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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.

SMEBENGU

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 Educatio 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:

- 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.
- 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 mini- mum but fewer than 80	P1w 300 Nevember 1995 w1P	1 + applicable allow- ance as defined in the PAM
	80 - 159	P2	2
	(as well as schools with		
	fewer than 80 learners	EDUCATION LABOU	
	but with more than one		
	educator)	RESOLUTIO	
	160 - 319	P3	3
	320 - 719	P4 THE VOA SHT ROS A	(4)11(A)
	720 - 1 349	P5	5
	1 350 +	P6 Pariousian luode i no	The parties to the Edit 6
Secondary Ordinary	Above required mini-		* NAPTOSA's position th
Schools and Combined	mum but fewer than 280	S3	NAPTOSA's position the
Ordinary Schools	280 - 629	S4	
	630 - 1 189	S5	applications. 5
	1 190 +bestner	of applications must be 82 s	6 Isithe confidential 6
Comprehensive	Above required mini-		
Schools (Secondary	mum but fewer than 200		
schools with a full com-	200 - 500	S4 CHIM DIE DIE DIE SYDE	No 146 of 1993) that the
plement of technical or	500 - 799	S5	1 ADVERTISING 6
agricultural subjects	800 +	nt of vacancies posts for edi	
added)			1.1 The advertisement
Art, Ballet, Drama and	Above required mini-		
Music schools	mum but fewer than 100	\$3	3
	100 - 399	S4 Izinemenupen	4 minimi —
	400 +	S5 ggs tot bewolldt ed of	5 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -
Technical Colleges	Above required mini-	TO	0
	mum but fewer than 99	nd telephone numbers of co	— names at
	100 - 299	T4 inemuniogos to steo	14 meteria —
	300 - 749	TC	-
	750 - 1 519	T6 de to tqueses ent not ete	6 gniacio
	1 520 +	eT7 o villaup tripim tarit its	o 7 eldissecos (d)
Schools for learners	Above required mini-		
with specialised educa-	mum but fewer than 100	SS3	3 nosb-non (a)
tional needs	100 - 349		4d agancies p4
	350 +	SS5 who had been some	

ent to notifutitioned ortifice and all EDUCATION LABOUR RELATIONS COUNCIL or notioning to patitif or the

RESOLUTION NO 12 OF1995: AMENDMENT OF THE SCHEDULE TO RESOLUTION 1 OF 1995

The parties to the Education Labour Relations Council (ELRC) note the following: Idou to redmun belimit so

- * That a need was identified by the employee parties for an extended period of time to be allowed for educators wemployed 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 —aim beniuper evodA bas smarQ JellaS JtA
 - 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.

INTERVIEWING

- 4.1 The Institution's Governance Structure or official concerned must then establish an interviewing
 - 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
- 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.

ANNEXURE 1

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) and analysis of the Act (Regulations) and analysis 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

3.4 The Institution's Governance Structure or official concerned must then a YTIJIBADIJIPA 70 39002 th.

- (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 team as basis applies: OFLE and to gredment as only another improvement and 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	GORISATION, APPOINTMENT, ACHIEVEMENT	ATE
OF PORT L	тини на јал 697,20	DETERMINATION OF SALARIES, CONDITIONS FOR T POSTS, SALARY SCALES AND IMPLEMEN	RENT
3	182,20 MEASURES 52,50	TEGORISATION	CA
4 5	32,00 25,20	Principle	
	9,00 0,95	Categorisation entails the classification of Educators classification into the various qualification categories is be	
umber 8 reco	0,95 0,95 Ormaniy on the mixers with the mixer	prescribed full-time professional or academic years of study	

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:

