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## GOVERNMENT NOTICE

Notice No. 1994 of 1995

DEPARTMENT OF EDUCATION

EDUCATION LABOUR RELATIONS ACT, 1993

### EXTENSION OF AGREEMENT TO INCLUDE ALL EMPLOYERS AND EMPLOYEES AS DEFINED IN THE ACT

I, Sibusiso Mandlenkosi Emmanuel Bengu, Minister of Education, give notice, in terms of section 12(6)(a) of the Education Labour Relations Act, 1993, of my intention to publish in the Gazette a notice extending the agreements in the Schedule hereto to all employers and employees as defined in the Act.

Any interested persons who have any objections to the publication of the proposed notice, or to the provisions thereof, are required to lodge such objections with the Secretary of the Education Labour Relations Council, Mr R V Venter, at Private Bag X895, Pretoria 0001, Fax (012) 325-1405, within 30 days from the date of this notice.

S M E BENGU

Minister of Education

**SCHEDULE****EDUCATION LABOUR RELATIONS COUNCIL****RESOLUTION 9 OF 1995****GUIDELINE ON LEARNER: EDUCATOR RATIOS**

The parties to the Education Labour Relations Council *agree* and resolve in terms of section 12 of the Education Labour Relations Act, 1993 (Act 146 of 1993) as follows:

1. That *Resolution 4 of 1995* be amended by adding the following learner: educator ratios to paragraph 5:

Technical Colleges:	20:1
Schools for Learners with Special Educational Needs:	The same as for ordinary schools except that each pupil be weighted as set out in the following table and that therapists, for purposes of calculating these ratios, shall not be regarded as educators.
Specifically Learning Disabled	3,0
Severely Mentally Handicapped	3,0
Epileptic	3,5
Cerebral Palsied	3,5
Physically Disabled	4,0
Severe Behaviour Problems	4,0
Hard of Hearing	5,0
Partially Sighted	5,0
Blind	5,0
Deaf	5,0
Autistic	6,0

That each learner who requires special attention due to a mild to moderate intellectual disability, is regarded as two learners for purposes of calculating learner:educator ratios.

2. That the Minister be requested to extend the agreement in terms of section 12(6) of Act 146 of 1993 and to make it applicable to and binding upon all employers and employees as defined in the Act.

**EDUCATION LABOUR RELATIONS COUNCIL****RESOLUTION NO 10 OF 1995****GRADING OF SCHOOLS AND COLLEGES**

The parties to the Education Labour Relations Council *agree* and resolve in terms of section 12 of the Education Labour Relations Act, 1993 (Act 146 of 1993) as follows:

1. That the grading of CS Education institutions and the post levels of the heads of such institutions be implemented within the limits of the post level ratio norms as defined in the PAM.
2. That the implementation of the grading norms in paragraph 7 be negotiated at provincial level for phasing in over a maximum period of five years with effect from 1 April 1995.
3. That the post provisioning scales, to be negotiated at provincial level, provide for management posts other than that of the head of the institution. The grading of an institution should be reflected in the provision of posts with regard to the whole management team of that institution.
4. That for the purposes of the grading of institutions the principle of complex schools, as put forward by NAPTOSA, be investigated with the view to reaching an agreement. That the Research Committee be tasked to investigate this principle and the application thereof and that the Research Committee report back to the Bargaining Committee of the ELRC by not later than 30 June 1996.
5. That the management needs of very large technical colleges and the possible introduction of a grade T8 technical college be investigated by the Research Committee with the view to reaching agreement and that the Research Committee report back to the Bargaining Committee of the ELRC by not later than 30 June 1996.
- 6.1 That the grading of institutions shall not impact negatively on the implementation of representivity with regard



to the filling of promotion posts in such institutions taking into account the provisions of the Constitution of the RSA and the role of the governance structures in the filling of posts.

- 6.2 That the implementation of this agreement will take into consideration the ability of institutions to accommodate a limited number of pupils/students in accordance with its design, capacity and facilities.
- 6.3 That the position which currently exists regarding educators who are acting in promotion posts and who do not qualify to be appointed as a result of insufficient qualifications and/or experience, be investigated with the view to reaching agreement on the appropriate criteria for filling these posts.
7. That the grading of CS Education institutions be done according to the following table but subject to the provisions of this agreement:

Type of educational institution	Number of full-time equivalent learners	Grading of institution	Post level of head of institution
Primary Ordinary Schools	Above required minimum but fewer than 80	P1	1 + applicable allowance as defined in the PAM
	80 - 159	P2	2
	(as well as schools with fewer than 80 learners but with more than one educator)		
	160 - 319	P3	3
	320 - 719	P4	4
	720 - 1 349	P5	5
	1 350 +	P6	6
Secondary Ordinary Schools and Combined Ordinary Schools	Above required minimum but fewer than 280	S3	3
	280 - 629	S4	4
	630 - 1 189	S5	5
	1 190 +	S6	6
Comprehensive Schools (Secondary schools with a full complement of technical or agricultural subjects added)	Above required minimum but fewer than 200		
	200 - 500	S4	4
	500 - 799	S5	5
	800 +	S6	6
Art, Ballet, Drama and Music schools	Above required minimum but fewer than 100	S3	3
	100 - 399	S4	4
	400 +	S5	5
Technical Colleges	Above required minimum but fewer than 99	T3	3
	100 - 299	T4	4
	300 - 749	T5	5
	750 - 1 519	T6	6
	1 520 +	T7	7
Schools for learners with specialised educational needs	Above required minimum but fewer than 100	SS3	3
	100 - 349	SS4	4
	350 +	SS5	5

**EDUCATION LABOUR RELATIONS COUNCIL****RESOLUTION NO 12 OF 1995: AMENDMENT OF THE SCHEDULE TO RESOLUTION 1 OF 1995**

The parties to the Education Labour Relations Council (ELRC) *note* the following:

- \* That a need was identified by the employee parties for an extended period of time to be allowed for educators employed outside educational institutions to request early retirement.
- \* The cut-off date for such requests be extended beyond 30 November 1995.
- \* The employer recognises that misinterpretations of Resolution No 1 of 1995 may have occurred and that it is necessary to afford educators, referred to in paragraph 1(a) of Chapter 1 of Resolution No 1 of 1995, a further opportunity to identify themselves to be retired prematurely in terms of the aforementioned paragraph.

The parties therefore *agree* that paragraph 1(b) of Chapter D of the Schedule to Resolution No 1 of 1995 be amended by substituting "30 November 1995" with "31 January 1996".

**RESOLUTION****EDUCATION LABOUR RELATIONS COUNCIL****RESOLUTION NO 13 OF 1995****CRITERIA FOR THE ADVERTISING AND FILLING OF EDUCATOR POSTS**

The parties to the Education Labour Relations Council *note* the following:

- \* NAPTOSA's position that it is in favour of the advertisement and filling of existing vacancies.
- \* NAPTOSA's position that it will not accept any system which will prolong the existing period of dealing with applications.
- \* That the confidentiality of applications must be guaranteed.

The parties therefore agree and resolve in terms of section 12 of the Education Labour Relations Act, 1993 (Act No 146 of 1993) that the advertising and filling of educator posts shall comply with the following criteria:

**1. ADVERTISING**

1.1 The advertisement of vacancies/posts for educators must be —

- (a) self-explanatory and clear and must include —
  - minimum requirements,
  - procedure to be followed for application,
  - names and telephone numbers of contact persons,
  - preferable date of appointment, and
  - closing date for the receipt of applications;
- (b) accessible to all that might qualify or are interested in applying for such post(s);
- (c) non-discriminatory and in keeping with the provisions of the Constitution of the RSA.

1.2 All vacancies/posts in educational institutions are to be advertised in a Gazette, the existence of which shall be made public by means of an advertisement in the public media both provincially and nationally. The information to be furnished in the latter advertisement shall include offices and addresses where the Gazette is obtainable. The Gazette must be circulated to all educational institutions within the province.

1.3 Educator posts outside educational institutions shall be advertised in the national media.

**2. SIFTING**

The employing department shall acknowledge receipt of applications and handle the initial sifting process to eliminate applications of those candidates who do not comply with the requirements for the post(s) as stated in the advertisement.



### 3. SHORTLISTING

- 3.1 All applications that meet the minimum requirements shall be handed over to the Institution's Governance Structure responsible for the specific institution, or, in the case of a post outside an institution, to the head of the applicable office or such other official to whom the necessary powers have been delegated.
- 3.2 The employing department, together with the relevant employee members of the Education Labour Relations Council, shall formulate general criteria for shortlisting candidates, and these shall be made available to the institutions' governance structures and officials concerned.
- 3.3 The Institution's Governance Structure or head of the office concerned can also formulate additional criteria in consultation with the relevant employee organisations who are recognised members of the ELRC.
- 3.4 The Institution's Governance Structure or official concerned must then apply these criteria and shortlist the applicants for interviews. The relevant employee organisations shall be granted the opportunity to observe this process to satisfy themselves that these criteria were applied properly, provided that should any of such employee organisations fail to utilise this opportunity, such failure shall not negatively affect this process.
- 3.5 All candidates on the shortlist must then be called for an interview. The list of shortlisted candidates must be manageable.
- 3.6 Candidates must be informed timeously of the result of their application.

### 4. INTERVIEWING

- 4.1 The Institution's Governance Structure or official concerned must then establish an interviewing committee.
- 4.2 The relevant employee organisations who are members of the ELRC must be informed about the dates of interviews.
- 4.3 The interviews must be conducted according to guidelines agreed upon between the employing department and the relevant employee organisations who are members of the ELRC. All interviewees must receive the same treatment during the interviews.
- 4.4 The interviewing committee must then rank the candidates in order of their preference, and give a brief motivation for their choice. During this process the relevant employee organisations of the ELRC can send observers to sit in.
- 4.5 The employing department must then satisfy itself that procedures as agreed upon were followed, and that there are no disputes from any of the parties involved before making the final decision.

### 5. RECORDS OF INTERVIEWS

The employer must ensure that accurate records are kept of proceedings dealing with the interviewing of candidates shortlisted as well as decisions relating to the nomination of the suitable candidate.

## EDUCATION LABOUR RELATIONS COUNCIL

### RESOLUTION NO 15 OF 1995

#### PERSONNEL ADMINISTRATION MEASURES

The employer and employee organisations as defined in section 1 of the Education Labour Relations Act, 1993 (Act No 146 of 1993) (hereinafter referred to as "the Act"), who are parties to the Education Labour Relations Council established in terms of section 6 of the Act, agree in terms of section 12 of the Act, to the following:

1. that the salaries, salary scales, allowances, and other conditions of employment and service benefits of educators as contained in the enclosed document marked "Annexure 1" shall constitute an agreement of the Council;
2. that the Minister shall determine such salaries, salary scales, allowances, and other conditions of employment and service benefits of educators in terms of section 5(1) of the Educators' Employment Act, 1994.

*Personnel Administration Measures (PAM) determined by the Minister of Education in terms of the National Education Policy Act, 1995, the Educators' Employment Act, 1994 (the Act) and the Regulations made in terms of the Act (Regulations)*

In this PAM a word or expression to which a meaning has been assigned in the Act or the Regulations, shall have that meaning unless the context otherwise indicates.

## CHAPTER A

### SCOPE OF APPLICABILITY, NORMS AND GUIDELINES FOR THE PURPOSES OF ESTABLISHMENT DETERMINATION, RANK DESIGNATIONS AND JOB CONTENTS

#### 1. SCOPE OF APPLICABILITY

- (1) This PAM is applicable to educators at schools, technical colleges and institutes, colleges of education and education control and auxiliary services, that concern themselves with all those activities aimed at educating and teaching pupils/students, in respect of both formal and non-formal education.
- (2) As regards the matters that are regulated in this PAM, *only those measures contained herein shall apply*, and there may, in respect of the matters regulated herein, be no deviation from the prescribed measures: Provided that should there be cases not covered by the measures contained herein or should there be any doubt as to the application of the provisions in individual cases, or should there be cases that could justify a deviation from policy, particulars thereof shall be submitted to the Department of Education with a view to a decision, or to the possible amendment or supplementing of general policy by the Minister of Education, with the concurrence of the Minister of State Expenditure in the event of an amendment or supplementation having a financial implication, after negotiation and agreement in terms of the Education Labour Relations Act, 1993.

