred to in sub-regulation (1) required by a DTDC, must be determined in accordance with **Annexure A**.

(3) As far as DTDC referred to in regulation 3(1)(b) are concerned, the size norms contained in **Annexure A** will serve only as a guideline for existing DTDCs.

(4) as part of planning for new DTDCs and the upgrading for existing DTDCs also Annexure A make provision for a minimum package of learning areas for each classification of DTDC.

## 8. LEARNING SPACES

(1) The average space in a centre allocated for <u>each teacher</u> must be as follows:
   *(a)* for the training in laboratories: $1.5m^2$ to 2m²; and
   *(b)* for teachers with disabilities: 2.4m².

(2) The following are the norms for room size and laboratories:
   *(a)* for theory classes, no less than 20 and no more than 30 teachers per trainer; and
   *(b)* for science and ICT laboratories, no less than 20 teachers and no more than 30 teachers per trainer

## 9. ELECTRICITY

(1) All centres have some form of power supply which complies with all relevant laws.

(2) The choice of an appropriate power supply must be based on the most appropriate source of electricity available for each particular centre.

(3) Forms of electricity supply could include –
   *(a)* Grid electrical reticulation;
   *(b)* generators;
   *(c)* solar powered energy; or
   *(d)* wind powered energy sources.

## 10. WATER

(1) All centres must have a sufficient basic water supply which complies with all relevant laws and which is available at all times for drinking, personal hygiene and, where appropriate, for food preparation.

(2) Sufficient water-collection points and water-use facilities must be available at all centres to allow convenient access to, and use of, water for drinking, personal hygiene and, where appropriate, for food preparation.

(3) The choice of an appropriate water technology may only be based on an assessment conducted on the most suitable water supply technology for each particular centre.

(4) Sources of water supply could include –

    *(a)* a municipal reticulation network;

    *(b)* rain water harvesting;

    *(c)* mobile tankers;

    *(d)* boreholes; or

    *(e)* local reservoirs and dams.

## 11. SANITATION

(1) All DTDCs must have a sufficient number of sanitation facilities that are easily accessible to all, provide privacy and security and promote health and hygiene standards and that comply with all relevant laws.

(2) The choice of an appropriate sanitation technology may only be based on an assessment conducted on the most suitable sanitation technology for each particular school.

(3) Sanitation facilities could include –

    *(a)* water borne sanitation;

    *(b)* small bore sewer reticulation;

    *(c)* septic or conservancy tank systems;

    *(d)* ventilated improved pit latrines; or

    *(e)* composting toilets.

(4) Plain pit and bucket latrines are <u>not allowed</u> in centres.

## 12. LIBRARY

(1) All PTDIs and DTDCs must have a library facility or media centre facility or library stocks that are renewed whenever required and whenever circumstances permit.

(2) A library facility or media facility may consist of one or more of the following models:

   *(a)* a mobile facility;

   *(b)* a cluster facility;

   *(c)* a training room facility;

   *(d)* a centralised centres facility;

   *(e)* a community facility; and

   *(f)* an ICT based facility.

## 13. LABORATORIES FOR PRACTICAL WORK TRAINING

(1) All PTDIs and DTDCs must have the necessary computers, apparatus and consumables to make it possible to conduct experiments and practical work.

(2) The apparatus and consumables contemplated in sub-regulation (1) may be housed in a laboratory, a mobile laboratory, a classroom, workshop, store room or a safe container, as determined by the centre manager.

(3) The apparatus and consumables contemplated in sub-regulation (1) must be stored in a lockable facility in accordance with safety standards.

(4) Ownership of all materials, consumables, tools and equipment resort to the state after procurement. This includes equipment procured utilising state funds and/or donations.

(5) Redundant tools, consumables and equipment at centres may be relocated by the provincial departments to schools in need and that are able to utilise such equipment. The correct procedure for such transfers will be determined by the provincial departments in a policy document to that effect.

(6) Storeroom sizes must be such that it is conducive for the safe storage of materials and equipment for practical work.

