

THE SOUTH AFRICAN DEMOCRATIC TEACHERS UNION'S 2030 VISION

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1 INTRODUCTION

SADTU has entered its third decade of existence with a strategic challenge of accelerating the human resource development assignment of the National Democratic Revolution. Slowly, the centrality of education in the growth and development of society is being foregrounded above all other important variables.

This is happening at a time when the exigencies of national cohesion, genuine democratisation as well as non-racialisation of society are receiving impetus and attention as key components of the NDR.

The 1994 democratic breakthrough created for South Africa opportunities to;

- establish organs of people's power in all facets of society as part of actualising the Freedom Charters' call of 'THE PEOPLE SHALL GOVERN'
- pursue an education provision trajectory that 'OPENS THE DOORS OF LEARNING AND CULTURE' thus creating a society that believes in the call for a better life for all.
- strengthen the principle that 'South Africa belongs to all who live in it' as a strategic guideline for the entire education occurrence for learners and teachers alike.
- build democracy, a culture of human rights and a value system based on human solidarity (S&T).
- thrust into the international arena a human development paradigm that advances social equity and the transformation of humanity in its totality
- advance within this widening and contested political space a programme aimed at entrenching a regime that continually improves the conditions of service for SADTU members through structured collective bargaining and teacher (member) development.

These tasks, procure from the progressive trade union movement sensitivity for the ideological contradictions informing the operational context, nationally and beyond. The dominance of the education provision market by 'class' opportunity entrenching approaches and structures continue to present moral high ground challenges for 'subjugated' transformation objectives of the majority of SADTU members.

This environment also provides strategic opportunities to advance SADTU's founding objectives to;

- fight for better remuneration and working conditions for educational workers
- represent and promote the professional aspirations of educators
- play a leading role in the struggle for education transformation to deliver free and equal quality public education for all.
- participate in the struggle to deepen the NDR and for socialism
- to constantly improve the organisation and to conscientise and mobilise our members.

2 SADTU'S BACKGROUND

The South African teacher is a product of many streams of history and culture, representing the origins, ideological manipulation and social engineering objectives of reigning political victors at every historical phase of his/her development. This includes the current South African government.

A research account about the South African teacher locates him/her at the centre of any nation-building endeavour undertaken during each of the socio-political development phases of South Africa. The early Christian missionary education objectives of 'civilising' indigenous communities that informed subsequent teacher training models remain a key component of the national education heritage.

The cultural interactions that followed the Christian Missionary education era, with the post 1948 Christian Nationalist Education (CNE) system emerging as victorious in terms of domination, also had their part in the current teacher South Africa has produced. The legal formalisation of CNE as part of entrenching 'Afrikaner nationalism' and making African subjugation systemic, continues to be a historical reference point for any endeavour towards understanding the RSA teacher and his/her development.

The accompanying power relations of this system of education have not only distorted "the professionalise and/or unionise" discourse in the education sector but also intruded into the role of a teacher in the nation-building project. The race-based decolonisation assignment that 'Afrikaner nationalism' had abrogated to itself to the exclusion of other races in the aftermath of the 1961 republicanisation of South Africa further created a race-based working 'class' structure that had 'class' similarities understood within a race prism.

The teacher as a 'middle class' candidate was racially defined as belonging to either the 'sub' or 'middle' and/or 'superior' of the 'middle class'. This misclassification continues to inform the conflicting 'class identity' of teachers and thus their position in the nation building pecking order.

The strategic and economic development potential of a 'national interest' focused teacher was not spared the wrath of both 'British colonialism' and its 'apartheid' surrogate. The teacher became the enforcer of the ideological undertones that advocated a white supremacist teaching and learning occurrence.

What emerged from these configurations was an education system that expected of a teacher to 'bracket his/her philosophy of life' even if that represented what the current non-racial environment advocates. The damage this had to the 'mindset' of a South African teacher is manifest in the inability of the education system to produce a patriotic teacher and learner; this is notwithstanding the absence of a definition for such.