#### 2. NORMS/GUIDELINES FOR THE PURPOSES OF ESTABLISHMENT DETERMINATION

- (1) As regards provision of Educator personnel for each of the provincial education departments the following basis applies:
  - (a) The personnel provision scale in accordance with education policy which is related to pupil/student numbers and which determines the total global provision of the number of Educators.
  - (b) The approved post level ratio norm (sub-paragraph (2) below) which regulates the number of Educators who can be utilised on the various post levels (within the global number).
  - (c) The distribution of personnel (that is, the provision of "posts" on the fixed establishment) over the various post levels according to the post level ratio norm, must be based on full-time incumbents.
    - (i) Educators employed on a proportional basis as well as part-time units who are paid on a per-hour basis must be converted to full-time incumbent units. (This does not include full-time units remunerated for additional work, or educators paid on a per-hour basis in respect of self-supporting courses.)
    - (ii) For the purposes of determining the number of "posts" or the fixed establishment, substitutes on post level 1 must not be taken into account.
    - (iii) The distribution of Educators over post levels, including proportional appointments, must be monitored by the relevant provincial education department every quarter/term.
    - (iv) The distribution of Educators over the various post levels in a particular reporting year (excluding substitutes on post level 1), must conform to the prescribed post level ratio norms.
  - (d) Educators who hold lower post level gradings but who are utilised on higher post levels and are remunerated on the higher post level must for the purposes of the application of the formula be deemed to occupy posts on the higher post level.
  - (e) The post level ratio norm shown in sub-paragraph (2) below is the most favourable distribution of educators (incumbents/full-time equivalent units) over post levels that can be applied. This means that the provision (number of incumbents) applicable to higher post levels who are not utilised, may be used as incumbent numbers on lower post levels.



(2) The post level ratio norm is as follows:

Post Level	Ratio per 1 000 Educators
1	697,20
2	182,20
3	52,50
4	32,00
5	25,20
6	9,00
7	0,95
8	0,95

**NOTE:** IN THE CALCULATION OF THE NUMBER OF EDUCATORS AT EVERY POST LEVEL, FRACTIONS MUST BE OMITTED, E.G. 91,7 = 91. THE FRACTIONS THAT ARE OMITTED MUST BE ADDED TO THE CALCULATED PROVISION OF EDUCATORS AT POST LEVEL 1.

### 3. RANK DESIGNATIONS

The following rank designations should be used on the post levels as indicated:

Rector: College of Education	6	7	8
Vice-rector: College of Education	5	6	
Head of Department: College of Education	4	5	
Associate Head of Department: College of Education	4		
Senior Lecturer: College of Education	3		
Lecturer: College of Education	2		
Principal: Technical College	3	4	5
Senior Deputy Principal: Technical College		5	6
Deputy Principal: Technical College	3	4	
Senior Head of Division: Technical College		4	
Head of Division: Technical College	3		
Principal Lecturer: Technical College	3		
Senior Lecturer: Technical College	2		
Lecturer: Technical College	1		
Principal: School	1	2	3
Senior Deputy Principal: School			4
Deputy Principal: School		3	
Senior Head of Department: School		3	
Head of Department: School		2	
Teacher: School	1		
Director: Education			8
Chief Education Specialist			7
Senior Deputy Chief Education Specialist			6
Deputy Chief Education Specialist			5
Assistant Chief Education Specialist			4
First Education Specialist		3	
Senior Education Specialist		2	
Education Specialist	1		

The use of an official rank designation as a domestic job title on other post levels than that in respect of which this specific rank designation has been approved, must be approached with great circumspection.

### 4. JOB CONTENTS

The job content for each post level and/or type of post as determined by the needs of the various education institutions, is applicable.

## CHAPTER B

# CATEGORISATION, APPOINTMENT, ACHIEVEMENT, RECOGNITION, REQUIREMENTS FOR APPOINTMENT, DETERMINATION OF SALARIES, CONDITIONS FOR THE ESTABLISHMENT OF POST LEVEL 8 POSTS, SALARY SCALES AND IMPLEMENTATION MEASURES

## 1. CATEGORISATION

### (1) Principle

Categorisation entails the classification of Educators into different qualification categories. The classification into the various qualification categories is based primarily on the number of recognised prescribed full-time professional or academic years of study at an approved university or training institution and taking into account the level of school education attained. The manner of recognition is prescribed in detail in two documents titled "Criteria for the Evaluation of South African Qualifications for Employment in Education", and "Criteria for the Evaluation of Foreign Qualifications for Employment in Education" compiled and published by the Committee of Heads of Education (CHE). (This principle also includes the allocation of S categories.)

#### Note:

- (i) The recognition of diplomas for salary purposes is restricted to not more than two recognised post-Std 10 diplomas, to a maximum of category E.
- (ii) The recognition of university degrees also includes equivalent technikon qualifications.
- (iii) Existing approved measures that deviate from the categories and minimum requirements for the classification into categories must only be applied when absolutely necessary. (The said measure applies until such time as the system of categorisation or account of qualification could be developed to accommodate all needs adequately.)

### (2) Influence of categorisation

#### (a) Salary scales

##### (i) General

At categorised post levels a salary scale is allocated to every qualification category. The salary scales at the same post level which are linked to the respective categories may differ as regards the maximum and the minimum of the scale.

##### (ii) Qualifications obtained by serving educators

If a serving educator obtains a qualification, the following steps must be taken:

- (aa) It must be established whether the qualification obtained results in the educator being classified into a higher qualification category. If so, the qualification category concerned must be allocated.
- (bb) The salary scale connected with the relevant (higher) qualification category must be allocated if provision has been made for different salary scales connected with the respective categories on the relevant post level.
- (cc) In view of the measures in respect of the determination of salaries (paragraph 4 below), it must be established whether the educator qualifies for a higher salary notch.

#### (b) Requirements for appointment

##### (i) Experience

The requirement with respect to experience for appointment at the different post levels, may reduce, the higher the level of the category classification (refer paragraph 2(2)).

##### (ii) Qualification

Certain qualification categories may be inadequate for appointment to specific post levels.



**2. APPOINTMENT****(1) Definition**

The concept "appointment" includes the following:

- (a) A person who is employed in a full-time or part-time (pro-rata basis) capacity.
- (b) The first employment of a person as Educator by an education department.
- (c) The transfer of an educator from one education department to another with promotion, retention or reduction of post level grading.
- (d) The transfer of an educator to a higher, an equal or a lower post level grading under the same education department.
- (e) The reappointment, after a break in service, of an educator by an education department.

**(2) Admission to the Government Service Pension Fund**

All educators who are not appointed for a predetermined period of service shall for pension purposes be deemed to be appointed to the permanent establishment in a permanent capacity.

**(3) Qualifications**

- (a) The basic qualification requirements for appointment to any educational post is the possession of a *recognised three-year or four-year qualification obtained or being obtained after Std 10*. In cases where candidates do not comply with the requirements and it is nevertheless essential to appoint such candidates, these cases are regarded as individual relaxations of the requirements and such persons should be remunerated according to the appropriate lower salary categories.
- (b) Persons in qualification category A2 who were appointed on or after 1 January 1984 —
  - (i) may be appointed only at post level 1; and
  - (ii) may be utilised in secondary schools only if they are in possession of a Std 10 certificate.

**(4) Experience**

- (a) The following experience requirements for appointment at post levels 1 to 8 apply:

Post level	CATEGORIES/YEARS OF EXPERIENCE							
	A2	A1	B	C	D	E	F	G
1	0	0	0	0	0	0	0	0
2	6	6	6	6	5	4	3	2
3	7	7	7	7	6	5	4	3
4	8	8	8	8	7	6	5	4
5	9	9	9	9	8	7	6	5
6	10	10	10	10	9	8	7	6
7	11	11	11	11	10	9	8	7
8	12	12	12	12	11	10	9	8

- (b) Actual educator's experience as well as appropriate experience is taken into account for the purposes of appointment at post levels 2 and higher.
- (c) For appointment at post levels 2 and higher, the required period of experience is reduced by one year for every achievement award made.

**3. REAPPOINTMENT OF EDUCATORS WHO HAVE RETIRED OR WHO HAVE BEEN RETIRED ON PENSION PREMATURELY**

Subject to the general policy prescriptions applicable to the appointment of educators, every reappointment of an educator who has retired or has been retired on pension before reaching his/her retirement age shall be approved by the head of education or by the person to whom he/she has delegated such authority. By reappointment is meant any form of re-employment in a full-time or part-time capacity of an educator who has retired or has been retired on pension prematurely in terms of any of the approved measures. Such approval shall be applicable only to reappointments to educator posts for which the State has accepted financial responsibility.

The principles referred to below shall be taken into account in considering such reappointments. The head of education, or the person delegated by him/her, shall decide on the reappointment concerned after he/she has weighed up these principles and the extent to which they have been complied with:

- (a) In the case of reappointments, the only consideration shall be the interests of education, which includes the interests of the provincial education department and the interests of the child, the school and the State.
- (b) Other applicants who comply with the prescribed requirements for appointment, and young entrants to the profession in particular, shall be given preference over persons who have already had the opportunity of an extensive career in education.
- (c) In considering a person whose services have been terminated owing to rationalisation and who has not been given the option of appointment to another suitable post, the termination of his/her services shall not prejudice his/her being considered for reappointment.
- (d) In the absence of sound reasons, the reappointment of persons whose services have been terminated owing to rationalisation and who have been given the opportunity of being transferred to another suitable post but who have nevertheless exercised the choice of retiring or pension prematurely, shall be deemed *not* to be in the interests of the State.

By "suitable post" in this regard is meant a post of a grading at least equal to the one from which the Educator concerned has been retired and which, given all the relevant circumstances of the person concerned, is such that he/she may reasonably be expected to accept appointment to such position.

- (e) In the absence of sound reasons the reappointment of persons who have at their own request retired prematurely on reduced pension benefits shall not be deemed to be in the interests of the State.
- (f) The application for reappointment of persons who have retired on pension prematurely on grounds of continued ill health and whose state of health has improved to such an extent that the prescribed health requirements are met shall be considered bearing in mind the principles in paragraphs (a) and (b).
- (g) Subject to the above principles, the consideration of any reappointment of an educator shall take into account the principles of fairness and justice and the generally accepted principles relating to the maintenance of sound employer-employee relations.

#### 4. DETERMINATION OF SALARIES

The method used to determine salaries is known, for easy reference, as the notch-per-annum system.

##### (1) *Appointment in posts at post level 1*

(a) *In cases where no achievement award has been made, the following procedure applies:*

- (i) The qualification category is determined.
- (ii) The standard salary scale connected with the applicable category, indicated as MO in paragraph 6(4), is granted.
- (iii) The candidate's recognisable experience is determined.
- (iv) (a) *Persons other than those referred to in sub-paragraph (iv)(b)*

For each year of recognisable experience, one salary notch above the minimum of the standard salary scale is awarded to a maximum of the applicable salary scale.

(b) *Persons classified in qualification category A1*

For each year of recognisable experience after 1 November 1993, one salary notch above the minimum of the standard salary scale is awarded to a maximum of the applicable salary scale.

(b) *In cases where achievement awards have been made, the following procedure is followed:*

- (i) The qualification category is determined.
- (ii) The number of achievement awards that have been made is established.
- (iii) Depending on the number of achievement awards that have been made, the appropriate salary scale is determined. The salary scales are indicated as M1, M2 and M3 in paragraph 8(4), depending on the number of achievement awards. (M1 = one achievement award, M2 = two achievement awards and M3 = three achievement awards.)



- (iv) The person's recognisable experience (paragraph 4) is established.
  - (v) For every year of recognisable experience, one salary notch above the minimum of the appropriate merit salary scale is granted up to the maximum of the relevant merit salary scale.
- (2) *Appointment in posts at post levels 2 and higher* (excluding an appointment contemplated in paragraph 1(5) above)
- (a) The qualification category is determined.
  - (b) The appropriate salary scale connected with the relevant post level is granted.
  - (c) The candidate's salary notch is calculated in terms of the measures contained in sub-paragraph (1) above as though it were an appointment at post level 1, *but* the candidate's salary must be further increased by a number of notches that correspond numerically with the post level of the appropriate post level grading. Provided that —
    - (i) in the case of *appointment* at a higher post level; and
    - (ii) in the case of classification into a higher qualification category because of qualifications obtained,
 serving educators are granted a *salary increase of at least one salary notch* in the application of this measure, provided that the salary notch so calculated does not exceed the maximum of the appropriate salary scale.
  - (d) Should the minimum notch of the appropriate salary scale be higher than the salary notch calculated in terms of (c) above, the candidate is granted the minimum salary notch of the appropriate salary scale.
  - (e) If the person *already* receives a personal fixed salary which exceeds the maximum salary notch of the appropriate salary scale, the existing fixed salary is retained as personal and the person receives no salary improvement.
  - (f) If a serving educator has already been evaluated during a year and would have received an achievement award on the following 1 January, but is promoted before that date to a higher post, that person's salary position must be re-calculated on the date on which that person's achievement award would have come into effect as if that person has already received the achievement award.

**Note:**

It should be noted that the granting of salary notches on obtaining higher qualifications only applies in the case where the qualification obtained *results in the classification into a higher qualification category*. Special attention must be paid to this measure in the case of "S" classifications. Thus, for example, salary recognition, in terms of this measure, may not be granted to an educator with a category 'CS' classification unless a recognised qualification which is higher than the required qualification for a category C classification, is obtained.