## 14. TECHNOLOGY IN EDUCATION

The integration of ICT in education administration and management as well as teaching and learning has taken a centre stage.

As a result all PTDIs and DTDCs must have:

(1) ICT facilities with the required hardware and dedicated software, business intelligence tools and internet connectivity.

## 15. ELECTRONIC CONNECTIVITY AT A PTDI/DTDC

(1) All PTDIs and DTDCs should have some form of wired or wireless connectivity for purposes of communication.

(2) The following communication facilities should be provided:

*(a)* telephone facilities;

*(b)* fax facilities;

*(c)* internet / intranet facilities;

*(d)* an intercom or public address system; and

*(e)* Information Communications Technology (ICT) based solutions.

## 16. PERIMETER SECURITY AND SAFETY

(1) Every centre site must be surrounded by appropriate fencing to a height of at least 1,8 meters.

(2) Centre buildings must have some form of safety and security measures, such as the following:

*(a)* Burglar proofing for all ground floor buildings and other built areas on ground level that are accessible;

*(b)* a security guard arrangement; and

*(c)* an alarm system.

(3) All buildings and other centre facilities must conform to all laws relating to fire protection.

## 17. DESIGN CONSIDERATIONS FOR LEARNING SPACES AND LEARNING SUPPORT SPACES

(1)

*(a)* Natural day lighting should be exploited when designing training rooms, to minimize the dependence on artificial lighting.

*(b)* Glare should, as far as reasonably practicable, be avoided.

(2) Ventilation should be natural ventilation and should include permanent wall vents and windows with opening sections so as to promote healthy conditions and the reduction of the risk of the spreading of diseases.

(3) In the provisioning of windows ease of operation, natural ventilation requirements and maintaining an adequate level of safety must be taken into account.

(4) Acoustic conditions should, as far as reasonably practicable, facilitate clear communication of speech between trainer and teacher, and amongst teachers, and should not impede teaching and learning activities.

(5) Background noise and reverberation should, as far as reasonably practicable, be reduced to a minimum.

(6) ICT laboratories are specialised spaces and cannot be utilised for any other purpose than its original intent.

(7) Innovative design which is efficient, cost effective and appropriate to create an enabling and inclusive teaching and learning environment should be promoted.

## 18. REVIEW OF THE REGULATIONS

(1) The Department of Basic Education must periodically review the norms and standards contained in these regulations in order to ensure that those norms and standards remain current.

(2)

*(a)* An education department may within the parameters set by these regulations, adapt the norms and standards to best suit centres within the province concerned.

*(b)* Any adaptation contemplated in paragraph *(a)* may under no circumstances lead to a diminution of minimum norms and standards set by these regulations.