The system further devalued the teaching profession in comparison with other public service callings. The underpayment, inappropriate remuneration and compensation regime

for teachers led to an exodus of hard core and economic development subject teachers deserting the profession. The multiplier effect of this state of affairs is felt in the skills base of South Africa in manufacturing with artisans and related professionals being a primary education de-linked activity. The strategic challenge for SADTU includes therefore the need to attract these skills back and or create new ones from amongst its crop of members.

SADTU was formed in 1990 in part as a response to the systemic challenges in the professionalisation, unionisation and development of teachers as well as the transformation of the education system. The liberation movement influence in confronting this challenge meant that SADTU had to engage with the challenge within the broader social emancipation context of the NDR. The combative mindset that informed the then unionisation of teachers continues to foreground development oriented activities of unions birthed during this era.

The execution of this assignment followed the broader mass democratic movement's approach of intensifying the militancy of society against apartheid colonialisation and all that it represented. Teacher professionalisation, development and unionisation became not only a terrain of the anti-apartheid struggle but also an extended site. The teacher militancy that anchored the consolidation of SADTU as a progressive force of change in South Africa will remain an inspiration, albeit with a decontextualising potential, to future generations of teachers.

The sensitivity within which education struggles are conducted always foregrounds the dichotomy of 'teacher rights' vs 'learner rights' to 'uninterrupted' education. As such, society's somewhat disapproving weighing of the implications of teacher unionisation procured for a profoundly shop floor militant teacher unionisation approach. The context of teaching in a hostile environment in terms of franchise related rights as well as 'class identity crises' perpetuated by Apartheid's positioning of the majority of SADTU members fuelled the militancy.

Conditions were thus created for the recognition of teacher unions in the Public Service Collective Bargaining regime. Recognition meant a redefinition of strategy and tactics by the progressive teacher union movement without vitiating the imperatives of advancing the liberation of society from all vestiges of 'apartheid colonialism'. This meant defining a path that advances the NDR whilst creating conditions for continued education of future generation.

The elitist interpretation of teacher unionisation sensitised the SADTU building process to the dangers of becoming a pro- capital teachers union. Consequently a strategic decision to build SADTU into a working class and pro-poor social force with a militant contingent against unfair labour and conditions of service practices of any government was made. The implication of these as an informing context remains a strategic question for the future consolidation of SADTU.

3 SADTU's VISION FOR THE FUTURE

The existence of SADTU yields the strategic questions of; what is it that we are aiming for, what kind of society do we want to operate within, what type of education system are envisioning, and what teacher cadre will advance the above. The answers to these questions must also settle the question of what character should our union status assume.

Apartheid education and management contained contradictions that required a sophisticated transformation paradigm. The paradigm needed an understanding that the disintegration of 'apartheid's hold on social co-existence is an ideological matter. Whilst apartheid education was not a living organism it possessed biotic properties of being organic, reproductive, mutative and adaptive to changing environments.

It is for this reason that it needed to be disabled of its biotic nature. As such SADTU should seek to be a force that contributes towards the creation of an education system that is able to eliminate the main features of the apartheid education system. Such eliminations should be organic and sensitive to the originative historical environment that templates South African education provision.

The focus on the education system should not be seen as abandoning the union form of SADTU but as a tactical necessity to influence the ideological balance of forces informing its context. This tactic is also premised on the reality of the ever changing circumstances emanating from the education policy environment. The establishment of a cadre of education specialists within the SADTU thinking community becomes therefore a strategic imperative.

Whereas SADTU has registered sufficient victory in the design of the teacher union recognition agreement, teacher unity negotiations, successful bargaining for better working conditions for our members, growth in membership numbers, strategic positioning within the Tripartite alliance, the moral correctness of what informed our birth as well as the ever concretising democratisation of South Africa; we must avoid the temptation to crow over our successes.

