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A CONCEPTUAL TRAINING AND DEVELOPMENT FRAMEWORK FOR PUBLIC EDUCATORS IN THE LIMPOPO DEPARTMENT OF EDUCATION

BY

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ABBREVIATIONS

ACE	**Advance Certificate in Education**
CODESA	**Conference for a Democratic South Africa**
CPD	**Continuing Professional Development**
C2005	**Curriculum 2005**
elrc	**Education Labour Relations Council**
EPMDS	**Employee Performance Management and Development System**
FET	**Further Education and Training**
GET	**General Education and Training**
INSET	**In-service Education and Training**
MASTEC	**Mathematics, Science and Technology**
NCS	**National Curriculum Statement**
OBE	**Outcomes Based Education**
PALAMA	**Pubic Administration Leadership and Management Academy**
SMTs	**School Management Teams**
SWOT	**Strengths Weaknesses Opportunities and Threats**
TUT	**Tshwane University of Technology**
UNISA	**University of South Africa**

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ABSTRACT

The educational changes that have been taking place in South Africa have seen the emergence of the new curriculum, the NCS, 2002 Policy. The process of implementing the new curriculum has created several challenges that ultimately had an impact on the performance of the public schools learners in the Limpopo Department of Education, particularly in Vhembe District. The new curriculum with its new pedagogical approach, a particular way of teaching methodology, the OBE focuses on the achievement of the outcomes. That on its own suggested the need for drastic changes in the teaching approach that educators have to apply.

It is through this need for change that the Department of Basic Education suggested the training and development framework that provide capacity building of educators. The curriculum advisors were identified as trainers of the educators towards the effective implementation of the new curriculum. This move was needed to build a workforce that is capable, skilled, productive and committed to provide quality education to the South African public.

However, the training and development that was provided did not take place without some challenges. The challenges identified were from both the perspectives of educators and the department. The analysis of all the problems that the study has identified and critically evaluated is a testimony that training and development alone cannot be the only solution to the challenges identified in measuring educator performance on curriculum delivery. As a result, overemphasis of training and development may overshadow other responsibilities that the Limpopo Department of education should take, such as the effective provision of resources.

It is against this background that the study proposed an inclusive and balanced training and development framework. This is a conceptualised training and development

framework that takes note of all the inputs that both the educators and the department make towards the effective achievement of the desired outputs after these inputs shall have been processed. For good management and administration to be achieved by the Limpopo Department of Education, it depends on a well-structured strategic plan that has been informed by the vision and mission of the department which in this study is the achievement of quality education. This approach will then mean the effective application of the basic values and principles that govern public administration in order to achieve good governance.

DECLARATION

I Azwindini Frederick Netshikhophani, declare that the study: **A conceptual training and development framework for public educators in the Limpopo Department of Education**, hereby submitted by me, has not previously been submitted for a degree at this university, and that it is my own work in design and execution and that all reference materials contained have been duly acknowledged.

Signature:…… Date:……