## 19. SHORT TITLE

These regulations are called the Norms and Standards for Provincial Teacher Development Institutes (PTDIs) and District Teacher Development Centres (DTDCs). **Teacher Centres are assumed in different names and different forms across the system but for the**
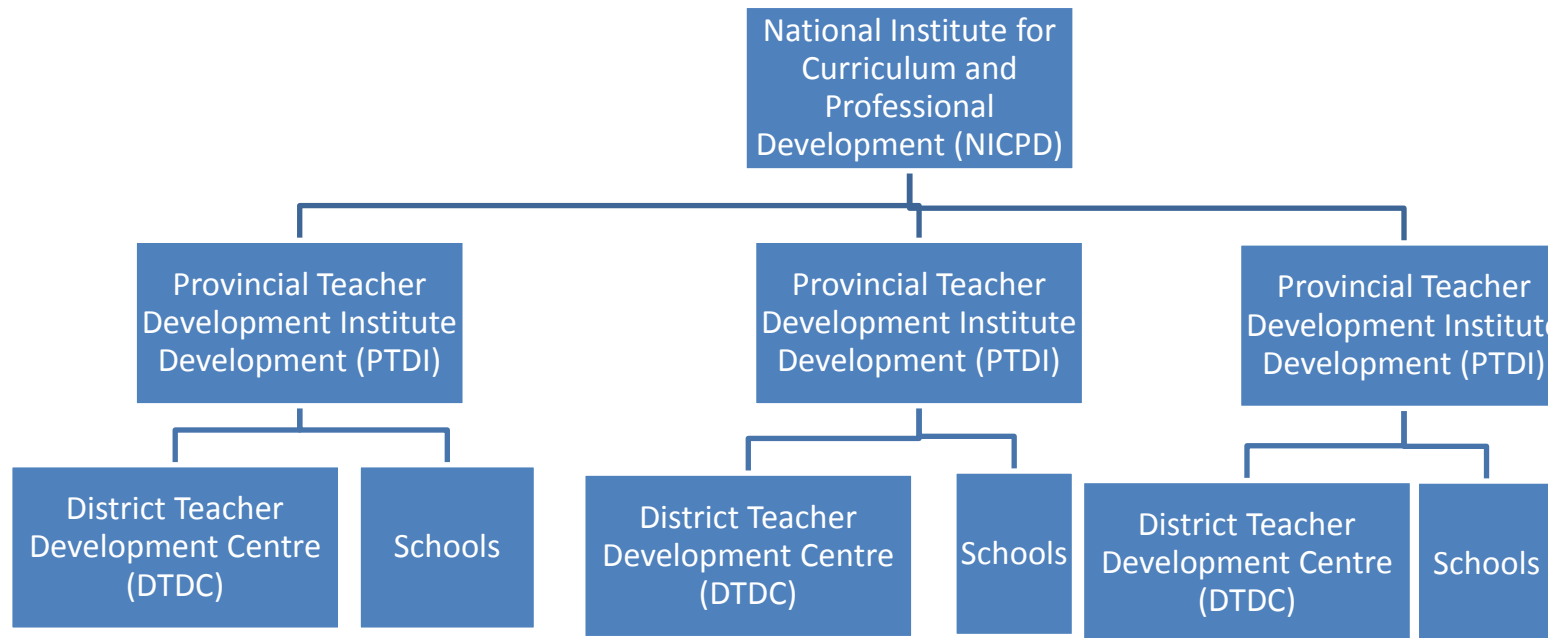
**purposes of this Norms and Standards, it refers to all those referred to as ICT resource centres, education recourse centres, school based teacher centres etc., as teacher centres.**

## 20. NORMS AND STANDARDS

The norms and standards therefore aim to provide a regulatory framework to address some of the core issues related to the roles of institutes and centres referred to in this statement, with particular focus on infrastructure and equipment, staffing, governance and management, and funding. The development of norms and standards will thus: enhance the functionality of PTDIs and DTDCs, ensure that they function as one integrated system and so ensure that they are able to make a meaningful contribution towards the strengthening of teacher development and support. In order to successfully implement Provincial Teacher Development Institutes (PTDIs) and District Teacher Development Centres (DTDCs), the norms and standards specify requirements on the following issues:

(1) Link of the NICPD, PTDIs and DTDCs, governance and management;

(2) The funding model;

(3) Human Resources;

    *(a)* Post Provisioning of PTDIs and DTDCs

(4) Physical Resources;

    *(a)* Physical Infrastructure;

    *(b)* Tools and Equipment;

    *(c)* Resourcing for Maintenance; and

    *(d)* Resourcing for Practical Work.

(5) Feeder Areas: Linking of centres with schools;

(6) Teacher Development Programmes; and

(7) Redress

## 21. LINK OF THE NICPD, PTDIS AND DTDCS, GOVERNANCE AND MANAGEMENT

```
                    National Institute for
                    Curriculum and
                    Professional
                    Development (NICPD)
        ┌──────────────────┼──────────────────┐
 Provincial Teacher    Provincial Teacher    Provincial Teacher
 Development Institute Development Institute Development Institute
 Development (PTDI)    Development (PTDI)    Development (PTDI)
   ┌────────┴───┐       ┌────────┴───┐        ┌────────┴───┐
 District          District              District
 Teacher  Schools  Teacher      Schools  Teacher     Schools
 Development       Development           Development
 Centre            Centre                Centre
 (DTDC)            (DTDC)                (DTDC)
```

## 22. GOVERNANCE AND MANAGEMENT

The 'teacher development centre' must be strategically located within the departmental organogram with clear guidelines defining reporting lines, legal status of the structure, roles and responsibilities of officers responsible for the oversight functions of centres and operational procedures: a policy document is a priority.