It is in the management of these successes against the challenges of a changing democratic context that we should draw a line between strategy- the ultimate goal; and tactics- the methods and actions that respond to changing immediate circumstances (S&T). This calls on us to continually develop tactics for every situation that confront us; as long as these tactics are informed by our commitment to the strategic goal.

The locus of our political programme is still the abolishment of class, race and patriarchal relations of power as interrelated antagonistic social contradiction. This abolishment is further informed by our resolve to underwrite any policy that strives to realise;

- a united state based on the will of all the people, without regard race, sex, belief, language, ethnicity or geographic location;

- a dignified and improving quality of life among all the people by providing equal rights and opportunities to all citizens;
- and the restoration of the birthright of all South Africans regarding access to land and other resources.
- a society based on the best in human civilisation in terms of political and human freedoms, socio- economic rights, value systems and identity.

The mechanisms by which this society is attained must be state-sponsored and should occur within the confines of a NDR built developmental state shaped by the history and socio-economic dynamics South African society. A state that will be ideal for our continued existence with less socio-political suffocating tendencies must have attributes that include:

- capacity to intervene in the economy in the interest of higher rates of growth and sustainable development;
- capacity to direct curricular design and management towards the attainment of national development goals
- capacity to expand state involvement in the basic resourcing of the educational occurrence of every learner within a free and compulsory education provision paradigm
- effecting sustainable programmes that address challenges of unemployment, poverty and underdevelopment with requisite emphasis on vulnerable groups; and
- mobilising the people as a whole, especially the poor, to act as their own liberators through empowering education programmes that ensure participatory and representative democracy.

Our support for such a developmental state is further premised on its stated intent to build democracy with social content; of which its elements must at the least continually be adapted

- to place the needs of the poor and social issues such as health care, education and a social safety net at the top of the national agenda;
- for intense role of the state in economic life;
- for pursuit of full employment;
- for a quest for equality;
- to encourage a strong partnership with the trade union movement;
- and promotion of international solidarity.

These material conditions require from us a resolve to reorganise ourselves into a developmental and progressive teacher union movement that is also informed by both its and country's history.

We should in this context be focused on ensuring that;

- our voice is clearly heard in relation to education and public issues to promote educational transformation, social equity and the interests of our members
- we develop a programme to improve the conditions of service of our members through
 - collective bargaining
 - professionalisation and development
- we develop an organising strategy that enhances social cohesion as part of our commitment to non-racialism.
- we build an organisation machinery that integrates the socio-political identity of SADTU and its member interests defending character. This must entail the reorganisation of operations with a view to decompartmentalise existing energies

4 CHARACTER OF SADTU

Given the vision that has been articulated what should be the character of SADTU to lead the attainment of this vision.

The character of SADTU will continue to be informed by the continuously shifting tasks that confront the national democratic revolution. The terrain within which SADTU operates is very much a product of the legacy of apartheid colonialism and minority rule bent on sustaining the unequal structure of society.

SADTU inherits from amongst the majority of its members teachers who were by political and economic design trained to be 'manufacturers' of a 'white man' serving class of black people. The Bantu Education system continues to decorate approaches to education transformation with catastrophic social engineering consequences. The rootedness of SADTU amongst the historically oppressed with the concomitantly accompanying determination to focus on using education as liberation of the mind tool should thus be a key attribute of the character of SADTU.

The reality of SADTU being birthed as part of the struggle against Apartheid and its creation 'Bantu education' as well as then legitimate need to unionise teachers, posits SADTU in an inherited adversarial relationship with government that needs to be redefined. The inherent 'middle class' nature of our members within a pro- poor biased transformation trajectory the union has adopted since its inception will also be instructive to the character of SADTU.