- (3) *Appointment contemplated in paragraph 1(5) above in posts at post levels 2 and higher*
- (a) The qualification category is determined.
  - (b) The appropriate salary scale attached to the category and/or post level is granted.
  - (c) Within the range of the appropriate salary scale the same salary is granted to the person which he received at the termination of his service taking into account general salary adjustments and salary structure adjustments which were implemented in the meantime. Should the person, however, qualify for a more favourable salary in terms of the conditions of appointment in sub-paragraph (2) above, the more favourable salary is granted to him or her and his or her incremental date is determined in terms of the regulations.
- (4) *Order of career incidents that have a bearing on the determination of salaries*
- If two or more of the incidents mentioned below come into effect from the same date, the actions in respect of the determination of salaries must be carried out in the following order:
- (a) Normal annual salary increment.
  - (b) Qualification category classification.

- (c) Achievement award.
- (d) Appointment at a higher post level.
- (5) *Appointment to a post with a lower post level grading than that connected with the post held prior to the appointment in question* (excluding an appointment contemplated in paragraph 1(5) above)

Should an educator apply for and be appointed to a post with a post level grading which is lower than the post level grading which was held immediately prior to the appointment in question, the relevant educator's salary is determined as follows:

- (a) *If, prior to his or her appointment on his or her existing (higher) post level he or she held a salary grading corresponding with the salary grading that will be applicable to him or her on appointment at the lower post level*

His or her salary is determined as though he or she remained at the lower post level.

- (b) *If, prior to his or her appointment at his or her existing (higher) post level he or she was not on a lower post level grading which corresponds with the lower post level grading at which he or she is now being appointed*

His or her salary is determined as though when he or she was appointed at the higher post level, he or she was appointed at the lower post level.

## 5. CONDITIONS FOR THE ESTABLISHMENT OF POST LEVEL 8 POSTS

Taking into account paragraphs 2(2) (Post level ratio) and 3 (Rand designations) of Chapter A —

- (a) the fixed salary and motor financing scheme applicable to the post class Director in the defined management cadre in the Public Service (as indicated in the PAS for the management cadre in the Public Service) as well as the top structure evaluation instrument and coupled measures for the evaluation of staff on the intended post class also apply to post level 8 for educators;
- (b) serving staff in the staff class Educator who join post level 8, must as a standard arrangement first confirm in writing that they accept the fixed salary attached to the post level concerned;
- (c) post level 8 posts must only be utilised in the colleges and school environment where there are actual management functions applicable;
- (d) the utilisation of post level 8 posts must be limited to education control and auxiliary services and colleges of education; and
- (e) the grading of post level 8 is kept on par with the grading of post of director in the rest of the Public Service as an across the board matter.

## 6. SALARY SCALES

- (1) *Standard salary scale*

On post level 1 the standard salary scales in sub-paragraph (4) hereunder are indicated as M0.

- (2) *Key salary scale*

The following key salary scales are applicable:

With effect from 1 July 1995

20118 × 1854 — 27534 × 2271 — 38889 × 2709 — 49725 × 2964 — 61581 × 3318 — 78171 × 3444 — 102279 × 3993 — 114258 × 4800 — 131478

- (3) *Merit salary scale*

At post level 1 where achievement recognition is applicable, the salary scales allocated on the grounds of achievement are indicated as M1, M2, and M3 respectively in sub-paragraph (4) below and these salary scales are known as merit salary scales. The 1, 2 and 3 are indicative of the first, second and third achievement awards respectively.

- (4) *Post levels, qualification categories, post level gradings*

- (a) The following is applicable with effect from 1 July 1995:



**POST LEVELS, QUALIFICATION CATEGORIES, POST LEVEL GRADINGS, RANK CODES**

Post Level	Qualification Category	Post Level Gradings (R.p.a.)	Rank Code
1	A2	20118 (Fixed)	30268
	A1 (M0)	20118 × 1854 - 27534 × 2271 - 29805	30269
	A1 (M1)	21972 × 1854 - 27534 × 2271 - 32076	30270
	A1 (M2)	23826 × 1854 - 27534 × 2271 - 34347	30271
	A1 (M3)	25680 × 1854 - 27534 × 2271 - 36618	30272
	B (M0)	21972 × 1854 - 27534 × 2271 - 38889	30273
	B (M1)	23826 × 1854 - 27534 × 2271 - 38889 × 2709 - 41598	30274
	B (M2)	25680 × 1854 - 27534 × 2271 - 38889 × 2709 - 44307	30275
	B (M3)	27534 × 2271 - 38889 × 2709 - 47016	30276
	C (M0)	29805 × 2271 - 38889 × 2709 - 49725	12496
	C (M1)	32076 × 2271 - 38889 × 2709 - 49725 × 2964 - 52689	12498
	C (M2)	34347 × 2271 - 38889 × 2709 - 49725 × 2964 - 55653	12500
	C (M3)	36618 × 2271 - 38889 × 2709 - 49725 × 2964 - 58617	12502
	D (M0)	34347 × 2271 - 38889 × 2709 - 49725 × 2964 - 55653	12504
	D (M1)	36618 × 2271 - 38889 × 2709 - 49725 × 2964 - 58617	12506
	D (M2)	38889 × 2709 - 49725 × 2964 - 61581	12508
	D (M3)	41598 × 2709 - 49725 × 2964 - 61581 × 3318 - 64899	12510
	E (M0)	36618 × 2271 - 38889 × 2709 - 49725 × 2964 - 58617	12512
	E (M1)	38889 × 2709 - 49725 × 2964 - 61581	12514
	E (M2)	41598 × 2709 - 49725 × 2964 - 61581 × 3318 - 64899	12516
	E (M3)	44307 × 2709 - 49725 × 2964 - 61581 × 3318 - 68217	12518
	F (M0)	38889 × 2709 - 49725 × 2964 - 61581	12520
	F (M1)	41598 × 2709 - 49725 × 2964 - 61581 × 3318 - 64899	12522
	F (M2)	44307 × 2709 - 49725 × 2964 - 61581 × 3318 - 68217	12524
	F (M3)	47016 × 2709 - 49725 × 2964 - 61581 × 3318 - 71535	12526
	G (M0)	41598 × 2709 - 49725 × 2964 - 61581 × 3318 - 64899	12528
	G (M1)	44307 × 2709 - 49725 × 2964 - 61581 × 3318 - 68217	12530
	G (M2)	47016 × 2709 - 49725 × 2964 - 61581 × 3318 - 71535	12532
	G (M3)	49725 × 2964 - 61581 × 3318 - 74853	12534
2	A2	23826 (Fixed)	30277
	A1	29805 × 2271 - 36618	30278
	B	36618 × 2271 - 38889 × 2709 - 47016	30279
	C	49725 × 2964 - 61581 × 3318 - 64899	12538
	D	55653 × 2964 - 61581 × 3318 - 71535	12539
	E	58617 × 2964 - 61581 × 3318 - 74853	12540
	F	61581 × 3318 - 78171	12541
	G	64899 × 3318 - 78171 × 3444 - 81615	12542
3	A2	27534 (Fixed)	30280
	A1	34347 × 2271 - 38889 × 2709 - 41598	30281
	B	41598 × 2709 - 49725 × 2964 - 52689	30282
	C	55653 × 2964 - 61581 × 3318 - 78171 × 3444 - 81615	12545
	D	61581 × 3318 - 78171 × 3444 - 88503	12546
	E	64899 × 3318 - 78171 × 3444 - 88503	12547
	F	68217 × 3318 - 78171 × 3444 - 88503	12548
	G	71535 × 3318 - 78171 × 3444 - 88503	12549
4	A2	32076 (Fixed)	30283
	A1	38889 × 2709 - 47016	30284
	B	47016 × 2709 - 49725 × 2964 - 58617	30285
	C	61581 × 3318 - 78171 × 3444 - 88503	12552
	D	68217 × 3318 - 78171 × 3444 - 95391	12553
	E	71535 × 3318 - 78171 × 3444 - 95391	12554
	F	74853 × 3318 - 78171 × 3444 - 95391	12555

	G	78171 × 3444 — 95391	12556
5	A2	36618 (Fixed)	30286
	A1	44307 × 2709 — 49725 × 2964 — 52689	30287
	B	52689 × 2964 — 61581 × 3318 — 64899	30288
	C	68217 × 3318 — 78171 × 3444 — 95391	12559
	D	74853 × 3318 — 78171 × 3444 — 102279	12560
	E	78171 × 3444 — 102279	12561
	F	81615 × 3444 — 102279	12562
	G	85059 × 3444 — 102279	12563
6	None	102279 × 3993 — 110265	12564
7	None	110265 × 3993 — 114258 × 4800 — 119058	12565
8	None	131478 (Fixed)	27885

## 7. IMPLEMENTATION MEASURES IN RESPECT OF SALARY ADJUSTMENTS

- (1) The salaries of full-time educators are adjusted in accordance with the adjustment key in the columns below:

R.p.a. Salary notch	R.p.a. Salary notch	R.p.a. Salary notch	R.p.a. Salary notch	R.p.a. Salary notch	R.p.a. Salary notch
92/07/01	93/07/01	93/11/01	93/12/01	94/04/01	95/07/01
102918	108075	108075	126411	126411	131478
102603	107736	107736	107736	113772	119058
98127	103038	103038	103038	108810	114258
94692	99432	99432	99432	105003	110265
91257	95826	95826	95826	101196	106272
87822	92220	92220	92220	97389	102279
84864	89115	89115	89115	94110	98835
81906	86010	86010	86010	90831	95391
78948	82905	82905	82905	87552	91947
75990	79800	79800	79800	84273	88503
73032	76695	76695	76695	80994	85059
70074	73590	73590	73590	77715	81615
67116	70485	70485	70485	74436	78171
64269	67494	67494	67494	71277	74853
61422	64503	64503	64503	68118	71535
58575	61512	61512	61512	64959	68217
55728	58521	58521	58521	61800	64899
52881	55530	55530	55530	58641	61581
50334	52857	52857	52857	55818	58617
47787	50184	50184	50184	52995	55653
45240	47511	47511	47511	50172	52689
42693	44838	44838	44838	47349	49725
40365	42393	42393	42393	44769	47016
38037	39948	39948	39948	42189	44307
35709	37503	37503	37503	39609	41598
33381	35058	35058	35058	37029	38889
31431	33009	33009	33009	34866	36618
29481	30960	30960	30960	32703	34347
27531	28911	28911	28911	30540	32076
25581	26862	26862	26862	28377	29805
23631	24813	24813	24813	26214	27534
21831	22923	22923	22923	24216	25680
20031	21033	21033	21033	22218	23826
18231	19143	19143	19143	20220	21972
16431	17253	17253	17253	18222	20118



14841	15585
13251	13917
11832	12426
10413	10935

(2) The following general rules for the above-mentioned adjustment of salaries apply:

- (a) Educators who qualify for salary increments or other increments on the pre-revised salary scales with effect from the implementation date, must, after all the formalities for the granting of scale and other increments have been complied with, be granted such salary or other increments in the pre-revised salary scales *prior* to the adjustment of their salaries on the revised salary scales.
- (b) If the salary increment of an educator *had been withheld* for some reason or, in the case of an educator whose incremental date is the implementation date and the increment which would have been due to him on the date of implementation, *would not have been granted to him*, the salary without the increment must nevertheless be adjusted, but thereafter no increments on the revised salary scale will be granted until such time as the reason for withholding the salary increment has fallen away.
- (c) If the promotion of an educator has already been approved his/her salary determined according to the pre-revised salary scale and his/her promotion becomes effective from the implementation date (or a later date), the promotion salary is adjusted with effect from the date of promotion.
- (d) Serving educators who have not reached the maximum of their pre-revised salary scales, retain their present incremental dates.
- (e) In the case of a person not in service and to whom an offer of appointment (or re-appointment if there was a break in service) has been made on or before the date of adjustment, and who assumes duty after the date of adjustment, the salary is determined in accordance with the appropriate *revised* salary scale. The commencing salary must then be that which applies to the relevant rank or category with effect from the date of adjustment, calculated on the basis of qualifications and appropriate experience: Provided that the commencing salary is not less than that already offered, and provided further that such a person is not placed in a better position than any person already in employment in a corresponding rank.

## CHAPTER C

### SYSTEM OF ACHIEVEMENT RECOGNITION FOR EDUCATORS

#### 1. BASIS FOR THE EVALUATION OF EDUCATORS AND THE OBJECTIVES OF ACHIEVEMENT RECOGNITION

Effective manpower management is an important tool to identify, develop and utilise scarce and expensive manpower resources. The evaluation of education personnel is in turn an important component of education manpower management. In order to enable education authorities to keep abreast of the relative merit of education personnel for purposes of, *inter alia*, personnel development, achievement recognition and promotion, a planned and systematic procedure for personnel evaluation is necessary.