- The DBE oversees the establishment and implementation of PTDIs and DTDCs in all nine provinces at a strategic level and ensures that an enabling environment is created for the implementation of teacher professional development programmes

- Each PED is responsible for establishing a PTDI and DTDCs in line with the norms and standards for PTDIs and DTDCs, and ensures that the necessary structures and personnel are put in place to support teacher professional development.

Teachers' centres (Provincial Teacher Development Institutes or PTDIs and District teacher development centres or DTDCs) form a crucial component of the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa (ISPFTED).. The ISPFTED specifies the responsibilities for the implementation of the "two-pronged approach" to teacher education and development: qualifications-linked teacher development activities will be led by the DHET and teacher development activities not linked to qualifications will be led by the DBE and provincial education departments (PEDs). Within this approach are also embedded the responsibilities of the DBE and PEDs to ensure that processes and structures, (the latter include physical infrastructure and space), are established that will facilitate the roll out of teacher development at all levels (nationally, provincially and locally).

Coordination and management of teacher development programmes should include the following:

a) PTDIs should be headed by a director (or manager at director level);
b) Each DTDC as a point of teacher development initiatives should be headed by a manager at the level of a Deputy Chief Education Specialist and be accountable to and report to the head of the PTDI on issues relating to teacher development programmes;

c)   In terms of the administration and management of DTDCs at an operational level, including staffing, resourcing, maintenance and other related issues, the policy document *Guidelines on the organisation, roles and responsibilities of education districts.(* DBE: 2011) should be applied;

d)   All teacher development programmes for the province should be coordinated by the PTDI through appropriate annual provincial plan. This should be developed through an evidence-based strategic planning process which takes place in the second quarter of the year for the following year;

e)   It is crucial that such strategic planning is led by the chief directorate responsible for teacher development and should involve all other directorates/chief directorates that implement courses for teachers as part of their service offerings (includes directorates such as FET and GET, ECD; HRD; ICT; Inclusive Education; Maths, Science and Technology; Special Needs and any other directorate that plans to implement teacher orientation and development programmes);

f)   This means that a structure at provincial level for planning and monitoring all teacher development activities needs to be established with the participation of and representation from all relevant stakeholder groups, which includes unions. This structure should have access to relevant and reliable data and analysis & monitoring tools.

g)   The meetings of the structure should be held quarterly each year with the meeting for strategic planning taking place in August each year to plan for the following year: the purpose of the quarterly meetings will be to monitor the implementation of the teacher development plan developed in August each year;

h)   The outcome of the strategic planning process will be a fully inclusive data-driven coordinated plan that includes all activities proposed for teacher development, together with the physical location and space requirements for each programme; the budget for each programme and who will implement the programme; and performance monitoring plan to monitor the progress of the plan;

i)   The coordinated plan will specify the roles that the PTDI and each DTDC will play in supporting the implementation of teacher development programmes;

j)   In the last quarter of each year the provincial planning and monitoring structure will prepare a report that: reflects on progress of the implementation of the strategic plan against indicators; highlights the need for any corrective measures; and reports on

the use of the PTDIs and DTDCs, indicating future support needs that PTDIs and DTDCs should provide;

k)    District Teacher Development Centres should report to PTDIs; and

l)    Provincial Teacher Development reports should be submitted to the NICPD.


## 23. THE FUNDING MODEL

A critical component of the norms and standards is the financing of PTDIs and DTDCs, and teacher development programmes. Available resources for teacher development need to be used prudently and for optimum benefit and that duplication of functions should be eliminated.