	670	
Visa restory College of Education	ecognition of dologias for salary pur	(i) The re
Rector: College of Education Vice-rector: College of Education Head of Department: College of Education	td 10 diplomas to a reaximum of care	
Associate Head of Department: College of Educa	cognition of university degrees als noi	
Senior Lecturer: College of Education	og approved measures that deviate fro	
Lecturer: College of Education	ication into categories must only be at	
Principal: Technical College		
Senior Deputy Principal: Technical College	ommodate all nec 2s adequately.)	
Deputy Principal: Technical College	3 4	
Senior Head of Division: Technical College	calegonsation 4	(2) Influence of
Head of Division: Technical College	scales 8	
Principal Lecturer: Technical College	3	
Senior Lecturer: Technical College	Seneral	
Serior Lecturer. recrimical College	2	
	A 10 MP 시간 10 MP (THE COLOR OF THE COLOR O	
Lecturer: Technical College pyrayo of balsoolis at	A 10 MP 시간 10 MP (THE COLOR OF THE COLOR O	
Lecturer: Technical College pyrava of balsoolis at	\t categorised post levels a salary scale categorise post levels a salary scale	
Principal: School Senior Deputy Principal: School	At categorised post-levels a salar/Iscale categorise at the same post-level which are the maximum ab 1.5 a 4 a 6 a 2 a 1 the a	e j
Lecturer: Technical College Principal: School Senior Deputy Principal: School	\t categorised post levels a salary scale categorise post levels a salary scale	e j
Principal: School Senior Deputy Principal: School Deputy Principal: School Senior Head of Department: School	categorised post levels a salar scale of the selection of the selection of the selection of the selections of the selections of the selections of the selection)) (ii)
Lecturer: Technical College Principal: School Senior Deputy Principal: School Deputy Principal: School Senior Head of Department: School	categorised post levels a salar scale of the selection of the selection of the selection of the selections of the selections of the selections of the selection)) (ii)
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Principal: School Senior Deputy Principal: School Deputy Principal: School Senior Head of Department: School Head of Department: School Teacher: School Director: Education Chief Education Specialist	At categorised post-levels a salar/Iscale cales at the same post-levels as a salar/Iscale cales at the same post-level as a serving educator obtains a serving educator obtains a salablished whether the classified into a higher qualification will be allocated. The s. Tary scale connected with	(ii)
Principal: School Senior Deputy Principal: School Deputy Principal: School Senior Head of Department: School Head of Department: School Teacher: School Director: Education Chief Education Specialist Senior Deputy Chief Education Specialist	the maximum ab d 2 e 4 in 2 in 2 in 1 the interest of a serving educator obta 2 e a qualifications obtained whether the classified into a higher qualification and the serving educator obtained whether the classified into a higher qualification of the service of	(ii)
Principal: School Senior Deputy Principal: School Deputy Principal: School Senior Head of Department: School Head of Department: School Teacher: School Director: Education Chief Education Specialist Senior Deputy Chief Education Specialist	to categorised post levels a salant scale of the salant scale of t) (ii))
Principal: School Senior Deputy Principal: School Deputy Principal: School Senior Head of Department: School Head of Department: School Teacher: School Director: Education Chief Education Specialist Senior Deputy Chief Education Specialist	to categorised post levels a salant scale of the salant scale of t) (ii))
Principal: School Senior Deputy Principal: School Deputy Principal: School Senior Head of Department: School Head of Department: School Teacher: School Director: Education Chief Education Specialist Senior Deputy Chief Education Specialist Deputy Chief Education Specialist Assistant Chief Education Specialist First Education Specialist	the maximum abd 2 e 4 in 2 in 2 in 1 the seminations obtained by enving equalifications obtained by enving equalifications obtained by enving equalifications as the must be established whether the classified into a higher qualification must be enforated by The s7 ary scale connected with allocated allocated provision has been allocated by respective ca2 gories on the relevance). In view of the measures in respective ca2 gories in respective c) (ii))
Principal: School Senior Deputy Principal: School Deputy Principal: School Senior Head of Department: School Head of Department: School Teacher: School Director: Education Chief Education Specialist Senior Deputy Chief Education Specialist Assistant Chief Education Specialist First Education Specialist	to categorised post levels a salant scale of the salant scale of t) (ii))

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.

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

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.

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

- (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.

The principles referred to below shall be taken into account in considering such reappoinTNAMTNIOPPA: .2 education, or the person delegated by him/her, shall decide on the reappointment concerns

(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.
 - 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.
- eld (2) Admission to the Government Service Pension Fund and avail only beautiful and the control of privo

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 to abrupp must be remunerated according to the appropriate lower salary categories. Hollands of E. (1)
- (b) Persons in qualification category A2 who were appointed on or after 1 January 1984
 - may be appointed only at post level 1; and
- of patient (ii) a 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	CATE	EGOR	RIES/Y	EARS	SOF	EXPE	RIE	NCE
level	A2	A1	В	С	D	E	F	G
aat e	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 each year of recognisable experience award made, neine axe eldesingoor for every achievement award made and the eldesingo for every achievement and every achievement achievement and eldesingo for every achievement and eldesingo for every ac

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 depending on the number of achievement awards. (M1 = one achievement additional depending on the number of achievement awards.)

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:
- ed flants again (i) The qualification category is determined.
- (ii) The number of achievement awards that have been made is established.
- 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.)