The evaluation of personnel should be aimed at the continuous improvement of education practice. An evaluation system should therefore lead to effective personnel development and personnel utilisation as well as the maximum motivation of personnel.

All evaluation should also lead to assistance, the improvement of the professional equipment of the educator and the identification of leadership potential among educators with a view to the effective application and utilisation of personnel.

The key to reaching the objectives of evaluation lies in the maintenance of the educator's confidence. The evaluation of educators should therefore be based on educational principles; in the professionalism of the educator and his professional development.

Within an ordered procedure for personnel evaluation various measuring instruments are necessary which will make a positive contribution to the process of the evaluation of personnel in an objective, impartial and balanced manner.

The instrument for achievement recognition can also be used in combination with other instruments to —

- \* identify the successes or shortcomings of the educator with a view to training, development, encouragement and guidance; and

- \* identify potential for promotion posts.

## 2. SCOPE OF APPLICABILITY

- (1) For the purposes of achievement recognition, educators are regarded as personnel in schools, colleges of education, education auxiliary services and technical colleges/institutes who hold posts at post level 1 and who have been classified into qualification categories where merit salary scales apply. Personnel who are appointed in a temporary capacity because they do not comply with the minimum requirements in respect of qualification for appointment as educators, are excluded.
- (2) Personnel who up to now were part of the system but who do not now comply with the requirements laid down —
  - (a) can, in the case of those who have been classified in Category B, continue to be part of the system, irrespective of whether they are/were employed on the date of implementation of the revised system as regards qualification for the system; and
  - (b) can, in the case of those who have been classified in a category lower than B, continue to be part of the system provided service has been uninterrupted.

## 3. CRITERIA FOR ASSESSMENT

### (1) Entitlement

Only educators who have completed the prescribed qualifying period and who have distinguished themselves from the majority of their colleagues equal in rank by way of sustained achievement, can be considered for achievement recognition.

### (2) Criteria for the evaluation of Educators for achievement recognition

Main criteria	Criteria	"Weight"
Task orientation	10	60,98%
People orientation	6	29,27%
Personal factors	4	9,75%
<b>Total</b>	<b>20</b>	<b>100,00%</b>

#### (a) Main criteria

Achievement recognition is based on the proven achievement of an educator with certain personal qualities in obtaining achievement through and with people in a team context, and must therefore be people orientated. With this premise in mind, the evaluation process must be focused on the main criteria which essentially contribute to the educator's education achievements but which are also measurable in a relative sense. In order of priority, the main criteria for the measuring and recognition of an educator's achievement are task orientation, people orientation and personal qualities which are accommodated under personal factors. The effective weight ratio of the three main criteria to each other is about 6:3:1. This is obtained by, after evaluation, multiplying the total number of points in respect of the first five criteria under task orientation by 3 and the total of the second five by 2, while the total number of points under people orientation is multiplied by 2 and the total number of points under personal factors is left unchanged.

#### (b) Criteria

The evaluation of an educator for achievement recognition is done on the basis of the total of the 20 criteria as described in paragraph 3.3.

### (3) Instrument for the assessment of the achievement of educators

The definitions and descriptions of the main criteria and criteria on a seven-point scale are as follows:



## Main criterion

Task orientation = attitude towards the educator's task in all its dimensions

Criterion	Definition of criterion	1	2	3	4	5	6	7	Assessment
Professional skill	The degree of professional recognition which he receives as a result of his qualifications, knowledge and experience of his subject or field of work, as well as achievements therein (academic, professional or otherwise).	Does not receive recognition.	Receives little recognition.	Receives recognition to a limited extent/only in certain respects/within a limited group.	Receives a reasonable degree of recognition within work context/within his specific subject area.	Receives reasonable overall recognition within work context/or within his specific subject area.	Receives a high degree of recognition within the school and other neighbouring schools within his subject area (even outside work context).	Receives exceptionally high recognition within work and subject context. He is viewed as a specialist (within his geographical and social sphere).	x 3=
Circular effectiveness	This includes teaching preparation, the presentation and delivery of learning material, monitoring, evaluation and follow-up, i.e. preparatory activities for teaching, teaching itself, and all follow-up activities.	Very poor. Does not in any way meet professional standards.	Poor. Generally does not meet professional standards.	Specific deficiencies exist/does not always or generally meet professional standards.	Good. Generally meets professional standards.	Maintains high professional standards.	Maintains very high professional standards. Outstanding.	May establish new standards of excellence. Serves as an example of outstanding teaching.	x 3=
Work achievement	The level of achievement attained in his subject area in terms of reaching educational objectives through his influence on pupils/students, their personal development, subject and overall achievements of pupils/students, their interest shown in their work/the subject and examination results.	Work is very poor/educational objectives are not attained.	Work is unsatisfactory/educational objectives are generally not attained.	Work is reasonable, but not consistent/educational objectives or some of them are sometimes or partially attained.	The expected work achievement/educational objectives are largely attained.	Work achievement slightly above and better than expected/attains slightly more than the expected objectives.	Work achievement is significantly higher and better than expected/attains much more than the expected objectives.	Exceptional work of a high professional standard is performed/objectives are attained and standards which would be difficult to improve upon are maintained.	x 3=
Planning	The proven ability to interpret and to evaluate the class/teaching group/educative task in a logical manner, and to give direction to teaching activities through clear objectives so that learning takes place in the most effective way possible. This includes, amongst others, systematic presentation of class activities, teaching outlines, etc.	Very poor, incomplete planning of the teaching component activities/in no way meets professional standards.	Poor and largely incomplete planning of the teaching component activities/generally does not meet professional standards.	Reasonable planning of the teaching component activities, although weakness exists/sometimes does not meet professional standards.	Planning of the teaching component activities takes place in an acceptable manner/usually meets professional standards.	Demonstrates above average planning ability/slightly, but clearly better than expected professional standards.	Demonstrates very well-developed planning ability/planning of teaching activities is markedly better than expected professional standards.	Demonstrates exceptional planning ability/sets new professional standards worthy of emulation.	x 3=
Motivation	The proven ability to inspire and to encourage pupils/students, colleagues and others to produce their best performance and to maintain high standards of behaviour and ethics. On a personal level, it relates to involvement, enjoyment of life, tenacity and persistence in the execution of the teaching task and/or the execution of finalising of projects.	Cannot influence pupils/students positively/is himself apathetic, uninterested and unmotivated/very limited self-motivation and drive/a person who has continually to be motivated and encouraged.	Demonstrates little capacity to influence pupils/students positively/with the exception of isolated spurts concerning particular matters is usually unmotivated and possesses limited drive/a person who has to be encouraged periodically.	Possesses reasonable ability to encourage, but is sometimes simply not able to inspire pupils/students/sometimes self-motivation reaches a low point and drive is missing/the person has to be encouraged and inspired on occasions.	Succeeds in encouraging pupils/students/of average self-motivation and drive/performs work with acceptable enthusiasm.	Succeeds in inspiring pupils/students in excess of an acceptable minimum in slightly better than average self-motivation/demonstrates greater drive and enthusiasm than the average educator.	Demonstrates effective ability to encourage/succeeds to a noticeable degree to inspire pupils/students/self-motivated to the extent that it influences other people positively/noticeable drive, enthusiasm and tenacity.	Possesses a particular gift for encouraging pupils/students and inspiring them to high achievements/a natural leader who takes people with him/an educator for whom pupils/students will do their best/a colleague who makes a positive difference in a team.	x 3=

## Main criterion

Task orientation = attitude towards the educator's task in all its dimensions

Criterion	Definition of criterion	1	2	3	4	5	6	7	Assessment
Extra-mural approach	Involvement and participation in guidance and assistance with cultural activities, sport, functions excursions, matches, competitions, meetings, etc. Three facets are particularly relevant viz: the organisation and administration of extra-curricular activities, the development of an esprit de corps, as well as the teaching and maintenance of discipline, effective group control and sportmanship, the utilisation of extra-curricular activities as educative opportunities is relevant. <i>Note:</i> 'Some activities are relative to individuals and not just to groups. 'The time devoted to extra-mural activities must also be taken into account.	Not at all involved in activities/organisation and administration consistently weak/direction and coaching usually inadequate/discipline and group control is far too strict/lax or inconsistent. In no way meets professional standards.	Minimal involvement in activities/organisation and administration often inadequate/direction and coaching usually weak/discipline and group control is too strict/lax/inconsistent/usually does not meet professional standards.	Involvement is not completely or always satisfactory/demonstrates a tendency to excuse himself/organisation and administration not always up to standard/direction and coaching not always adequate/discipline is sometimes too strict/lax and inconsistent/sometimes does not satisfy professional standards.	Satisfactory involvement/organisation and administration meet requirements/direction and coaching are acceptable/discipline is generally acceptable/broadly satisfies professional standards.	Involvement is somewhat above that which could be expected/organisation and administration are better than required/direction and coaching decidedly good/discipline and group control somewhat more effective than could be expected/generally satisfies professional standards.	Involvement is significantly above that which could be expected/organisation and administration is noticeably good/direction and coaching very good/discipline and group control is noticeably effective/satisfies professional standards to a noticeable degree.	Involvement could be improved upon with difficulty/excellent organisation and administration/direction and coaching/exceptionally effective discipline and group control/sets new and higher standards of professional work to be emulated.	$\times 2 =$
Organisation	The proven ability to enable his class/teaching group to function effectively and efficiently (for maximum learning opportunities) through sensible arrangement and determination of priorities for learning and teaching activities. This also relates to the arrangement of class procedures, systematic and ordered actions, the keeping up to date of registers, records, returns, etc.	Teaching is aimless and disorganised/confusion and absence of priorities and system result in a condition verging on disorder/organisation is usually poor and does not meet professional standards.	Generally organises learning opportunities badly/in most cases there is no system and disorder prevails/overall there is an absence of priorities/organisation generally does not meet professional standards.	Organises the learning opportunities of the group reasonably but tends towards poor organisation on occasions/orderliness is sometimes absent/priorities are not consistently determined and maintained/organisation is not always as required/does not always or in all facets meet professional standards.	Organisation matches requirements/orderliness is maintained/priorities are determined and pursued/usually meets requirements/professional standards are maintained.	Above-average organisational ability/noticeable exceeding of expected requirements/really good organisational ability is demonstrated on occasions/professional standards are always carefully maintained.	Decidedly good organisational ability is demonstrated/striving after priorities are noticeable/professional standards are complied with to a high degree.	Teaching, learning and all other activities are organised in the most efficient way at all times/excellent organisation produces positive results/high professional standards worthy of imitation are maintained.	$\times 2 =$
Professional attitude	Attitude towards and promotion of the education profession, interest in and devotion to the profession, wideness of reading within subject area and in education in general, involvement in recognised teachers' centres, in service courses, departmental subject, working and syllabus committees, interest group meetings, extra-curricular associations and executive committees, educational research, experimentation, renewal, publications and education marketing. <i>Note:</i> Involvement in associations should not be overdone.	No professional involvement/detached view of the profession/regards profession merely as a source of income/is not an asset but rather an embarrassment to the profession.	Very low involvement/only involved under compulsion or if it is unavoidable/has a tendency to make negative remarks about the profession/does not exactly promote the image of education and has a public attitude which is generally unacceptable.	Involvement not all it should be/attitude and actions not always what one would wish to have associated with education/doubt as to his pride in his occupation, his heart is not really in his job or in teaching.	Maintains a satisfactory degree of involvement, does his share as far as pride in his occupation and promotion of the image of education are concerned but no more/he meets professional expectations.	Involvement is somewhat more than is expected/occasionally takes the lead and initiative/contributes to the formation of a positive image of education/obviously meets professional expectations.	Involved to a much greater extent than is expected/holds position of leadership in the organised education profession/continuously projects a positive image of the profession/has a great deal of pride in his occupation and feels it is a calling/renders real and actual service to the education profession.	Very involved in the profession and is an acknowledged leader in the organised education profession/is totally committed to education and is a born teacher/excellent example of professional standards and quality.	$\times 2 =$