**General principles guiding a funding model**

The following principles should underpin the financial resourcing of PTDIs and DTDCs:

a)    State-funding: Sufficient funding must be allocated from the fiscal coffers (national and provincial) for the establishment, maintenance and functioning of all PTDIs and DTDCs;

b)    Redress: a pro-poor policy in allocating resources should be considered;

c)    Joint collaboration and planning: coordinated inter-directorate planning for teacher development involving all those with an interest in teacher development (all directorates and units) must form the basis of drafting budgets for a provincial systemic coordinated strategy on teacher development;

d)    Responsibility and accountability: It has been suggested that the PTDI (the Director assisted by a CFO) take responsibility (and be held accountable) for the management of funds in accordance with the PFMA and DORA;

e)    Compliance with PFMA: all policies and procedures of the PFMA are to be strictly observed in all financial matters relating to teacher development activities, PTDIs and DTDCs;

f)    "Ring-fencing" budgets: Budgets from National and Provincial ministries allocated to teacher development need to be "ring-fenced" for the specific and sole use of teacher development;

g)    Due diligence: Relevant policies and procedures need to be formulated to ensure clean financial accounting with clear audit procedures; and

h) PTDIs and DTDCs can raise and use funds donated by private donors or NGOs through processes and procedures that adhere to and comply with the principles of responsibility, accountability and due diligence, meeting the requirements of the Public Finance Management Act.

## 24. HUMAN RESOURCES PROVISIONING

### Staffing

The staffing of PTDIs and DTDCs is a crucial component in the functionality of these institutions. Given that the different categories of users will have different needs, the skills and competence of staff will also need careful unpacking in order to reach final agreement on job descriptions and responsibilities.

### Post Provisioning of PTDIs

| STAFF | NUMBER | POST LEVEL |
|---|---|---|
| Centre Manager | 1 | Director |
| Deputy Manager | 1 | Deputy Director |
| CFO | 1 | Deputy Director |
| PA | 1 | 8 |
| Programme coordinator (for subjects or Subject Cluster) | 1 per programme | CES |
| Curriculum Researcher | 2 | DCES |
| Resource coordinator | 1 | DCES |
| ICT coordinator | 1 | DCES |
| ICT Technician | 1 | Assistant Director |
| Library coordinator | 1 | DCES |
| Library assistant | 1 | SES |
| Library admin | 1 | 8 |
| Mobile library operator | 1 | SES |
| Cleaner | Depending on the size of the institute | |
| Driver | 1 | |
| Gardener | Depending on the size of the institute | |
| Security guard | Depending on the size of the institute | |

**Post Provisioning of DTDCs**

| STAFF | NUMBER | POST LEVEL |
|---|---|---|
| Centre Manager | 1 | DCES |
| PA | 1 | 8 |
| Programme coordinator (for subjects or Subject Cluster) | For all subjects: GET and FET (1 per subject) | SESs |
| Resource coordinator | 1 | SES |
| ICT specialist/E-Learning specialist | 1 | Assistant Director/SES |
| Library coordinator | 1 | SES |
| Cleaner | Dependent on centre size | |
| Gardener | Dependent on centre size | |
| Security guard | Dependent on centre size | |

**NB: All Subject Advisors should operate from District Teachers Centres and not district offices**

## 25. PHYSICAL RESOURCES

**Infrastructure**

A PTDI or DTDC building is a major investment in any community; therefore its location is important in meeting the education community's needs and aspirations. It should be located in safe and secure areas that are accessible to the greatest number of users taking into account factors such as the population being served; the number of schools in the area; public transport routes; and other amenities and facilities such as libraries in the vicinity. When determining location, consideration should be given to:

   a) Space requirements: there should be sufficient space for planned buildings and provision for future development needs;

   b) Safety and security: the location should be safe and accessible for all users and staff, away from high crime zones;

   c) Accessibility: the location must ensure that persons with disabilities are able to access the institute/centre easily by road; and the lay of the land (gradient) does not impede access to persons on wheel chairs - maximum running slope of the curb ramp should have a slope ratio between 1:12 and 1:16; ramps leading to the building should have a slope of 1:16 to 1:20;

d) The location should be appropriately situated for ease of access by public and private transport, and pedestrian traffic;

e) There should be adequate, safe and convenient off-street parking for users" vehicles; designated parking bays for staff; and parking for users with disabilities should be provided as close to the building as possible; and

f) The location should also be environmentally safe in respect of winds, floods and low-lying areas susceptible to water logging.