- The person's recognisable experience (paragraph 4) is established. (iv)
- For every year of recognisable experience, one salary notch above the minimum of the (v) 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 loss (a) The qualification category is determined. One visible manifeld as writing pulbage level too
 - (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 - its no orlinguorities benimmetable livingias her no ail
 - in the case of appointment at a higher post level; and loggested to add of total M (d)
 - 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
- (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. (as al (A dospenso) considerate education and a consideration of the contract of the co
- (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 as a distribution of being on the granted to an educator with a part of this measure, may not be granted to an educator with a part of the same o

(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

 $20118 \times 1854 - 27534 \times 2271 - 38889 \times 2709 - 49725 \times 2964 - 61581 \times 3318 - 78171 \times 3444 - 102279 \times 3993 - 114258 \times 4800 - 131478$

(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.)	18 (Fixed) 07×2709	Rank Code
1	A2 885	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	71×3444	30271
	A1 (M3)	25680 × 1854 - 27534 × 2271 - 36618	15×3444	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 -		30275
	B (M3)	27534 × 2271 - 38889 × 2709 - 47016	478 (Fixed	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 -		12500
	C (M3)	$36618 \times 2271 - 38889 \times 2709 - 49725 \times 2964 -$		12502
	D (M0)			
		$34347 \times 2271 - 38889 \times 2709 - 49725 \times 2964$		12504
	D (M1)	36618 × 2271 – 38889 × 2709 – 49725 × 2964 -		
	D (M2)	$38889 \times 2709 - 49725 \times 2964 - 61581$		12508
	D (M3)	41598 × 2709 - 49725 × 2964 - 61581 × 3318 -		
	E (M0)	36618 × 2271 – 38889 × 2709 – 49725 × 2964 -		12512
	E (M1)	38889 × 2709 - 49725 × 2964 - 61581		
	E (M2)	41598 × 2709 – 49725 × 2964 – 61581 × 3318 -		
	E (M3)	$44307 \times 2709 - 49725 \times 2964 - 61581 \times 3318 -$	- 68217	
	F (M0)	$38889 \times 2709 - 49725 \times 2964 - 61581$		
	F (M1)	$41598 \times 2709 - 49725 \times 2964 - 61581 \times 3318 -$	- 64899	12522
	F (M2)	$44307 \times 2709 - 49725 \times 2964 - 61581 \times 3318 -$	- 68217	12524
	F (M3)	$47016 \times 2709 - 49725 \times 2964 - 61581 \times 3318 -$	71535	12526
	G (M0)	$41598 \times 2709 - 49725 \times 2964 - 61581 \times 3318 -$	- 64899	12528
	G (M1)	$44307 \times 2709 - 49725 \times 2964 - 61581 \times 3318 -$	- 68217	12530
	G (M2)	$47016 \times 2709 - 49725 \times 2964 - 61581 \times 3318 -$	71535	12532
	G (M3)	$49725 \times 2964 - 61581 \times 3318 - 74853$		12534
2	A2	23826 (Fixed) 8840V 8840V		30277
	A1	29805 × 2271 - 36618		30278
	В	36618 × 2271 - 38889 × 2709 - 47016		30279
	C	49725 × 2964 - 61581 × 3318 - 64899		12538
	D	55653 × 2964 - 61581 × 3318 - 71535		12539
	E			12540
	F	61581 × 3318 - 78171		12541
				12542
3		27534 (Fixed) 108 118VA 118VA		
		34347 × 2271 - 38889 × 2709 - 41598		30281
		41598 × 2709 - 49725 × 2964 - 52689		
	C	55653 × 2964 - 61581 × 3318 - 78171 × 3444 -		
	D	61581 × 3318 - 78171 × 3444 - 88503		
		64899 × 3318 – 78171 × 3444 – 88503		
				12547
		68217 × 3318 − 78171 × 3444 − 88503		12548
		71535 × 3318 - 78171 × 3444 - 88503		12549
4		32076 (Fixed) 005 11885 11885		30283
		38889 × 2709 − 47016		
		47016 × 2709 − 49725 × 2964 − 58617		
		61581 × 3318 − 78171 × 3444 − 88503		12552
				12553
		71535 × 3318 - 78171 × 3444 - 95391		12554
	F	$74853 \times 3318 - 78171 \times 3444 - 95391$		12555