## Main criterion

Task orientation = attitude towards the educator's task in all its dimensions

Criterion	Definition of criterion	1	2	3	4	5	6	7	Assessment
School administration	The proven ability to make timely provision for and request resources such as funds, supplies and equipment the effective utilisation of available resources, the effective utilisation of administrative resources such as for example, the computer, the establishment and maintenance of an effective filing system, the keeping up to date and neatness of school reports, registers, reports, statistical returns, responsibility and care for provisions and equipment. Administration has further to do with: collection of and responsibility for money, meeting procedures and requirements for examining and target dates for activities.	Mostly weak provision of resources not done timely/ resources and equipment not effectively utilised/record-keeping is weak and inaccurate and frequent carelessness in the keeping of registers and records occurs/does not maintain standards.	School administration is usually weak/ is often not capable of meeting requirements of administrative prescriptions/ periodic negligence occurs and causes embarrassment/ registers and records are not always up to date and neat/standards are not always maintained.	Is reasonably able to manage administration and the provision and utilisation of resources/ usually meets prescriptions and standards/ records and other documentation are usually up to date and neat.	Administrative ability mostly meets requirements. Prescriptions are accommodated and resource provision and utilisation are acceptable way/records and other documentation are mostly up to date, neat and correct.	Above average success with administration, and the provision and utilisation of resources/ detail and neatness of record-keeping are above average/administration not only meets but exceeds requirements.	Administration is noticeably good/much more than is required is done/initiatives taken produce positive results/record-keeping documentation and registers demonstrate great care.	Outstanding success in maintaining administration of a very high standard/excellent provision and utilisation of resources and equipment/ sets new standards of emulation for record-keeping, registers and returns.	
Communication	The ability to listen. The proven ability to be aware of what other people are saying, to apprehend their thoughts and perspectives, to evaluate and interpret. The proven ability to communicate clearly and convincingly with others. The ability to use language appropriate to the development level of pupils. The skill to transfer knowledge in the classroom situation, the use of teaching aids, the image which is projected, as well as the non-verbal communication which is used (eye contact, facial expressions and gestures).	Does not have the ability either to listen to others or to hear what they are saying/ cannot make himself understood/ability in the language medium of the institution or component is poor/does not get through to the pupil in the classroom situation/personal image leaves much to be desired.	Generally poor ability to listen to others and to make himself understood/weak verbal communication ability which is negatively perceived in the classroom/ image is generally not acceptable.	Reasonable ability to listen to others/reasonable ability to make himself understood, but sometimes falls short of the mark/language ability is sometimes inadequate/ communication does not always succeed in the class situation/ occasional problem of image.	Acceptable listening and expressive ability/seldom has problems to make himself understood/professional level of skill in the class situation/ acceptable image.	Good listening and expressive ability/handles the class situation well/achieves meaningful transfer of knowledge/ good language ability/a positive and attractive image.	Very good listening and expressive ability/very good contact with and transfer of knowledge to pupils or students/ serves as an example of a professional educator.	Exceptional listening and understanding ability/exceptional verbal communication ability/a good speaker and writer/ ability to achieve exceptional contact with pupils/an admirable educator who handles his professional task in a masterful way.	

x 2=

x 2=

## Main criterion

People orientation = disposition with regard to all people in the exercise of the educator's task

Criterion	Definition of criterion	1	2	3	4	5	6	7	Assessment
Attitude to pupils/students	This centres on human ethics, the point of departure regarding people, respect for people and the value attached to people, as well as the sympathy, respect and empathy with which one deals with each human being as the pinnacle of God's creation. In the teaching situation it has to do with the creation of relationships of trust, understanding and authority, the acknowledgement, acceptance and educational approach to the uniqueness of every pupil/student in the judicious handling of the pupil/student.	Pupils/students are disregarded/they are dealt with as numbers which are mostly a nuisance/a remote relationship is maintained/actions are autocratic/relations are poor/throughout.	Pupils/students are often disregarded/are not always dealt with as unique individuals/disturbed relations are often found/not everyone is treated in the same way/there is often no openness in relations/often poor relations.	Pupils/students are sometimes disregarded/pupils are sometimes not treated in the same way/there is sometimes a lack of openness in relations/sometimes poor relations.	Human relations, particularly with pupils, are realistic and satisfactory/there is a healthy balance between openness and the maintenance of authority/pupils are treated as unique human beings/disturbed relations are seldom found/relations can be regarded as satisfactory and constructive.	Relationships with pupils are good/there is free interaction between educator and pupils/no really disturbed relations are known/is a popular educator who attracts pupils and is even approached for advice on personal problems.	Relations are a strong point/relations with pupils in particular are very good/he is open to people and pupils feel attracted to him and can identify with him/his excellent human relations give positive results in the class/professional relationship with pupils serves as an example to others/pupils place a great deal of trust in the educator when it comes to the solving of personal problems.	His action regarding his pupils are exceptional/he possesses the gift of getting the best from pupils through judicious handling and achieves positive teaching results by this means/he succeeds in being a master educator as well as a friend to his pupils/pupils place tremendous trust in the educator when it comes to the solving of personal problems.	x 2=
Attitude to staff	This centres on human ethics, the point of departure regarding people, respect for people and the value attached to people, as well as the sympathy, respect and empathy with which one deals with each human being as the pinnacle of God's creation. In relations between colleagues it has to do with acceptance, co-operation, support and inter-colleague loyalty. It mainly has to do with proven ability to function in interpersonal relations and actions within the school context in such a way that he makes a contribution towards the attainment of educational and other aims within an effective group.	A detached person who withdraws from his colleagues/is always in conflict with others/has no understanding of the points of view of others and always wants to dominate/an unpleasant person who puts off others/not a team person/he can only function on his own/relations are poor throughout.	Finds it difficult not to be detached and sceptical towards colleagues/often conflicts with others/strongly egotistical/often an unpleasant person, especially towards those he does not know/finds it difficult to function within a team/prefers to go his own way/relations are often poor.	Sometimes experiences problems with detachment, scepticism and uninvolvement towards colleagues/there is sometimes conflict which can be directly ascribed to him/sometimes stubborn and self-willed/not really a team person but manages to function within a team/relations sometimes too tense and disturbed.	Relations with colleagues are satisfactory/no outstandingly good relations, but neither is there real conflict/functions satisfactory in a team but is not a leader/succeeds reasonably in maintaining working relationships with colleagues.	Relations with colleagues are good/deals with conflict well/for many a true friend and a pillar of strength/joins in a group easily and sometimes takes the lead in a group/a person who actively contributes to the building of a team spirit/good working relationships are characteristic of this person.	Succeeds very well in building and maintaining healthy relations with colleagues/a popular and valued colleague/a leader in a team context/a person who is very well able to deal with conflict, rather than one who causes conflict/a professional educator with excellent professional relations.	Exceptionally good relations with colleagues/a respected confidant for colleagues and a true friend on whom one can depend/proven leader in interpersonal relations and team leadership/his forte is human relations with much proof of success/sets new and high professional standards.	x 2=



## Main criterion

People orientation = disposition with regard to all people in the exercise of the educator's task

Criterion	Definition of criterion	1	2	3	4	5	6	7	Assessment
Attitude to education authorities	The manner in which he conducts himself towards his superiors in the context of work in a professional way with trust in his own abilities, knowledge and competence. Also the proven ability to convince his superiors of the validity of his points of view for the sake of promoting education. The proven ability to adapt himself and his points of view, taking into account the maintenance of good relations with superiors in the work situation — not overdone subservience. More specifically the honouring of professional norm and customs, co-operation and loyalty to the employer, the way in which authority is accepted, and professional integrity. <i>Note:</i> It is important to make provision for criticism of the employer as long as it is constructive.	Almost no self-confidence or an excess of self-confidence/has no powers of persuasion/ finds it difficult to project himself/cannot adapt at all and cannot accommodate himself to circumstances/ does not maintain professional norms at all/ does not accept authority/ his professional integrity is suspect/does not respect working norms.	Poor self-confidence or too much self-confidence/poor powers of persuasion/ finds it difficult to project himself to his superiors/ finds it difficult to adapt and to accommodate himself to circumstances/ poor acceptance of professional and working norms/integrity towards superiors is not at an acceptable level.	Sometimes poor self-confidence or sometimes too much self-confidence/sometimes poor powers of persuasion/sometimes finds it difficult to project himself to his superiors/sometimes finds it difficult to adapt to circumstances/sometimes poor acceptance of authority/sometimes poor maintenance of professional and sometimes his loyalty towards superiors is suspect.	Has a reasonable amount of self-confidence/ has reasonable success in convincing his superiors of his point of view/can project himself to his superiors to a reasonable extent/has reasonable powers of adaptation/fulfils professional and working norms to a reasonable degree/loyalty to superiors is reasonable.	Has good confidence in himself/succeeds well in projecting himself to superiors in an acceptable way/succeeds well in persuading his superiors/can adapt well and accommodate himself well to circumstances/he fulfils professional and working norms well/accepts authority well/loyalty to superiors is good.	Has excellent confidence in himself/projects himself very well to superiors in an acceptable way/succeeds very well in convincing superiors of the merits of his matter/adapts himself to circumstances very well/accepts authority very well/fulfils professional and working norms very well/loyalty to superiors is excellent.	Exceptionally good self-confidence/projects himself very well to superiors and persuades them to a point of view/adapts himself to avoidable circumstances very well/professional and working norms exceptionally well/accepts authority extremely well/proven loyalty to education authorities.	
Attitude to parents	Approachability, attitude, friendliness, helpfulness, politeness, accessibility as far as parents are concerned. Action concerning parents and judicious dealing with parents. Co-operation with parents in the education of their children. Contact and liaison with parents on personal and formal levels, providing advice and help, and making educational team work possible. <i>Note:</i> The definition of the term "parents" may give rise to problems with certain population groups who have a far wider concept for this relationship. "Parents" could then refer to other than biological parents. In such cases, "parents" indicate those that accept direct responsibility for the raising and education of the child.	In general it is unable to build up and maintain meaningful relations with parents/is unapproachable and uninvolved and unsympathetic/cannot understand, interpret or help to solve parents' problems/there is often conflict with parents/relations are weak throughout.	Often cannot maintain meaningful relations with parents/is often unapproachable and detached and unsympathetic/cannot understand, interpret or help to solve parents' problems/there is often conflict with parents/relations with parents are poor/liaison with parents is often neglected.	Sometimes cannot maintain meaningful relations with parents/is sometimes unapproachable and unsympathetic/sometimes cannot understand, interpret or help to solve parents' problems/there is sometimes conflict with parents/relations with parents are sometimes poor/liaison with parents is sometimes neglected.	Maintains satisfactory relations with parents/is reasonable, approachable and sympathetic to and involved with parents/understands interprets and helps to solve parents' problems in a satisfactory way/is reasonably free from conflict with parents/liaison with parents is reasonably good.	Maintains good relations with parents/is sympathetic/help is given to parents on a good basis/can understand parents' problems well, identify with them and give help/conflict with parents is prevented, but if it occurs it is creatively used/good liaison with parents.	Maintains very good relations with parents/is very approachable/helpful and sympathetic/succeeds well in understanding parents' problems, identifying with them and helping to solve them/he is very good at preventing and dealing with conflict/liaison with parents and the parent community is very good.	Exceptionally good relations with parents/is extremely approachable, helpful and sympathetic/is very successful in understanding parents' problems, identifying with them and helping to solve them/is very good at preventing conflict and making creative use of conflict/liaison with parents community is exceptionally good.	

x 2=

x 2=

People orientation = disposition with regard to all people in the exercise of the educator's task

Criterion	Definition of criterion	1	2	3	4	5	6	7	Assessment
Attitude to the community	<p>Attitude to and status in the community. Interest and participation in community activities. Relations with members of the public, employers, formers of opinion and others. Exemplariness, moderation and approachability in the community. Knowledge of values and customs of the community. Service to and leadership positions in the community. Marketing education in the community.</p> <p>Note: The concept "community" normally refers to a group of people who live within a defined geographical area where they fulfil most of life's activities. Population groups that have an extended system of relationships which may include a great many people that see themselves as members of one family, can give the concept other meanings. In such cases, "community" means all those who have a direct or indirect interest in the education provided by a particular school.</p>	Is negative towards the community/ isolates himself from and criticises everyone in the community/not sensitive to the norms and customs of the community/no involvement in or service to the community/a poor liaison person for education/ harms education marketing.	Is often negative to the community/ often isolates himself and criticises the community and people in the community/is often insensitive to the norms and customs of the community/is seldom involved in or of service to the community/often projects a poor image of education/often harms education image and marketing.	Is sometimes negative to the community/ often isolated himself and criticises the community and people in the community/is sometimes insensitive to the norms and customs of the community/is sometimes not involved in or of service to the community/sometimes does not project a good image of education/sometimes harms education image and marketing.	Satisfactory attitude to the community/ generally sensitive to community norms and customs/ satisfactory contact with community and serves the community/ promotes a positive image of education/ is satisfactorily involved in education marketing.	Good attitude to the community/shows excellent sensitivity to the norms and customs of the community/ serves the community and promotes a broad front/ promotes a positive image of education/ does good education marketing.	Very good attitude to the community/is very sensitive to the norms and customs of the community/ serves the community across a very broad front/ promotes a very good image of education/does very good education marketing.	Exceptionally good attitude to the community/extremely sensitive to norms and customs of the community/is a leader in community service/promotes an exceptionally good image of education/ does particularly good education marketing.	