The minimum norms and standards for school infrastructure" (DBE: 2008), the DBE categorises these "spaces" as core education spaces, education support spaces, and administration spaces. These spaces should also be created by the PTDIs and DTDCs. The definitions of the three types of "spaces" will be used to classify corresponding equivalent spaces at PTDIs and DTDCs:

- *Education spaces*

Core education spaces refer to teaching spaces like training and meeting rooms, laboratories, workshops, storage areas for teaching and learning materials and sensitive equipment, etc., and critical spaces that are essential for the use of trainees/clients, such as toilets, libraries, conference halls and recreational spaces.

- *Administration spaces*

These refer to all spaces for direct use by an institute's or centre's administration and officials located at the institute or centre such as the CEO/director/manager, subject advisors, chief education specialists, IT specialists, programme coordinators and include rooms such as offices, storage rooms, printing rooms, staff rooms, etc. They also refer to spaces that are meant for care and support such as pastoral care centres and sick bays.

- *Supporting spaces*

Support education spaces are those that are also for clients" usage, but are not critical for the core functions of a centre to progress smoothly. Examples include food gardens, sports fields, kitchens and cafeteria.

**Tools and Equipment**

a) Laboratory functionality is dependent on having 80% or more of the resources required in the area of specialization. Tools and equipment are to be housed in individual laboratories. No common store rooms and tool rooms are permitted;

b) Inventory control and scrutiny should be conducted on a quarterly basis with a consolidation at the end of each academic year;

c) The mandate to ensure proper stock control lies with the centre manager, but this responsibility should be devolved to the relevant managers of programmes of the respective subjects;

d) At the end of each academic year, all responsibility however reverts back to the centre manager;

e) Each subject coordinator takes 100% responsibility and control of the inventory and consumable materials placed under his/her control for the duration of the academic year;

f) The subject coordinator is required to take 100% inventory at the end of each term and submit updated inventory lists to the centre manager;

g) Tools and equipment that are identified for removal from the inventory register due to being un-serviceable and beyond economical repair, should be identified. The equipment should first be scrutinised for re-deployment and confirmed to be unusable;

h) Approval to remove written off items should be provided in writing from the provincial department where after the items must be removed from site and asset register and sold as scrap. Copies of the approval letters and invoices MUST be kept on file under a section called Written Off items, thus providing a full history of inventory; and

i) The funds obtained from items written off should be ploughed back into the centre funds to be used for the same laboratory where the equipment originates from.

**Resourcing for Maintenance**

a) PDTIs and DTDCs are classified as central to teacher development and should be funded as such;

b)  Centre managers are tasked to set a short, medium and long term maintenance plan with costing in place;

c)  The department of infrastructure development in each province should budget for preventative and corrective maintenance at teacher centres;

d)  Preventative maintenance is maintenance conducted regularly to keep buildings and equipment in good condition. Typically this kind of maintenance is lower in cost, but higher in frequency of application. Regular painting of buildings and sealing of roofs are examples of preventative maintenance;

e)  Corrective maintenance is effected where infrastructure has been damaged and in need of urgent repair for operations to continue safely. Replacing broken windows, doors and guttering are examples of corrective maintenance. Corrective maintenance is typically more costly that preventative maintenance as replacement of parts are needed depending the scope and scale of the damage; and

f)  Failure to implement preventative maintenance typically results in higher frequency of corrective maintenance and results in higher running costs.