The trade union focus of SADTU with a liberation movement inherited 'broad church' and 'hegemony dispensing' nature has influenced the character of SADTU. The mass based nature of the NDR obligates SADTU to have a character of being a 'force of cohesion in the centre' of a broad range of social constituencies in its operational area. SADTU's mission remains bound up with the unavoidable logic of creating an education system that

consolidates a developmental state agenda as envisaged by the national democratic revolution.

The SADTU objectives of fighting for better remuneration and working conditions for educational workers; representing and promoting the professional aspirations of educators; playing a leading role in the struggle for education transformation to deliver free and equal quality public education for all; as well as participating in the struggle to deepen the NDR and for socialism should be understood in the context of this character of SADTU.

In order to meet these goals, we have to constantly improve organisation and to conscientise and mobilise our members. These objectives collectively support SADTU's vision for the future and in order to carry out the stated vision of a progressive union, the next 20 years would require a SADTU that;

- understands the relationship between its existence and the completion of the National Democratic Revolution
- understands the interconnection between classroom productivity and the gross domestic product informing economic activity
- leads its members to become a critical component of the national social cohesion assignment through a demonstrative general commitment to social advancement and renewal of first its members and then society.
- galvanises its members towards the attainment the founding objectives of SADTU in the emerging nation building context
- masters the terrain of post-liberation conflict public sector collective bargaining and utilises its access to political influence to advance legitimate interests of its members
- wields, through cadre deployment and influence, the established instruments of the state in line with the strategic objectives of SADTU.
- mobilises its members around a patriotism building programme that seeks to accelerate reconstruction and development, nation-building and reconciliation
- conducts itself in a manner that reflects its strategic positioning as a dispensary of social morality in society and acts as a microcosm of what society should be.
- leads education transformation initiatives through the constant professional development of its members.
- utilises its entire resources, human and otherwise, towards the creation of a teaching corps that engages in the redefinition of core curriculum. The redefinition should be informed by a bias towards the rebirth of an African child in a globalising world.

SADTU has thus far registered gains in the democratisation of the education provision arena, more particularly, basic education.

The historical mission of its current leadership is that of taking a leap into posterity and imposes on the current SADTU the responsibility of correcting the collective wrongs of successive South African governments of the past 100 years.

The sensitive character of education transformation, particularly because it is through education that societal 'norms' are transmitted to future generations, procures from SADTU in the next 20 years a set of operational principles;

- the teaching profession need to be treated as a calling with requisite moral status in which every member can take part
- the strategic centre of basic education transformation should be SADTU driven thus increasing the hegemonic potential of the numerical strength of SADTU compared to other unions
- a SADTU sponsored membership monitoring and evaluation that focuses on how membership meets its professional obligations against the set objectives of the employer. This should be a member driven process that only supplements and not replace the employer driven process
- communication amongst members though 'state created' mediums and own created mediums should drive member driven information sharing activities.
- a strategic posture as a union interested in the plight of learners with a teacher friendly environment should be promoted and given a separately brandable entity.
- a member interest centric approach that is organically linked with the calling nature of the profession

5 THE GLOBAL TRENDS

The character of SADTU is not only a product of national historical occurrences but very much a by-product of the informing international trends. The internationalisation of education, teaching and skills development has made education a key component in the determination of the competitiveness of countries. The declining sovereignty of national states in favour of multi-nationals and the individual as a cost and spend driver by government has also redefined how education will be provided to meet these needs.

The fast disappearing international borders at the altar of integrated markets and communication infrastructure-led interconnectedness of communities, also referred to as globalisation, is changing the socio-cultural, political and economic landscape of nations. This context creates new challenges for progressive teacher unions. In the South African context the following trends are critical to inform our march towards 2030.

- The era of isolationist education policies that were created during the anti-apartheid sanction period have delayed our teacher development trajectory. This is manifested by the education policy 'start-stop' activities of government thus creating a 'focus turnover rate' evidenced in the declining morale of teachers, and chronic policy

changes that are not afforded an opportunity to mature with society. The 'policy rush' experienced in the education sector is also a key indicator of this undefined trajectory.