## Main criterion

People orientation = disposition with regard to all people in the exercise of the educator's task

Criterion	Definition of criterion	1	2	3	4	5	6	7	Assessment
Creation of climate	The tone and spirit which exists in a class/school and which forms the internal social environment within which teaching takes place. This includes elements such as neatness, attractiveness, originality, ingenuity and creativity, especially where the use of suitable pictures, illustrations, diagrams and cuttings is concerned. Also especially the attitude prevailing in the class/school, the relations between pupil and educator, pupil/student control, willingness to learn and work together.  Note: Physical aspects must not be over emphasised. The emphasis should fall on the attitude towards study between teacher and pupil.	The class/school is uninspiring and dull/carelessness throughout there is a listless atmosphere/pupils' attitude to educator and learning is negative/no co-operation between educator and pupils/no positive teaching climate. Harms education marketing.	The class/school is mostly uninspiring and dull/carelessness is often found/there is often a listless atmosphere/pupils' attitude to educator is often negative/little co-operation between educator and pupils/class control is often poor/a relatively negative teaching climate.	The class/school is uninspiring and dull here and there/carelessness is sometimes found/there is sometimes a listless atmosphere/pupils' attitude to educator is sometimes negative/sometimes no co-operation between educator and pupils/class control is sometimes a negative teaching climate/not altogether satisfactory.	Neatness of class/school is satisfactory/attractiveness of room meets standards/enthusiasm of pupils is satisfactory/attitude of pupils to the educator is satisfactory/co-operation of pupils is satisfactory/there is a satisfactory teaching climate.	Neatness of class/school is good/room is attractive/good spirit of enthusiasm among pupils/attitude of pupils to educator is good/cooperation of pupils is good/class control is good/a good teaching climate overall in the teaching situation.	Class/school is very neat/attractiveness of room(s) shows taste and dedication/great enthusiasm among pupils regarding the teaching situation/attitude of pupils to educator is very good/class control is very good/a very good teaching climate overall in the teaching situation.	Class/school is extremely neat/attractiveness of room(s) shows neat/attractiveness of room(s) shows dedication and great care/infectious spirit of enthusiasm among pupils regarding the teaching situation/attitude of pupils to educator is exceptionally good and appreciative/class control is exceptionally successful/an exceptionally positive teaching climate throughout.	x 2=

## Main criterion

Personal factors = factors present in the person which must be considered as his own unique characteristics, abilities and realities

Criterion	Definition of criterion	1	2	3	4	5	6	7	Assessment
Initiative/creativity/innovation	The extent to which he comes up with workable new ideas and uses them to attain educational aims more effectively. Search for professional growth, willingness to initiate, consider new developments and implement them in the teaching situation where possible. The ability, when methods and means are not available, to seek, test and implement solutions. Willingness to experiment and change.	Shows no initiative/completely set in his ways/strongly set against any change/shows no professional growth/very limited initiative, if any, is taken/no willingness to experiment or change.	Shows little initiative/strong tendency to stick to established usage/set against any change/shows little professional growth/limited initiative is taken/little willingness to experiment or change.	Shows limited initiative/shows tendency to stick to established usage/sometimes shows signs of being set against any change/sometimes tends to become professionally rigid/only occasionally takes the initiative/tends to show willingness to experiment or change only occasionally. Below average.	Initiative meets expectations/is reasonably willing to relinquish existing ineffective usage/does not show any real signs of setting himself against change/professional growth meets expectations/average creativity is shown/attitude to experiment and change meets expectations.	Shows good initiative/willing to relinquish existing ineffective usage and to change/professional growth is good and above average/creativity is good/various renewal actions and improvements are proposed and accepted/attitude to experimentation and change is good.	Shows excellent initiative/attitude to renewal is very good/an acknowledged maker of plans who continuously comes up with solutions to problems/there is very good professional growth/creativity exceeds expectations/experiments continuously and is always making improvements.	It would be difficult to improve on his initiative/maintains a balance between tradition and renewal/exceptional and proven creativity/an example of professional growth and development/difficult to improve on his ability to innovate/is a leader in experimentation and improvement of education with very good results.	x 1=

## Main criterion

Personal factors = factors present in the person which must be considered as his own unique characteristics, abilities and realities

Criterion	Definition of criterion	1	2	3	4	5	6	7	Assessment
Study/self-development	The extent to which he is willing and able to acquire and apply knowledge regarding professional, educational and administrative matters by means of in-service training, refresher courses, formal courses, informal courses (internally or externally) or study for a degree. It has to do with preparedness, self-development and job specialisation.	Is not at all interested in self-development/does not keep up to date in his subject or developments in education/does not attend any courses or conferences/does not consider studying further.	Poor self-development/very limited knowledge of new developments in his subject or in education/very seldom attends any subject conferences/not involved in any studying.	Self-development is limited/only limited knowledge of new developments in his subject or in education/seldom attends conferences or courses/limited study is undertaken, if any. Shortcomings exist. Below average.	Self-development meets requirements/ reasonably up to date with developments in his subject and renewal in education/attends subject conferences and courses where applicable/study for further development has been or is being taken/average.	Self-development is good/well up to date in his subject and renewal in education/regularly attends various courses/busy with further study/eager to learn/a little above average, busy with further study/definitely above average.	Self-development is very good/well up to date in his subject and attends almost all courses/takes the lead in subject conferences/very eager to learn/almost always above average.	Self-development is exceptional/could only be bettered with difficulty/is an expert in his subject and in developments in education/takes the lead in courses in his subject or offers student with a thirst for knowledge/studies continuously.	X 1 =
Leadership abilities	The ability to analyse situation, consider alternative actions, help determine aims, help as a group to decide on a plan of action and bring the plan to fruition. It also has to do with the determination of norms, the division of work, communication and group unity in team actions. Leadership includes the extent to which a group of people wish to depend on the insight, point of view, judgment and will of an individual to lead them to achieve certain aims.	Is haphazard and directionless/not able to make a choice and decide on a course of action/exercises no influence on a group of people/people take no notice of his views/is isolated within the group/if he shows signs of leadership, it is usually poor.	Is often haphazard and directionless/often not able to make a choice and decide on a course of action/often exercises no influence on a group of people/people often take no notice of his views/is often isolated within the group/his leadership is usually not acceptable and poor.	Is sometimes haphazard and directionless/sometimes not able to make a choice and decide on a course of action/sometimes exercise no influence on a group of people/people sometimes take no notice of his views/is sometimes isolated within the group/his leadership and views are sometimes not acceptable/sometimes he lacks leadership.	His ability to plan is up to standard/he guides others in an acceptable way/he is able to make a choice between alternatives in a realistic way/people pay attention to him and follow his lead/he is accepted in group context and his insight is made use of/his average leadership ability.	His ability to plan is good/his ability to lead is above average/is good at analysing a situation and deciding on a course of action/holds various positions of leadership or has already led successful projects/his ability to lead is acknowledged and made use of/he is well able to attain objectives.	Very good at analysing situations/has excellent ability to go to the heart of a matter and propose a course of action/a natural leader who attracts, persuades and encourages people/has already had proven success as a leader/holds several positions of leadership in or outside education/very good at realising aims.	An exceptionally dynamic leader/has already been very successful as a leader of projects/an excellent judge of people in difficult circumstances.	X 1 =



## Main criterion

Personal factors = factors present in the person which must be considered as his own unique characteristics, abilities and realities

Criterion	Definition of criterion	1	2	3	4	5	6	7	Assessment
View of life and of the world	The personal and character traits of the educator. His ethical norms and standards. The personal image he projects and the role model he provides for pupils/students.	Someone whose norms of life, values and/or morals are under suspicion. A poor role model for the youth. An embarrassment at all times to the profession. A personal image which is not at all acceptable in education.	Someone whose norms of life, values and/or morals are often suspect. Often a poor role model for the youth. Often an embarrassment to the profession. A personal image which is often unacceptable in education.	Someone whose norms of life, values and/or morals are sometimes suspect. Sometimes a poor role model for the youth. Sometimes an embarrassment to the profession. A personal image which is sometimes unacceptable in education.	Someone whose norms of life, values and/or morals are as commonly expected of an educator. An educationally exemplary role model for the youth. A person who maintains professional standards. A generally acceptable personal image for education.	Someone whose norms of life, values and/or morals are higher than those commonly expected of an educator. A most acceptable role model for the youth. A person whose professional standards are higher than those expected. A personal image which is better than which is accepted in education.	Someone whose norms of life, values and/or morals are much higher than those commonly expected. A personal image in education which is exemplary at all times.	Someone whose norms of life, values and/or morals are higher than those expected of an educator. At all times a role model for the youth, providing an example to be followed. A person who sets the highest professional standards and who can serve as an example to others.	× 1 =

$$\text{Assessment \%} = \frac{\text{Total}}{287} \times \frac{100}{1}$$

(4) *Cut-off to be considered for achievement recognition*

To be considered for achievement recognition, an educator must —

- (a) obtain at least 245 out of 287 points (that is about 85%); and
- (b) also qualify therefor according to a general judgement.

(5) *Achievement recognition cycle*

The qualifying period to be considered for achievement recognition is two years' actual service on 1 January of the year in which the allocation is made. All approved leave with pay and a maximum of 30 days without pay, unless, in his opinion, the head of education approves a longer period in specific cases, count as fully qualifying for the period of two years to be considered for achievement recognition; on the understanding that the leave without pay is not due to unauthorised absences or irresponsible conduct.

(6) *Reassessment*

An educator who, in a specific year, only just fails to obtain the required rating for achievement recognition, must be considered for possible achievement recognition in the following year.

(7) *Parties involved in the process of evaluation*

In order to prevent the evaluation being done by one person only and with a view to increasing the reliability of evaluation, the acceptance of the system by those to whom it applies, as well as for the purposes of moderation —

- the evaluation of the educator must be done by a group of selected, trained and experienced evaluators and the educator must be familiar with the measuring instrument;
- the evaluation must be done by an evaluation committee consisting of at least two persons;
- the educator must have personal or written access to the evaluators to state and substantiate his or her own achievements, or he/she may be represented by a colleague;
- the head of the institution or office must, in conjunction with the evaluation committee, consider all the

facts, the points allocation of the evaluation committee as well as inputs made by the educator or his/her representative and then award a final point under each criterion;

- a person, preferably more senior than the head of the institution or office, appointed by the education head for this purpose, must moderate and certify the points allocation of the institution or office; and
- the head of the institution or office and where possible and necessary, the moderator and members of the evaluation committee must then conduct a professional evaluation conversation with the educator and provide feedback on strong and weak points and assist through professional advice in creating a development plan according to which weak points can be eliminated.

Considering his progress according to the said development plan, the educator can request to be evaluated in the mean time so as to measure his progress with a view to the next evaluation according to the normal achievement recognition cycle as mentioned in 3.5.

#### 4. BASIS OF RECOGNITION

The benefits of achievement recognition must be granted from a common date, namely 1 January.

The award can take place after at least two years' actual service and biennially after that, on the understanding that such awards cannot be made to the same person more than three times.

Each achievement recognition must be accompanied by the granting of a merit salary scale.

#### 5. STATISTICS IN RESPECT OF ACHIEVEMENT AWARDS

For the purpose of promoting co-ordination and standardisation, it is essential that the following statistics in respect of achievement awards be compiled annually:

- (a) Number of educators who have completed the required period of service to be considered for achievement assessment.
- (b) Number of educators actually assessed with a view to achievement recognition.
- (c) Number of educators to whom the benefit of achievement recognition has been granted, and how many of these educators have received this award for —
  - (i) the first time;
  - (ii) the second time; and
  - (iii) the third time.

#### 6. AWARDING OF ACHIEVEMENT AFTER A BREAK IN SERVICE IN CASES WHERE ACHIEVEMENT WAS RECOGNISED BUT NOT BEING PUT INTO OPERATION

Recognition of proven recognised achievement may be put into operation in descretion of the head of education after a break in service not exceeding a period of two years.

#### 7. GENERAL

Successful application of the system of achievement recognition for educators depends largely on the extent of co-ordination between educational institutions. To ensure the successful application of the system, it is essential for the parties involved in the process of assessment to be familiar with the system. The respective educational institutions must therefore take appropriate steps, within their specific circumstances, to ensure that the persons involved in the application of the system are properly trained and familiar with the system.

### CHAPTER D

#### REMUNERATIVE PAYMENTS OVER AND ABOVE SALARIES

##### 1. DIFFERENTIATED ALLOWANCE

- (1) Educators who on 1 October 1984 held the post of Inspector: Schools excluding those who on 1 April 1981 chose to be remunerated according to personal fixed salaries, receive a non-pensionable allowance of R1 035 per annum up to and including the salary notch of R81 615. When advancing to the notch R85 059 p.a. the allowance decreases to R519 per annum and, on the person reaching the salary notch of R88 503 it falls away completely. The salary notches referred to here are the revised salary notches.
- (2) Educators responsible for a section of agriculture, e.g. agronomy, cattle-breeding, etc., receive a non-pensionable allowance which is equal to the difference between the notch on the key scale applicable to the educator and the following higher notch on the key scale.