**Equipment and resources: furniture**

Each space within the buildings needs to have adequate and suitable furniture for the purpose it serves: the norms and detailed specifications for furniture can be accessed from the unit within the PED responsible for prescribing, recording and monitoring furniture and equipment. The Unit provides guidelines for items such as chairs, tables, cupboards, shelving and other smaller items.

a)  Educational spaces: consideration must be given to the procurement of furniture suitable for adult use; specialist rooms such as science labs, computer labs and libraries have specific requirements in terms of furniture and these are usually stipulated in the guidelines for each drafted by the relevant directorates, e.g. the Maths, Science and Technology directorates in each PED provide specifications for especially fitted furniture for Science, Life Science and computer labs;

b)  Administration spaces must be equipped with reception area furniture that look and feel welcoming; administration area furniture for administration staff must be provided in line with guidelines for admin furniture e.g. chairs with back-support; and

c) Education support spaces: should take into account the purpose for each space, which will guide the procurement of suitable furniture for both indoor and outdoor areas, the latter described as recreational spaces.

**Equipment and resources: Equipment**

Both PTDIs and DTDCs will have similar equipment requirements for specialist rooms such as computer labs, science labs, libraries, and administration spaces.

a) Educational spaces: subject specialists from the relevant directorates need to guide the equipping of educational spaces; Guidelines for equipping specialist rooms such as computer labs and science labs are available from the directorates responsible for those subjects (in this case Maths, Science and Technology); and

b) Administration spaces: the specific equipment requirements for administration spaces will be guided by the Asset Management Unit within each PED which uses the norms and standards already established for administration equipment such as computers, servers and photocopiers.

Provision of equipment and facilities are also dependent on the needs of the users and purpose for which a specific room exists. In an age of fast-growing technology, both PTDIs and DTDCs should have internet and intranet connectivity with facilities for interactive learning and video conferencing. The nature and quality of equipment that will go into centres will be determined by the specific requirements detailed by proposers and designers of such facilities.

Maintenance of buildings and furniture are crucial issues to consider in the functioning of institutes and centres. These are linked to procurement, and contracts entered into with service providers. When equipping PTDIs and DTDCs, necessary conditions must be included in the service provider contracts so that long term servicing and maintenance of equipment is assured. The functionality of the institutes and centres will be affected if maintenance issues are not taken into account. Inevitably, this has budgetary implications.

**Feeder areas: Linking of centres with schools**

a)   Each centre should be linked to at least 20 – 30 schools; and

b)   The relocation of Subject Advisors to centres should strengthen the functionality of these centres.

**Teacher Development Programmes**

a)   All PTDIs are responsible for the identification of development needs in their respective districts based on reliable data and the subsequent development of targeted teacher development programmes;

b)   All PTDI's should have access to relevant and reliable data and analysis tools for programme design, evaluation, monitoring and management;

c)   PTDIs will have to forge close links and ties with HEIs and work with DTDCs and all SACE approved Service Providers of endorsed professional development courses;

d)   The PTDIs should be the main custodian of all SACE endorsed programmes and all other CPTD related programmes;

e)   PTDIs should provide guidance to DTDCs on priority programmes, based on identified needs; and

f)   All programmes offered by DTDCs should be approved by the PTDIs.

## 26. POLICY AND LEGAL FRAMEWORK

In terms of legal status, there appears to be two models: one being the fully Government owned institution (not a section 21 entity) and the other being the government supported institute, which draws its core funding for its existence from Government (PEDs), but has a fair degree of autonomy in the way finances are managed and used. The fully PED-controlled PTDIs should be accommodated within existing provincial polices that guide functioning of provincial and district education offices. This is because they fall under a specific branch or chief directorate (most often Curriculum branch). Their modes of operation should be guided by the way in which the Chief Directorate operates.

Similarly, DTDCs should be owned and managed by the PEDs through PTDIs. In terms of legal status all PTDIs and DTDCs are classified as section 20 institutions, which means that all allocations for resources, personnel, building and maintenance are the responsibility of the PED.