(OM) . (A

	G	8300 78171 × 3444 — 95391 / 3 1809 2 В НООЗТАО МОНТА	12556
5	A2	36618 (Fixed)	30286
	A1	44307 × 2709 - 49725 × 2964 - 52689	30287
	В	52689 × 2964 - 61581 × 3318 - 64899	30288
	С	68217 × 3318 - 78171 × 3444 - 95391	12559
	D	$74853 \times 3318 - 78171 \times 3444 - 102279$	12560
	E	78171 × 3444 - 102279 AS - 1755 × ARCTS - AGRIC X SS	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	avco131478 (Fixed) arova = enve x easee = rvec x ase	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.	50A	R.p.a. 82088	R.p.a.	R.p.a.	R.p.a.	R.p.a.
Salary		Salary	Salary	Salary	Salary	Salary
notch		notch	notch 18	anotches	notch	notch
92/07/01	8510	93/07/01	93/11/01	93/12/01	94/04/01	95/07/01
102918		108075	108075	126411	126411	131478
102603	2514	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	8618 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
		47511	47511	47511	50172	52689
42693		44838	44838	44838	47349	49725
40365		42393	42393	42393	44769	47016
38037		39948	39948	39948	42189	44307
			37503	37503	39609	41598
33381		35058	35058	35058	37029	38889
31431		33009	33009	33009	34866	36618
			30960	30960	32703	34347
			28911	28911	30540	32076
			26862	26862	28377	29805
				24813	26214	27534
21831	2552		22923	22923	24216	25680
20031			21033	21033	22218	23826
18231		19143	19143	19143	20220	21972
16431		17253	17253	17253	18222	20118

14841	15585	identify potential for promotion posts.
13251	13917	OPE OF APPLICABILITY
11832	12426	
10413	10935	For the purposes of achievement recognition, educators are regards of education, education auxiliary services and technical colleges materials.

- (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.
- Personnel who up to now were part of the system but who do not now comply with the requirements laid down 29,532 yields beginn an application of the system but who do not now comply with the requirements laid down 29,532 yields
- (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 a system as regards qualification for the system as
 - (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

later date), the promotion salary is adjusted with effect from the date of promoti tnemeltitna (1)

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 (SON 192 III ASSIGN 288)

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

(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:

