



SADTU 2030 VISION

*This booklet contains a shortened version of a presentation given by **SADTU Deputy General Secretary, Cde Nkosana Dolopi** in July and August, 2013 to SADTU Provincial Political Schools in Mpumalanga and Western Cape Provinces.*

Download the SADTU 2030 Vision document from:

<http://www.sadtu.org.za/docs/disc/2010/2030vision.pdf> (423 KB)

The workshop was to respond to the following questions:

- What was SADTU established for?
- Do you remember the divisive debate in 1993 on affiliation to COSATU? The Question of Unionism vs Professionalism?
- What is our attitude towards QLTC?
- What kind of Instrument is our Education system? Is it a tool for Liberation and Development or Oppression?

See also from the ANC: [Strategy and Tactics of the ANC](#); from the SACP: [The South African Road to Socialism](#) ("SARS"), from COSATU: [2015 Plan](#)

What the SADTU 2030 Vision seeks to achieve:

- The Vision is our contribution towards the NDR en route to socialism!
- Vision wants us to build a more Responsive, Efficient and Effective Organisation
- A relevant and strong, well-managed and administered organisation

The Vision:

- Wants us to improve our memberships service with special focus on improving the conditions of service of teachers and all Education Workers
- Wants us to fore ground what we are about, which is education
- It talks of patriotic teachers who will execute the principles of the QLTC as Revolutionary Tasks

The 2030 Vision:

- Calls on us to improve the Image of the Union and restore its Revolutionary Character as a Union of **Professionals, Agents of Change**, and Champions of **People's Education for Peoples Power**.
- Uphold the importance of subjects like history, indigenous languages & maths literacy.

The Vision:

- Expects the Union to **do things differently** but with no intention of changing the historical posture and character of the Union
- It goes far enough on **Women Empowerment** by extending the discussion from quantity (quotas) to quality
- The Vision wants our classrooms to be sites of **struggle and creation of opportunity**, for our learners to realize our objective of contributing to the wellbeing of Society

The 2030 Vision wants SADTU to have a new member – an informed member – involved in the transformation agenda:

- Early at school.
- Well prepared.
- Informed and Teaching.
- An ideal revolutionary teacher.

The Vision:

- Wants SADTU to mitigate the effects of the onslaught by the Liberal Media against the Working Class through Correcting Misinformation and Contesting Wrong Ideas propagated by Media
- Wants SADTU Members to know that Education is not, and was never, ideologically neutral
- Reminds SADTU Members that it is through Education that our History. Our Cultures – Values – Heritage get told.

FIVE PILLARS OF THE SADTU 2030 VISION

PILLAR 1: SERVICING UNION MEMBERS

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;

PILLAR 2: 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.

PILLAR 3: PROMOTING A DEVELOPMENTAL 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**.

PILLAR 4: 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; and
- Creating a **cross-border community** of industry like-mindedness within first the **SADC region** and later **Africa**.

PILLAR 5: 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.

CONCLUSION

- The 2030 Vision 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 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.

KE A LEBOGA!!!!!!!!!!!!!!