PEDs can decide what governance arrangements and legal status model their PTDI and DTDCs should follow. Funding arrangements for DTDCs through a governance model that makes PTDIs responsible for oversight of and devolving funding to DTDCs, with funding at PED level being ring-fenced for the PTDI and DTDCs should be clarified. Careful planning and budgeting with the involvement of all key stakeholders that have an interest in teacher development and school support is significant.

The following policy documents have a bearing on the existence and functioning of PTDIs and DTDCs:

a) *The Department of Basic Education (DBE) Action Plan to 2014: Towards the Realisation of Schooling 2025;*

b) *The National Policy Framework for Teacher Education and Development in South Africa (2007);*

c) *Education White Paper 6: Special Needs Education Building (2001);*

d) *Integrated Strategic Planning Framework for Teacher Education and Development in South Africa (2011-2025);*

e) *Guidelines on the organisation, roles and responsibilities of education districts. February. Pretoria: DBE (2011);*

f) *e-Education White Paper 2004;*

g) *Public Finance Management Act (PFMA); and*

h) *Division of Revenue Act.*

## Educational spaces

| | Number /quantity | | Size norms per core areas m² | | | |
| | | | PTDI | | DTDC | |
| | PTDI | DTDC | Minimum | Maximum | Minimum | Maximum |
|---|---|---|---|---|---|---|
| Training room | 20 | 3 | 60 | 72 | 48 | 60 |
| Lecture theatre | 1 | 0 | 100 | 120 | 0 | 0 |
| Library | 1 | 1 | 60 | 72 | 60 | 72 |
| Science Lab | 1 | 1 | 60 | 72 | 60 | 72 |
| Life Science Lab | 1 | 0 | 60 | 72 | 0 | 0 |
| Computer room | 3 | 1 | 60 | 72 | 48 | 60 |
| Server room | 2 | 1 | 15 | 20 | 12 | 15 |
| Multipurpose room | 2 | 2 | 60 | 72 | 48 | 60 |
| Technology room | 1 | 0 | 48 | 60 | 0 | 0 |
| Media centre | 1 | 0 | 60 | 72 | 0 | 0 |
| Conference room | 1 | 0 | 100 | 120 | 0 | 0 |
| LTSM store | 1 | 1 | 60 | 72 | 60 | 72 |
| Storage space | 6 | 4 | 12 | 15 | 10 | 12 |
| Ablution facilities | 1 | 1 | | | | |

## Administration spaces

| | Number /quantity | | Size norms per core areas m² | | | |
| | | | PTDI | | DTDC | |
| | PTDI | DTDC | Minimum | Maximum | Minimum | Maximum |
|---|---|---|---|---|---|---|
| CEO/Director/Manager office | 1 | 1 | 15 | 20 | 12 | 15 |
| Deputy CEO/Director/Manager office | 4 | 1 | 12 | 15 | 10 | 15 |
| Provincial/District official's office (HoDs) | 4 | 15 | 10 | 12 | 10 | 15 |
| Administration office | 6 | 4 | 12 | 15 | 12 | 15 |
| Reception area | 1 | 1 | 12 | 15 | 10 | 15 |
| Lounge | 1 | 0 | 15 | 25 | 0 | 0 |
| Boardroom | 1 | 0 | 24 | 36 | 0 | 0 |
| Storage areas/spaces | 6 | 2 | 12 | 15 | 10 | 15 |
| Strong room | 1 | 1 | 6 | 10 | 6 | 10 |
| Printing room | 4 | 2 | 10 | 15 | 10 | 15 |
| Staff room | 1 | 1 | 48 | 60 | 48 | 60 |
| * Sick room | 1 | 1 | 12 | 15 | 12 | 15 |
| Kitchenette | 1 | 1 | 12 | 15 | 12 | 15 |

**Support spaces**

| | Number /quantity | | Size norms per core areas m² | | | |
| | | | PTDI | | DTDC | |
| | PTDI | DTDC | Minimum | Maximum | Minimum | Maximum |
|---|---|---|---|---|---|---|
| Security room | 1 | 0 | 6 | 10 | 6 | 10 |
| Dining room/hall | 1 | 1 | 60 | 80 | 60 | 80 |