recognition which her receives as a cere recognition. Similar design of the subject of his subject or field of work, as well as achievements therein (academic, professional or otherwise). This includes teaching preparation, the presentation and delivence of the subject area. This includes teaching preparation, the presentation and delivence of the subject area. This includes teaching preparation, the presentation and delivence of the subject area. This includes teaching preparation, the presentation and delivence of the subject area. This includes teaching preparation, the presentation and delivence of the subject area. This includes teaching preparation, the presentation and delivence of the subject area in terms of reaching calculations objectives through his influence on pupils students, this influence on pupils students, this influence on pupils students, their interest and to evaluate the class' feaching group education to a trained in his subject area in terms of reaching educational and objectives through his influence on pupils students, this influence on pupils students, their interest and to evaluate the class' feaching group education to the subject and or evaluate the class' feaching group education to the subject and the evaluation of the subject and or evaluate the class' feaching group educations to the subject and to evaluate the class' feaching group educations to the subject and to evaluate the class' feaching group educations to the subject and to evaluate the class' feaching group educations in the subject and to evaluate the class' feaching group educations to the subject and to evaluate the class' feaching group educations to the subject and to evaluate the class' feaching group educations to the subject and to evaluate the class' feaching group educations to the subject and to evaluate the class' feaching group educations to the subject and to evaluate the class' feaching group educations to the subject and to evaluate the class' feaching group educations to the subject and to evalu	Criterion A	Definition of criterion	₹ 1	2	8 3	\$ 4	5	6 0 0 0	To morning of	Assess- ment
result of his qualifications, knowledge and appending of his between the subject or field work, as well as achievement shreen (academic, professional or otherwise). This includes teaching preparative continues of the subject area is professional to thing, evaluation and delivity professional to thing, evaluation and following, evaluation and following the subject area is terms of reaching discussional colopicities from pulse students, their previous and overlates the first own of maching group educatives task and to evaluate the class of control of the complete plant and overlate the flower in plant with the subject area is terms of reaching activities for pulse students, their previous and tower on pupils students, their interest and to evaluate the class of control of the complete plant is learned or evaluate the class of control of the complete plant is learned or evaluate the class of control of the complete plant is learned or evaluate the class of control of the complete plant is learned or evaluate the class of control of the complete plant is learned or evaluate the class of control of the c	Professional	The degree of professional rec-	Does not re-	Receives little	Receives rec-	Receives a	Receives rea-	Receives a	Receives ex-	
would as achievements therein (academic, professional or otherwise). This includes teaching preparation, the presentation and delivery to this preparation, the presentation and delivery to this preparation, which is the professional professional professional and the professional control to trip, evaluation and following vig. Le preparation particular and the professional control to trip, evaluation and following vig. Le preparation particular and the professional control to trip, evaluation and following vig. Le preparation particular and the professional professional and possibility to miserine and evaluation the evaluation and solicity vig. Le preparation particular and the professional control to trip, evaluation and following vig. Le preparation particular and the professional control to trip, evaluation and following vig. Le preparation particular and the professional professional professional and professional control to trip, evaluation and following vig. Le preparation particular and the professional control to trip, evaluation and following vig. Le preparation particular and the professional control to trip, evaluation and following vig. Le preparation particular and the professional professional and p	skill	ognition which he receives as a	ceive recogni-	recognition.	ognition to a	reasonable	sonable over-	high degree of	ceptionally	
well as achievements have in classed and self-very content before the content of the well of the content of the		result of his qualifications,	tion.	nodsaidagno	limited extent/	degree of rec-	all recognition	recognition	high recogni-	
well as achievements hareine (eademic, professional or otherwise). Circular el- This includes teaching preparatectiveness of learning tradering to the presentation and delivery up. te. preparatory activities and all solve-up activities. Professional or otherwise The level of achievement altother to opposite to the development, subject and exemption opposite students, their preparatory activities. The level of achievement altother to overall achievement of pupils students, their inferest shown in their work/the subject and exemption to learning activities are in a logical manner; and to give direction to learning group-buckants learning or professional thems of reaching group-buckants learning or pupils students, their inferest shown in their work/the subject and exemption to learning activities are in the cases in a logical manner; and to give direction to learning activities are in the learning or the most efficiency every possible. The activities are in the cases in a logical manner; and to give direction to learning activities are in the most efficiency every possible. The activities are in the cases in a logical manner; and to give direction to learning activities are in the most efficiency every possible. This activities, the inferior professional in a logical manner; and to give direction to learning activities and professional and professional activities and professional activities and professional activities and professional activities are somewhat the learning or pupils students, their inferest shown in their work/the subject and overall activities activities and overall activities and professional activities are activities and professional activities and professi		knowledge and experience of	bluea ricinw		only in certain	ognition within	within work	within the	tion within	
Content Cont		his subject or field of work, as	-ro/belostore		respects/within	work context/	context/or	school and	work and sub-	