## 2. ALLOWANCE TO EDUCATORS WHO PERFORM SUPERVISORY DUTIES AT HOSTELS

### (1) *The level of supervisory duties at hostels*

There are, at most, three levels of work, but it is not essential that all three levels have to be utilised everywhere. The levels and the functions attached to them are as follows:

#### (a) *LEVEL I*

Normally the head of the educational institution (e.g. principal of the school) is classified under level 1 and he/she is in overall control of all the hostels.

##### (i) *General*

- (aa) Responsible for every aspect of the hostel's activities in accordance with the relevant department's policy.
- (bb) Determines policy in respect of the educational, economic and administrative matters within the framework as prescribed by the department concerned.
- (cc) Exercises the necessary control to ensure that the policy is implemented.

##### (ii) *Educational*

Exercises overall control in respect of the discipline and spirit in the hostel, including the welfare, study and recreation of boarders.

##### (iii) *Economic*

Controls the economic function in accordance with the policy of the department and bears the final responsibility. Responsibility is thus accepted for the compilation of the budget, the obtaining of certain tenders and the control and management of all supplies to ensure the most efficient and economic utilisation thereof.

##### (iv) *Administrative*

Responsible for all administrative duties that are necessary for the efficient running of a hostel. This includes, inter alia, and where applicable, the following:

- (aa) Recommendations in respect of the appointment of staff.
- (bb) Periodic reports and recommendations in respect of buildings, equipment, grounds, etc.
- (cc) General management of staff.
- (dd) Handling of applications for admission of boarders.
- (ee) Collection of boarding fees.
- (ff) Compilation of duty sheets for staff.

#### (b) *LEVEL II*

Normally every hostel has a supervisor on level II.

##### (i) *General*

Practically implements the educational, economic and administrative policy as laid down.

##### (ii) *Educational*

Responsible for the spirit and discipline in the hostel in respect of the welfare, study and recreation of boarders.

##### (iii) *Economic*

Responsible for the controlling of supplies, accounts, bookkeeping, registers, the obtaining of tenders and all other duties connected with the post.

##### (iv) *Administrative*

Responsible for all administrative duties necessary for the efficient running of a hostel. This includes inter alia, the following:

- (aa) Recommendations in respect of the appointment of staff.

- (bb) Periodic reports and recommendations in respect of buildings, equipment, grounds, etc.
- (cc) Management of staff.
- (dd) Handles applications for admission of boarders.
- (ee) Collection of boarding fees.

(c) **LEVEL III**

The number of persons that are utilised at this level is directly related to the number of hostel enrolments. Those persons concerned perform educational and other duties such as:

- (i) Carrying out the educational programme.
- (ii) Maintenance of general discipline in the hostel, neatness of boarders, their rooms, the buildings and grounds.

(2) **Grading scales**

- (a) Hostels are distinguished according to the following numbers of hostel enrolments:

0–60

61–120

121–300

301 and more.

- (b) Where, in terms of approved educational policy in respect of post-provision scales, weighting on the actual pupil numbers occurs at specific institutions in order to determine the number of posts, a corresponding weighting of the actual hostel enrolment is made with a view to determining the number of hostel enrolments for the purposes of item (a).

(3) **Basis for remuneration**

- (a) Payment is in the form of a non-pensionable allowance based on a specific percentage of the basic payment (salary notch plus any pensionable allowance) of the educator concerned. The percentage paid is as follows:

Level	Hostel enrolments			
	0–60	61–120	121–300	301 and more
I	12,5%	13,5%	14,5%	15,5%
II	12,5%	13,5%	14,5%	15,5%
III	12,5%	12,5%	12,5%	12,5%

- (b) The basic remuneration in respect of levels I and II must be reduced by the following percentages in those cases where not all the functions mentioned in sub-paragraph (1) above are performed:

Function	Percentage reduction
Educational	50%
Administrative	25%
Economic	25%

(4) **Rounding off of non-pensionable allowances**

The amount determined in terms of item 3(3) must be rounded off to the nearest higher five cents per month.

### 3. **COMPENSATION FOR EXAMINATION-RELATED WORK**

- (1) *With the approval of the head of education* an educator may receive compensation for specified categories of examination-related work. This compensation is derived from a standard tariff which, in certain cases, relates to the level at which the work is done and which is defined as follows:

- (a) **Level I:** Examination-related work in respect of instructional offerings at a level lower than that mentioned in (b).

Standard tariff = 0,10% of the scale average of the standard salary scale attached to category D at post level 1, rounded off to the nearest five cents.

- (b) **Level II:** Examination-related work in respect of instructional offerings for Std. 10, N3 and N4.



Standard tariff = 0,13% of the scale average of the standard salary scale attached to category D at post level 1, rounded off to the nearest five cents.

- (c) *Level III: Examination-related work in respect of instructional offerings at a level higher than that mentioned in (b).*

Standard tariff = 0,15% of the scale average of the standard salary scale attached to category D at post level 1, rounded off to the nearest five cents.

In order to calculate a person's remuneration for examination-related work, the tariff, as it applied on the day that the examination-related work should have been finalised, must be used.

- (2) For each of the following categories of examination-related work the corresponding compensation in terms of the applicable standard tariff, as defined in (1), may be paid:

- (a) *Setting of question paper and accompanying memorandum (with effect from 1 January 1994)*

$5 \times (\text{standard tariff}) \times (\text{duration of question paper in hours})$

Provided that where use is made of more than one examiner for a question paper, at most the equivalent of two examiners may be compensated.

- (b) *Moderating of question paper and accompanying memorandum,*

$1,8 \times (\text{standard tariff}) \times (\text{duration of question paper in hours})$

- (c) *Translation of question paper and accompanying memorandum*

$1,0 \times (\text{standard tariff}) \times (\text{duration of question paper in hours})$

- (d) *Marking of examination scripts and control marking by the chief examiner*

In this case one of the following two bases, as approved by the head of education, may be used:

- (i)  $0,05 \times (\text{standard tariff}) \times (\text{duration of question paper in hours}) \times (\text{number of scripts for the question paper marked})$  with a minimum compensation based on the marking of 10 scripts

OR

- (ii)  $0,6 \times (\text{standard tariff}) \times (\text{number of hours spent on the marking of scripts}):$

Provided that in the opinion of the head of the education department a satisfactory marking pace is maintained in the latter case.

- (e) *Moderating of scripts*

$0,05 \times (\text{standard tariff}) \times (\text{duration of question paper in hours}) \times (\text{number of scripts moderated for the question paper})$

with a minimum compensation based on the moderating of 20 scripts.

- (f) *Remarking of examination scripts on appeal*

$0,1 \times (\text{standard tariff}) \times (\text{duration of question paper in hours}) \times (\text{number of scripts remarked for the question paper}).$

- (g) *Practical and oral examinations*

$0,6 \times (\text{standard tariff}) \times (\text{number of hours spent on examining})$  with a minimum compensation per day based on three hours' examining.

- (h) *Work done as chief examiner*

The chief examiner who accepts responsibility for a group of examiners receives 10% of the total amount paid to his/her examiners including himself/herself for marking (excluding control marking) in order to compensate him/her for his/her additional responsibilities, duties and administrative work.

- (i) *Work done as local secretary*

The local secretary receives compensation for his/her responsibilities in respect of the administration of all examination sessions for a particular examination. This compensation is based on the number of candidates entered for the examination, irrespective of the number of subjects for which the candidates have entered, i.e.

$0,25 \times (\text{standard tariff for Level I}) \times (\text{number of candidates entered for an examination})$

with a minimum compensation per examination based on 10 candidates.

(j) *Invigilation work*

$0,9 \times (\text{standard tariff for Level I})$

for the invigilator per examination session irrespective of the duration;

AND

$0,6 \times (\text{standard tariff for Level I})$

for the assistant invigilator per examination session irrespective of the duration.

**4. MEASURES IN CONNECTION WITH EDUCATORS WHO ARE PAID ON A PER-HOUR BASIS FOR TUITION, FULL-TIME EDUCATORS WHO PERFORM PAID OVERTIME DUTIES OR EDUCATORS WHO ARE APPOINTED ON A PROPORTIONAL BASIS**

(1) *Per-hour tariffs*

The following tariffs are applicable in respect of formal tuition contact hours:

(a) *Tuition in an educational context up to and including Std. 10 (excluding in respect of self-financing courses):*

(i) *Qualifications M + 3 years and higher*

Formula: 
$$\frac{\text{Maximum of the standard salary scale connected with category D at post level 1}}{900}$$
  
rounded off to the nearest five cents

(ii) *Qualifications lower than M + 3 years*

Formula: 
$$\frac{\text{Maximum of the standard salary scale connected with the applicable category at post level 1}}{900}$$
  
rounded off to the nearest five cents

(b) *Tuition in an educational context beyond Std. 10 (excluding in respect of self-financing courses):*

Formula: 
$$\frac{\text{Maximum of the standard salary scale connected with category D at post level 2}}{900}$$
  
rounded off to the nearest five cents

(Comments: Persons who, on a personal basis, are at present receiving higher tariffs than those indicated, retain these as personal until they are superseded by the tariffs as per formula.)

(2) *Measures in respect of full-time Educators who are paid on a per-hour basis or full-time Educators who perform overtime duties*

(a) In principle the existing practices whereby full-time educators receive additional remuneration on a per-hour basis or overtime remuneration, must be phased out as soon as possible.

(b) Overtime remuneration/remuneration on a per-hour basis to full-time educators for tuition over and above the normal timetable load can be made only if —

(i) the required authorisation has been specifically given; and

(ii) such tuition does not prejudice any obligations, including the normal timetable load, that is expected from the educator; or

(iii) such an educator must conduct tuition during his vacation leave on a part-time basis because a substitute is not available and after the head of the Department has satisfied himself/herself that no other arrangement is possible.

(c) Existing authorisations remain in force for the time being but under no circumstances may the measure contained in item (2) above be interpreted as being an extension of the existing authorisation for overtime remuneration or additional per-hour payment. Attention is again directed to the fact that additional payment, in whatever form has to be discontinued as soon as possible.



(3) *Educators who are appointed on a proportional basis*(a) *Pro-rata remuneration basis*

The following formula applies:

$$\frac{\text{Number of hours per week for which appointed}}{25} \times \text{Salary notch as determined for full-time educators}$$

Provided that the *pro-rata* earning so determined does not exceed the salary which would have been received if a full-time educator had been appointed in a temporary capacity.

(b) *Recognition of experience*

Experience gained during periods of *pro-rata* appointments is converted to full-time experience as follows:

$$\frac{\text{Number of hours per week for which appointed}}{1\ 300} \times 365 = \text{equivalent number of days full-time tuition per week.}$$

(c) *Other aspects*

In the case of part-time appointments, not only basic remuneration must be calculated on a *pro-rata* basis, but also all other remunerative payments.

## 5. **NON-PENSIONABLE ALLOWANCE PAID TO EDUCATORS AT POST LEVEL 1 WHO PROVIDE TUITION AT THE ADULT TRAINING CENTRE, WESTLAKE AS WELL AS AT THE ADULT TRAINING CENTRE, RUN AS A SECTION OF THE VEREENIGING TECHNICAL COLLEGE**

A non-pensionable allowance which is equal to the difference between the current salary notch of the educator and the following higher salary notch on the key salary scale, is paid to educators who were in service on 1 October 1984 and are still in service. *This allowance is therefore not paid to educators who were/are appointed after 1 October 1984.*

## CHAPTER E

### SERVICE BENEFIT AWARDS

#### 1. **DEPARTMENT-SPECIFIC AWARDS**

##### (1) *Purpose*

To provide for the granting of non-pensionable awards for achievement to CS educators other than by means of the normal performance and merit systems and to supplement remuneration on a non-pensionable basis in cases where specific difficulties are experienced, which awards and supplements will be restricted to the particular financial year within which they are made. The purpose thereof is therefore to address short-term needs/problems that cannot be met by means of general staff systems and measures.

##### (2) *Scope of Application*

All CS educators on post levels 1 to 8 are eligible for a department-specific award. The award to CS educators on post level 8 must however be granted with prudence, since a Director in the Public Service does not qualify therefor.

##### (3) *Powers*

- (a) The head of education or his/her delegate may, on the advice of a committee, grant a department-specific award to a CS educator.
- (b) The advisory committee is designated by the head of education or by his/her delegate and must include at least two members of the management corps.

##### (4) *Conditions*

- (i) The expenditure relating to the awards is restricted to the financial year concerned and the awards cannot therefore place a financial obligation on the following financial year.