- The knowledge consumerist culture of our society has led to a growing dependency on policies that are developed outside South Africa and yet expected to thrive in South Africa. Whilst some of the policies find theoretical resonance with teachers, it is the practical implications of these policies to learners and parent environment that make them suspect in terms of achieving set outputs. The need to create a policy analysis and making capacity within and for our ranks is critical in the ensuing period.
- The acceptance of South Africa as an equal member of the global community also meant that our competitiveness would be measures against standards already set by context still inaccessible to most of SADTU members. This context has a character of subjugating indiginous knowledge and experience at the expense of imported solutions; a fusion of these should at all times be encouraged. The challenges experienced in the roll-out of a SADTU supported 'every teacher laptop' programme are indicative of the distance still to be travelled in the provision of education.
- The development of international standards as well as conventions that South Africa and SADTU have acceded to; further created opportunities for growth and these are variously spread in the areas of teaching methodologies, child-centred approaches, and curriculum design. These standards continue to set performance bars and barriers for teacher development unless a progressive teacher union embraces this challenge as a matter of continued existence.
- Education provision has during the globalisation process become a measure of development acceleration and/or constraining. Public expenditure on education by developing economies has been shrinking thus creating an informing precedence for democratic South Africa to either emulate, false copy or reject. The quest to become globally competitive nations created an 'intellectual resourcing race' that made national skills auctionable on the Global market.
- The mobility of skills around the world, underpinned by a neo-liberalist agenda of reducing public service expenditure and freeing the market, created a demand and supply environment that could only favour those countries that had the means to attract, through financial incentives, skills from developing countries, South Africa included. Education and by extension teaching became one of the affected areas in terms of teacher turnover and skills displacement within the education environment. As a consequence SADTU should review its approach and attitude towards recruiting and defending 'teacher foreign nationals'.
- The freed market yielded a policy trajectory that supported the establishment of 'intellectual sweat shops' also referred to as 'fly-by-night' schools. These schools were focused on pupil enrolment as a key profit driver. They created a quality distortion that was later found to have been based on leaked question papers across all exit areas including matric. This international phenomenon requires from SADTU an approach that seeks to include into the teacher union family those teachers that are trapped in these institutions; particularly foreign nationals.
- The quest for competitiveness made South Africa to adopt outcomes based education system that continues to be the most theoretically sound education policy on the continent. The 7 outcomes identified in OBE remain relevant to the development objectives of South Africa. It is in the indigenisation of the OBE policy that its merits begun to be questioned. The teacher as a key driver of this programme was 'factored'

into the process with catastrophic consequences. Current efforts at reviewing OBE should also be viewed against a prism of the growing internationalisation and commodification of education.

- The systemic challenges in education created a class of schools that became independent of governments and became internationally networked private schools. This began the commodification of education and the teacher to the highest bidder. In this process class interest are better served through financial exclusions designed to establish a superior class of individuals outside the majority.
- Privatised education created new 'sub-national regimes' of education institutions accountable to private sector standards. This has had a profound impact on the ability of the progressive teacher trade union movement to operate in these environments. Private education engenders a 'sovereign individual' mindset that is inimical to the socialist nature of the education occurrence SADTU is envisaging.
- The Millennium Development Goals have grown to become a managed conscience for the neo-liberal agenda. However the broad nature of the goals has opened space for a social recourse on the privatisation of education scourge suffocating global development. Our strategic relationship with these goals and the community of civil society bodies should inform our approach towards all advocacy programmes related to the attainment of MDG's.
- The agentisation of schools and other institutions responsible for providing education has come with a new phenomenon of concentrating power into school governing bodies. This system has seen the reduction of government funded posts is specially defined schools; in South Africa these are called Model C's. The impact of this arrangement of the collective bargaining capacity of the teaching sector reduces the centrality of a progressive teacher union in the determination of conditions of service for all teachers.