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Inem	lavalvanant and andidication	Not at all in	Minteral land	feet and	0				ment
Extra-mural approach	Involvement and participation in guidance and assistance	Not at all in- volved in ac-	Minimal in- volvement in	Involvement is not completely	Satisfactory involvement/	Involvement is somewhat	Involvement is significantly	Involvement could be im-	
approuon .	with cultural activities, sport,	tivities/organi-	activities/or-	or always sat-	organisation	above that	above that	proved upon	
	functions excursions, matches,	sation and	ganisation and	isfactory/dem-	and adminis-	which could be	which could be	with difficulty/	
	competitions, meetings, etc.	administration	administration	onstrates a	tration meet	expected/or-	expected/or-	excellent or-	
	Three facets are particularly	consistently	often inade-	tendency to	requirements/	ganisation and	ganisation and	ganisation and	
	relevant viz: the organisation	weak/direction	quate/direction	excuse him-	direction and	administration	administration	administration/	
	and administration of extra-	and coaching	and coaching	self/organisa-	coaching are	better than	is noticeably	exceptional	
	curricular activities, the devel-	usually inade-	usually weak/	tion and ad-	acceptable/	required/direc-	good/direction	direction and	
	opment of an esprit de corps,	quate/disci-	discipline and	ministration	discipline is	tion and	and coaching	coaching/ex-	
	as well as the teaching and	pline and	group control	not always up	generally ac-	coaching de-	very good/	ceptionally	
	maintenance of disicpline, ef-	group control	is too strict/	to standard/	ceptable/	cidedly good/	discipline and	effective disci-	
	fective group control and sport-	is far too strict/	lax/inconsis-	direction and	broadly satis-	discipline and	group control	pline and	
	manship, the utilisation of ex-	lax/or incon-	tent/usually	coaching not	fies	group control	is noticeably	group control/	
	tra- curricular activities as	sistent. In no	does not meet	always ade-	professional	somewhat	effective/satis-	sets new and	
	educative opportunities is rele-	way meets	professional	quate/disci-	standards.	more effective	fies profes-	higher stan-	
	vant. Note: *Some activities are	professional	standards.	pline is some-		than could be	sional stan-	dards of pro-	
	relative to individuals and not	standards.		times too		expected/gen-	dards to a	fessional work	
	just to groups. *The time de-			strict/lax/and		erally satisfies	noticeable	to be emu-	
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				dards.					× 2=
Organisation	The proven ability to enable his	Teaching is	Generally or-	Organises the	Organisation	Above-	Decidedly	Teaching,	
Jiganisation	class/teaching group to func-	aimless and	ganises learn-	learning op-	matches re-	average or-	good organi-	learning and	
	tion effectively and efficiently	disorganised/	ing opportuni-	portunities of	quirements/	ganisational	sational ability	all other activi-	
	(for maximum learning opportu-	confusion and	ties badly/in	the group rea-	orderliness is	ability/notice-	is	ties are orga-	
	nities) through sensible	absence of	most cases	sonably but	maintained/	able exceed-	demonstrated	nised in the	
	arrangement and determination	priorities and	there is no	tends towards	priorities are	ing of	and main-	most efficient	
	of priorfities for learning and	system result	system and	poor organisa-	determined	expected re-	tained/mark-	way at all	
	teaching activities. This also	in a condition	disorder pre-	tion on occa-	and pursued/	quirements/	edly good or-	times/excellent	
	relates to the arrangement of	verging on	vails/overall	sions/orderli-	usually meets	really good	derliness and	organisation	
	class procedures, systematic	disorder/or-	there is an	ness is	requirements/	organisational	striving after	produces posi-	
	and ordered actions, the keep-	ganisation is	absence of	sometimes	professional	ability is dem-	priorities are	tive results/	
	ing up to date of registers,	usually poor	priorities/or-	absent/priori-	standards are	onstrated on	noticeable/	high profes-	
	records, returns, etc.	and does not	ganisation	ties are not	maintained.	occasions/	professional	sional	
	Owenabata -au oridoesi -b	meet profes-	generally does	consistently	nep sedwides den	professional	standards are	standards wor-	
		sional stan-	not meet pro-			standards are	complied with	thy of imitation	
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Profossional			Vany low in		Access to the second second	Control Control	Involved to a	Vancincolund	
Professional	Attitude towards and promotion	No profes-	Very low in-	Involvement not all it	Maintains a	Involvement is	Involved to a	Very involved	
attitude	of the education profession,	sional involve-	volvement/	not all it	satisfactory	somewhat	much greater	in the profes-	
	interest in and devotion to the	ment/detached	only involved	should be/atti-	degree of in- volvement,	more than is	extent than is	sion and is an	
	profession, wideness of read-	view of the	under compul-	tude and ac-		expected/oc-	expected/	acknowledged	
	ing within subject area and in	profession/	sion or if it is	tions not al-	does his share	casionally take	holds position	leader in the	
	education in general, involve-	regards pro-	unavoidable/	ways what one	as far as pride	the lead and	of leadership	organised	
	ment in recognised teachers'	fession merely	has a	would wish to	in his occupa-	initiative/con-	in the orga-	education profession/is	
	centres, in service courses,	as a source of	tendency to	have associ-	tion and pro-	tributes to the	nised educa-	profession/is	
	departmental subject, working	income/is not	make negative	ated with edu-	motion of the	formation of a	tion profes-	totally	
	and syllabus committees, inter-	an asset but	remarks about	cation/doubt	image of edu-	positive image	sion/	committed to	
	est group meetings, extra-cir-	rather an em-	the profession/	as to his pride	cation are con-	of education/	continuously	education and	
	ricular associations and execu-	barrassment to the profes	does not ex-	in his occupa-	cerned but no	obviously	projects a pos-	is a born	
	tive committees, educational	to the profes-	actly promote	tion, his heart	more/he	meets profes-	itive image of	teacher/excel-	
	research, experimentation, re-	sion.	the image of	is not really in	meets profes-	sional expec-	the profession/	lent example	
	newal, publications and educa-		education and	his job or in	sional expec-	tations.	has a great	of professional	
	tion marketing.		has a public	teaching.	tations.		deal of pride in	standards and	
	Note: Involvement in associa- tions should not be overdone.		attitude which				his occupation	quality.	
	uons should not be overdone.		is generally				and feels it is		
			unaggantable						
			unacceptable.				a calling/ren-		
			unacceptable.				ders real and		
			unacceptable.				ders real and actual service		
			unacceptable.				ders real and		