- (ii) The total amount expended by an education department on department-specific awards may not exceed 0,537% of the total salary account of the education department concerned as at 1 April of the relevant financial year. This percentage may be zero, in which case no awards have been made.
  - (iii) The size of the award must relate to the need identified.
  - (iv) The award or awards made to a CS educator may not, in total, exceed 25% of the pensionable salary notch of the CS educator concerned on 1 April of the relevant financial year.
  - (v) The award must, in the opinion of the head of education or his delegate, be in the interest of the particular education department or the State.
  - (vi) In the case of a function shift suitable arrangements must be made between the education departments concerned for the purpose of transferring a portion of the amount mentioned in sub-paragraph (b) together with the function.
- (5) *Monitor*

With a view to monitoring the success of the awards, provincial education departments may be requested to furnish the Department of Education with particulars regarding the utilisation of these awards.

## 2. RETIREMENT PACKAGE

The following retirement benefits will apply to a CS educator who, because of rationalisation, has been retrenched by the department in which he/she is appointed, before reaching retirement age:

- (a) Payment of pension benefits in terms of the regulations of the pension fund of which the CS educator is a member.
- (b) Payment of the leave credit due to the CS educator, calculated on the basis applicable to retirement on reaching the prescribed age.
- (c) Payment of a service bonus on a *pro-rata* basis.
- (d) Continued payment of the monthly house owners allowance for a maximum period of six months after termination of service. Those CS educators who received this benefit and who are re-employed by any government department within the six-month period, will not qualify for a house owners allowance for the remaining period of the six months.
- (e) Continued occupation of official quarters, where possible, for a period of three months after termination of service.
- (f) Payment to the CS educator who will not have medical aid cover after termination of service, an amount equal to the rand value of government's contribution to the applicable medical aid scheme if the person had remained a member of the scheme, for a period not exceeding six months.
- (g) The cancellation of any service commitments that the CS educator may have on termination of service.
- (h) In cases where the CS educator enjoys the benefit of a motor vehicle scheme, the rules of the scheme must be applied.
- (i) Application of the rules in respect of resettlement costs.

## CHAPTER F

### MEASURES PRESCRIBED BY LEGISLATION NOT ADMINISTERED BY THE MINISTER OF EDUCATION AND OTHER MEASURES WHICH APPLY TO ALL EMPLOYEES OF THE STATE

The measures in respect of the following matters apply to educators, *mutatis mutandis*, as they apply to other employees of the State:

- (a) Application of the Workmen's Compensation Act, 1941 (Act No 30 of 1941);
- (b) Application of the Unemployment Insurance Act, 1966 (Act No 30 of 1966);
- (c) Subsistence, camp and special allowances;
- (d) Official travelling and transport;
- (e) The Government's housing loan guarantee scheme;
- (f) The motor financing scheme for senior personnel;



- (g) All amounts applicable to medical assistance;
- (h) The maximum rent in respect of standard married housing as well as the measures applicable should an educator be obliged to remove his or her personal possessions from the relevant housing;
- (i) The basis, conditions and limitations of the allowance payable under the house owners allowance scheme; and
- (j) Compensation in respect of educators doing parliamentary duty.

## CHAPTER G

### TIME OFF AND SECONDMENT

#### 1. INTRODUCTION

The measures contained in this chapter are based on the following principles:

- (1) The acknowledgement of labour rights entrenched in the Constitution of Republic of South Africa, 1993 (Act No 200 of 1993), the Education Labour Relations Act, 1993 (Act No 146 of 1993) (ELRA) and the Constitution of the Education Labour Relations Council (ELRC) which seeks to promote labour peace.
- (2) That an educator's role in the education process is dynamic and developmental, and therefore requires the active participation of educators at school, provincial and national level.
- (3) That the amount of time off and the frequency thereof should at all times be reasonable and fair.
- (4) That arrangements for time off should consider:
  - (a) the need for the process of teaching and learning to be uninterrupted;
  - (b) the importance of high productivity levels;
  - (c) efficiency and effectiveness in services rendered to the general public;
  - (d) the need for order in the education system; and
  - (e) the constitutional rights of the child.

#### 2. GENERAL

- (1) When requiring time off:
  - (a) a reasonable period of notice must be given to the responsible person designated by the employer for time off to attend meetings, training courses, and other agreed to activities;
  - (b) in respect of urgent meetings arising from the collective bargaining process, the employee organisation should advise the responsible person designated by the employer timeously of such urgent meetings;
  - (c) when requesting time off for workplace and other such like meetings, every effort should be made to hold them before or after official school hours, or during lunch breaks;
  - (d) an efficient record system must be kept in respect of time off allowed for all entitled educators; and
  - (e) management must be informed timeously of any resignation of members/representatives.
- (2) Applications for time off must be considered on its merits and the principle of reasonableness and fairness must apply.
- (3) It is the responsibility of managers identified by the provincial education departments to keep separate registers of employee member and representatives in good standing, as well as details of time off allowed with full pay and without pay, and to forward such record annually, but before 31 December, to both the employee organisation concerned and the responsible personnel offices.

#### 3. TIME OFF

##### A. TIME OFF FOR COLLECTIVE BARGAINING PURPOSES

###### (1) Entitlement

Duly elected, identified employee organisation representatives are allowed time off, including during school hours, to attend meetings at national and provincial levels for collective bargaining purposes. Furthermore, such employee organisation representatives are entitled to take reasonable time off for preparatory meetings during the collective bargaining process.

**(2) Provisions**

- (a) Identified representatives must give their supervisors reasonable notice of meetings to be attended and proof that they have been nominated to attend such meetings.
- (b) Confirmation of meetings must be submitted by the representatives to his or her supervisor for record and auditing purposes.
- (c) Subsequent to representatives attending meetings, confirmation must be given by the employee organisation to the representative's supervisor that he/she had attended such meetings.
- (d) In addition, representatives are allowed a maximum of additional school day per event, which should be regarded as special leave with full pay, for preparatory meetings during the collective bargaining process; provided that the employee organisation confirms that such preparation is essential to the collective bargaining process and that the duration of such preparation necessitates the maximum or a lesser amount of hours required.

**(3) Payment for time off**

In terms of this entitlement, the duly elected, identified employee representative is allowed time off with full pay.

**B. TIME OFF FOR EMPLOYER ORGANISATION DUTIES****(1) Entitlement**

Duly elected, identified representatives of an employee organisation may take reasonable time off, including during school hours, to carry out employee organisation duties which have been agreed to between the parties of the ELRC.

**(2) Provisions**

- (a) The following employee organisation duties are provided for:

- (i) representing members in good standing during—

- disciplinary hearings
- grievance and dispute procedures
- retrenchment/redundancy procedures
- dismissals;

- (ii) attending labour relations training; and

- (iii) attending, participating in and organising workplace forums.

- (b) The amount of time off to be allowed must not exceed a maximum of 3 school days at a time and the entitlement is limited to a maximum of 12 school days per annum. Should additional time off be essential and in the interest of labour peace, the employer may, with due regard to the principles of reasonableness and fairness, consider a motivated request for additional time off.

**(3) Payment for time off**

In terms of this entitlement, and subject to the limitations of the entitlement, representatives are allowed time off with full pay.

**C. TIME OFF FOR EMPLOYEE ORGANISATION ACTIVITIES****(1) Entitlement**

Subject to the academic programme not being interrupted, an employee who is a registered member, in good standing with an employee organisation, may take reasonable time off during working hours to participate in agreed to employee organisation activities.

**(2) Provisions**

The following employee organisation activities are provided for:

- (a) Attending pre-arranged workplace meetings, other than those arising out of industrial action, which have been agreed to between the employee organisation affected and the employer, and which cannot be held outside working hours.
- (b) Meeting full-time officials, by arrangement and agreement between the employee organisation and



employer, to discuss bona fide employee organisation matters.

- (c) Voting during employee organisation elections where voting cannot take place outside working hours.
- (d) Voting in respect of procedural/lawful strike actions.

(3) *Payment for time off*

Employee organisation members, in good standing, are allowed a maximum of 8 school hours per annum, calculated from 1 January to 31 December of each year, with full pay to engage in the activities indicated above.

- D. Where there is a dispute relating to time off, the provisions of the Constitution of the ELRC will apply. Time off with full pay is permitted for employee organisation members/representatives to engage in this process.

**4. SECONDMENT**

(1) *Entitlement*

The employer recognises the need for employee organisations to utilise the skills and expertise of their members to manage the affairs of the organisation. Employee organisations are therefore entitled to have educators seconded to organisations registered with the ELRC, to occupy full time positions to which they have been duly elected.

This entitlement applies only to employee organisations in good standing, and who comply with the provisions of the ELRA and the Constitution of the ELRC.

(2) *Basis upon which the number of employee organisation members, in good standing, will be allowed to be seconded for a contracted period of one year*

- (a) Consideration must be given to the teaching and learning programme. It is important that the entitlement does not disrupt the school programme or the management of education.
- (b) For this purpose this entitlement is structured in such a manner that it applies to a calendar year, that is, from 1 January to 31 December of each year.
- (c) Employee organisations will have to elect or appoint their officials on the basis of a calendar year.
- (d) The following formula will apply in respect of the secondment of employee members, in good standing, to full-time positions in an employee organisation for a period of 1 year:

*Number of audited employee organisation members (i.r.o. a federation, membership can only be counted once)*

0– 3 000  
3 001– 5 000  
5 001– 8 000  
8 001–12 000  
12 001–17 000  
17 001 upwards

*Number of members to be allowed to be seconded to full-time positions in an employee organisation*

0  
1  
2  
3  
4

An additional 1 member for every 6 000 above 17 000 to a maximum of 7 additional members

(3) *Payment in respect of seconded educators*

- (a) Members of employee organisations, in good standing, who have been seconded to employee organisations in accordance with this entitlement, will retain all their benefits.
- (b) Employee organisations must be responsible for refunding the full package payable to members seconded in terms of this entitlement. The full amount owing to the relevant employer will be disbursed monthly from the amount accrued to employee organisations from the levies raised.
- (c) The Secretary of the ELRC must keep separate and accurate records of payments made in terms of this entitlement.

**ANNEXURES****AGREEMENT: SPECIAL LEAVE FOR STUDY PURPOSES**

1. I, ..... (full name)  
hereby undertake towards the head of the education department of the .....  
..... (name of education department)  
immediately after expiry of the period of special leave for study purposes granted to me in terms of general education policy for the period ..... to .....  
to serve in an education department (hereinafter referred to as my service obligation) for a continuous period of ..... days.
2. I hereby further undertake, during this leave, periodically and as determined by the head of my education department to obtain progress reports in respect of my study courses from the institution at which I am studying and to submit such reports to the head of my education department, and I understand that he retains the right on the basis of such progress reports to instruct me to resume service immediately and to renounce the privileges of this leave granted to me and to convert such leave into vacation leave or special leave in extraordinary circumstances and in the latter case to recover any excess payment from me which might have occurred as a result thereof, and to transfer such payment to the education department with which this contract has been concluded.
3. I hereby declare that I understand that authorised leave with full or partial pay normally counts as service towards the fulfilment of my service obligation and that, if leave without pay is granted to me before my service obligation is fulfilled, my service obligation will be extended by the number of days equal to the periods for which leave without pay was granted to me.
4. I hereby further undertake, if in any manner whatsoever, except in the event of my death, or as a result of my permanent disability not caused by me, fail to fulfil this agreement fully, irrespective of whether such failure is the result of discharge owing to misconduct, to immediately repay on written request the service bonus and salary which I received during the above-mentioned period of special leave for study purposes on a *pro rata* basis together with the interest thereon at the interest rate as prescribed in the Financial Hand Book of the Department of Finance, calculated from the date of breach of contract, to the education department with which this contract has been concluded.

Signed at ..... this ..... day of ..... 19.....

WITNESSES:

1. ....

2. ....

Signature of Educator



**AGREEMENT: SPECIAL LEAVE FOR STUDY PURPOSES**

1. I, .....(full name)  
hereby undertake towards the head of the education department of the.....  
.....  
(name of education department)  
immediately after expiry of the period of special leave for study purposes granted to me in terms of general  
education policy for the period .....to .....  
to serve in an education department (hereinafter referred to as my service obligation) for a continuous period  
of ..... days.
2. I hereby declare that I understand that authorised leave with full or partial pay normally counts as service  
towards the fulfilment of my service obligation and that, if leave without pay is granted to me before my service  
obligation is fulfilled, my service obligation will be extended by the number of days equal to the periods for which  
leave without pay was granted to me.
3. I hereby further undertake, if in any manner whatsoever, except in the event of my death, or as a result of my  
permanent disability not caused by me, I fail to fulfil this agreement fully, irrespective of whether such failure  
is the result of discharge owing to misconduct, to immediately repay on written request the service bonus and  
salary which I received during the above-mentioned period of special leave for military training on a *pro rata*  
basis together with the interest thereon at the interest rate as prescribed in the Financial Hand Book of the  
Department of Finance, calculated from the date of breach of contract, to the education department with which  
this contract has been concluded.

Signed at .....this.....day of.....19.....

**WITNESSES:**

1. ....

2. ....

.....

Signature of Educator





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