These trends inform our context as we unravell our new role in the NDR and the nation-building project that is now becoming elusive. It is these global trends that are informing of the new SADTU and what its motive forces are or should be.

6 THE MOTIVE FORCES

The ongoing struggle for social transformation occurs also in an environment that is driven by forces within and beyond the control of SADTU as an organised force for change and the teacher as its basic unit.

It is therefore critical that Vision 2030 is positioned to enable a combination of various forces influencing change and direction within SADTU's operational terrain.

Motive forces are those social variants, either organised or in their basic unit state, that creates movement within given environments. These forces have the power to move established patterns of activity thus altering the entire architectures for human coexistence. The contradictions that emerge from such shifts are what ultimately define the conditions for self-development, self-motion and self-improvement.

In SADTU's milieu the motive forces are made up of the various actors in the education industry. These are;

- Teachers

They constitute the primary force of SADTU whose motive will always be defined in relation to their ever changing needs and aspirations. The degree to which this constituency defines its human, professional, economic and social needs will always dictate the pulse and direction SADTU takes.

The perpetual risks of servicing this constituency as a potent motive force for any change that SADTU can phantom will always be the socio-economic and ideological firmament informing the education system and by extension its general resourcing. The contest for this constituency will intensify commensurate with the contest for distributive opportunities emanating from deinstitutionalisation of South Africa's chronic inequality.

The teacher as nature's foremost dispenser of societal values remains a critical motive force in the shaping of nations. It is this watermarked reality role of the teacher that will always inform how SADTU projects itself as a motive force.

- Learners

They constitute a complementary force whose motives will dictate the manner in which SADTU's key constituency, the teachers, goes about bargaining for the social legitimacy of its otherwise legitimate demands. The social expectation about the learner's occurrence in the custody of the teacher creates a motive that propels a force which subjugates the teacher in favour of the learner.

The challenge this force imposes upon a progressive teacher union is that of managing this contradiction in a manner that creates legitimacy in the learning environment for the rights of all that are in the community of learning. A condition where the rights of a teacher are read within the prism of learners rights should thus prevail.

The pivotal role that the teacher plays in parenting a big part of society has in the recent past been redefined by the exigencies of the liberation struggle. The learner coalitions, organised along political persuasions, have redefined the learner community as a motive force informing the SADTU environment. This force will for a foreseeable future influence the progressive teacher trade union movement

- Parents

They constitute a beneficiary force because whilst they are not actors in the learning occurrence they are active in the governance of it. The protective paradigm within which all manner of education occurrence analysis is made creates a teacher right discounting environment based on pure parental interests.

The growing commoditisation of education as well as the 'what is good for my learners is not good for my child' by majority of our members has created a moral high ground weakening inertia that further discounts the legitimacy of any transformation initiative that may be brought about by SADTU.

The parent as a primary unit of households and therefore key to the determination of all manner of social strata and class has a definitive influence on the governance of the schooling environment. The strategic position of teachers as parents of society, when society is engaged in other productive activities, makes them a natural ally of this motive force.

The need therefore to create strategic alliances with the parent constituency creates influence distribution opportunities that can be beneficial to the broader transformation imperatives of SADTU.

- Capital

Capital is for the purposes of this discussion document understood to be owners of the means of production minus labour. The needs of this constituency are perpetually informed by what their production process requires to maximise on the bottom-line; profit. The financial and resource strength of this constituency should not be undermined.

The capacity of this constituency to define standards of performance, living and social co-existence is always informing to the teaching and learning environment. The ideological power of mega communication systems, often in the private hands of capital, will inform the type of education learners ultimately receive, unless there is a vigilant and progressive teacher community not intimidated by such activities.

Notwithstanding, the centrality of capital as development drivers in the life of learners and by extension how teachers should go about producing for this constituency, makes them a motive force of repute.

- Government

This is in the main the primary employer of teachers. The policy-centric approach to education, often informed by society's need to reconcile the competing interests, positions government as the ultimate motive force. The conditions of employment determining role of government makes it the heartbeat of what defines our right to exist as a representative force for teacher worker rights.