Criterion	Definition of	criterion	∂ 1	2	8 3	5.4	5	6 ione ino	To netter 7eC	Assess- ment
School admin- stration	eous provision resources surplies and equative utilisation sources, the of administration such as for exputer, the estimated and near reports, regististical return and care for equipment. A full control of the contro	ability to make tim- on for and request ch as funds, sup- uipment the effec- on of available re- effective utilisation tive resources effective the com- tablishment and of an effective the keeping up to thress of school sters, reports, sta- s, responsibility provisions and ddministration has with: collection of bility for money, redures and re- or examining and	Mostly weak/ provision of resources not done tim- eously/ resources and equipment not effectively uti- lised/record- keeping is weak and in- accurate and frequent care- lessness in the keeping of registers and records oc- curs/does not maintain stan- dards.	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 handled in an 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.	viis students
Communica- ion	ability to be a other people prehend thei perspectives interpret. The communicate vincingly with	listen. The proven aware of what are saying, to ap- rthoughts and to evaluate and a proven ability to e clearly and con- others. The abil- guage appropriate	Does not have the ability ei- ther to listen to others or to hear what they are saying/ cannot make himself under- stood/ability in	Generally poor ability to listen to others and to make him- self under- stood/weak verbal commu- nication ability which is nega-	Reasonable ability to listen to others/rea- sonable ability to make him- self under- stood, but sometimes falls short of	Acceptable listening and expressive ability/seldom has problems to make him- self under- stood/profes- sional level of	Good listening and expres- sive ability/ handles the class situation well/achieves meaningful transfer of	Very good lis- tening and expressive ability/very good contact with and trans- fer of know- ledge to pupils	Exceptional listening and understanding ability/exceptional verbal communication ability/a good speaker	× 2=
	to the developils. The skill ledge in the tion, the use the image whas well as the munication w	prent level of pu- pment level of pu- to transfer know- classroom situa- of teaching aids, nich is projected, e non-verbal com- hich is used (eye all expressions and	the language medium of the institution or component is poor/does not get through to the pupil in the classroom sit-	perceived in the classroom/ image is gen- erally not ac- ceptable.	the mark/lan- guage ability is sometimes inadequate/ communica- tion does not always suc- ceed in the class situation/ occasional	skill in the class situation/ acceptable image.	knowledge/ good language ability/a posi- tive and attrac- tive image.	or students/ serves as an example of a professional educator.	and writer/ ability to achieve exceptional contact with pupils/an ad- mirable educa- tor who han- dles his professional	
			leaves much		problem of				task in a mas- terful way.	
	proven leader	a person who is	to be desired.	set abegonia	image.	son, especial	end always		bas frooqua	× 2=
						ton apply off		on an inclinated of v		