The manner in which this force is established has always been an areas of monitored interest for SADTU, hence a critical member of COSATU and by extension the tripartite alliance. Activities of government and therefore political parties that are deployed by society to form governments will always be a key component of SADTU's activities within the confines of what defines us as a trade union.

This force will forever be in a multitude of relations with the progressive teacher union movement. Points of disagreements will generate adversarial relations and tensions whilst points of agreement create social developmental relations. The symbiotic relationship between these real extremes should be managed to harness all energies deployable. Institutionally government has created a bargaining process that demarcates these areas.

It is in these relations that the forces of movement are hidden and waiting to be harnessed for the betterment of society

7 THE 2030 VISION PILLARS

The above procures therefore from SADTU a strategic path based on key pillars to be managed for the ensuing period. The pillars should drive how SADTU reorganises itself as a centre for basic education provision excellence whilst remaining a potent agent for the ultimate democratisation of society. The trade union nature of SADTU should however continue to inform social, political and economic trajectories it adopts as it matures with the historical demands of its given and operational era.

Consequently SADTU proposes the following key pillars to inform the next 20 years.

•SERVICING UNION MEMBERS

SADTU's right of existence is defined by the satisfaction of its members about the organisations consistency in implementing what its constitution, resolutions and objectives dictate. The interest of members should therefore reign supreme in the activities and operations of SADTU.

In this PILLAR the union will focus on the following;

- Extensive research on appropriate conditions of service for a teacher in a developmental state
- Continuous redefinition of teacher conditions of service to be commensurate with the inflationary realities of the society we operate within
- Creating membership benefits that create a captured community of members thus creating a SADTU experience to be aspired for
- Establishing membership targeted capacity building programmes that separates a SADTU member from the rest but within acceptable national norms and standards

•CREATING A LEARNING NATION

- Creating, through our classroom commitments, a nation that learns and advances its civilisation
- Extensive and teacher based research on the best possible methods of teaching.
- Continuous improvement of learning through the introduction of nation-building learning material.

•PROMOTING A DEVELOPMENT ORIENTED NATION STATE

- Creating and/or participating in public awareness campaigns that defines the national development trajectory for the coming fifty years
- Enhance national development awareness through the creation and/or promotion of a national value system that support South Africa's development trajectory
- Reorient membership to focus on national development objectives through learning content delivered to those entrusted to our care
- Creating a patriotic cadre of teachers and learners through socially cohesive programmes

•CREATING INTERNATIONAL PARTNERSHIPS

- Creating a criteria for international cooperation that is based on what defines the character of SADTU
- Promote international solidarity programmes that are based on SADTU core belief systems

- Establishing a continent biased international relations programme that defines affiliation and/or disaffiliation to international bodies
- Creating a cross-border community of industry like-mindedness within first the SADC region and later Africa
- **BUILDING A DELIVERY BASED ORGANISATIONAL CAPACITY**
 - Building a sustainable revenue base that is complementary to membership subscriptions
 - Creating a SADTU village that promotes organisational excellence in all fields of required management
 - Creating an organiser capacity that sustains current membership levels and/or increases them.

8 CONCLUSION

- The 2030 represents a turning point in the history of SADTU and the pursuit of NDR objectives within the teacher community. This vision is designed to be both a truly South African and African product, which is rooted in the reality of what defines an African teacher during what is now known to be the African Century. For it to fully succeed it requires not only the support of all teachers but also that of South Africans, and particularly parents.
- The vision is based on the view that we need to build a new teacher for an emerging South African society, rather than simply normalise something which was never normal. The magnitude of the challenge should not be under-estimated. It requires commitment, clarity of vision and leadership from teachers as individuals, teachers as social actors, teachers as community leaders, and teachers as shapers of nations and most critically the recipient community of our commitment.