Criterion	Definition of criterion	3 1	2	3	\$ 4	5	6.00	to notifin7eD	Assess-
ment								TO FORMANION	ment
Attitude to pu-	This centres on human ethics,	Pupils/stu-	Pupils/stu-	Pupils/stu-	Human rela-	Relationships	Relations are	His action re-	chool admi
ils/students	the point of departure regard-	dents are dis-	dents are of-	dents are	tions, particu-	with pupils are	a strong point/	garding his	ration
	ing people, respect for people	regarded/they	ten disre-	sometimes	larly with	good/there is	relations with	pupils are ex-	
	and the value attached to peo-	are dealt with	garded/are not	disregarded/	pupils, are re-	free interaction	pupils in par-	ceptional/he	
	ple, as well as the sympathy,	as numbers	always dealt	pupils are	alistic and sat-	between edu-	ticular are very	possesses the	
	respect and empathy with	which are	with as unique	sometimes not	isfactory/there	cator and pu-	good/he is	gift of getting	
	which one deals with each hu-	mostly a nui-	individuals/	treated as	is a healthy	pils/no really	open to people	the best from	
	man being as the pinnacle of	sance/a re-	disturbed rela-	unique people/	balance be-	disturbed rela-	and pupils feel	pupils through	
	God's creation. In the teaching	mote relation-	tions are often	disturbed rela-	tween open-	tions are	attracted to	judicious hand-	
	situation it has to do with the	ship is	found/not	tions are	ness and the	known/is a	him and can	ling and	
	creation of relationships of	maintained/	everyone is	sometimes	maintenance	popular edu-	identify with	achieves posi-	
	trust, understanding and au-	actions are	treated in the	found/pupils	of authority/	cator who at-	him/his excel-	tive teaching	
	thority, the acknowledgement,	autocratic/rela-		are some-	pupils are	tracts pupils	lent human	results by this	
	acceptance and educational	tions are poor/	there is often	times not all	treated as	and is even	relations give	means/he suc-	
	approach to the uniqueness of	throughout.	no openness	treated in the	unique human	approached	positive results	ceeds in being	
	every pupil/student in the judi-	emuder absen	in relations/	same way/	beings/dis-	for advice on	in the class	a master edu-	
	cious handling of the pupil/stu-		often poor re-	there is some-	turbed rela-	personal prob-	situation/his	cator as well	
	dent.		lations.	times a lack of	tions are sel-	lems.	professional	as a friend to	
	dent.		lations.	openness in	dom found/	cale matricin	relationship	his pupils/pu-	
				relations/	relations can		with pupils	pils place tre-	
				sometimes	be regarded		serves as an	mendous trust	
				poor relations.	as satisfactory		example to	in the educator	
				poor relations.	and construc-		others/pupils	when it comes	
							place a great	to the solving	
					tive.		deal of trust in	of personal	
							the educator	problems.	
						hear what inc	when it comes	es uno do lad	
						Aprilysa era			
							to the solving	communicati	
							of personal problems.	vincingly with	× 2=
ttitude to	This centres on human ethics,	A detached	Finds it difficult	Sometimes	Relations with	Relations with	Succeeds very	Exceptionally	
taff	the point of departure regard-	person who	not to be de-	experiences	colleagues are	colleagues are	well in building	good relations	
	ing people, respect for people	withdraws	tached and	problems with	satisfactory/no	good/deals	and maintain-	with col-	
	and the value attached to peo-	from his col-	sceptical to-	detachment,	outstandingly	with conflict	ing healthy	leagues/a re-	
	ple, as well as the sympathy,	leagues/is al-	wards col-	scepticism and	good relations,	well/for many	relations with	spected confi-	
	respect and empathy with	ways in con-	leagues/often	uninvolvement	but neither is	a true friend	colleagues/a	dant for	
	which one deals with each hu-	flict with	conflicts with	towards col-	there real con-	and a pillar of	popular and	colleagues	
	man being as the pinnacle of	others/has no	others/strongly	leagues/there	flict/functions	strength/joins	valued col-	and a true	
	God's creation. In relations be-	understanding	egotistical/	is sometimes	satisfactory in	in a group	league/a	friend on	
	tween colleagues it has to do	of the points of	often an un-	conflict which	a team but is	easily and	leader in a	whom one can	
	with acceptance, co-operation,	view of others	pleasant per-	can be directly	not a leader/	sometimes	team context/a	depend/	
	support and inter-colleague	and always	son, especially	ascribed to	succeeds rea-	takes the lead	person who is	proven leader	
	loyalty. It mainly has to do with	wants to domi-	towards those	him/some-	sonably in	in a group/a	very well able	in interper-	
	proven ability to function in in-	nate/an un-	he does not	times stubborn	maintaining	person who	to deal with	sonal relations	
	terpersonal relations and ac-	pleasant per-	know/finds it	and self-willed/	working rela-	actively con-	conflict, rather	and team	
	tions within the school context	son who puts	difficult to	not really a	tionships with	tributes to the	than one who	leadership/his	
		off others/not	function within					forté is human	
	in such a way that he makes a			team person	colleagues.	building of a	causes con-		
	contribution towards the attain-	a team per-	a team/prefers	but manages		team spirit/	flict/a profes-	relations with	
	ment of educational and other	son/he can	to go his own	to function		good working	sional educa-	much proof of	
	aims within an effective group.	only function	way/relations	within a team/		relationships	tor with	success/sets	
		on his own/	are often poor.	relations		are character-	excellent pro-	new and high	
		relations are		sometimes too		istic of this	fessional rela-	professional	
		noor through-		tense and		nerson	tions	standards	

tense and

disturbed.

person.

tions.

standards.

× 2=

poor through-

out.

Criterion A	Definition of criterion	ā 1	2	0 3	\$ 4	5	6nonefits	to notific 7 ed	Assess- ment
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. Note: 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 authority/poor maintenance 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	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 pursuading 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 matter/adapts himself to circumstances very well/accepts authority very well/fulfils professional and working norms very well/loyalty to superiors is excellent.		diffiede to the ommunity
Attitude to parents	Approachability, attitude, friendliness, helpfulness, politeness, accessibility as far as parents are concerned. Action concerning parents and judicious dealing with parents. Cooperation 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. Note: 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 meaning-ful relations with parents/is unapproachable 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 detached and unsympathetic/often 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.	superiors is suspect. Sometimes cannot maintain meaningful relations with parents/is sometimes unapproachable, detached 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	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 approachable/ help is given to parents on a good basis/ can under- stand 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.		× 2=

Criterion A	Definition of criterion	1	2	3	\$ 4	5	6 chates	to notin 7 eQ	Assess- ment
Attitude to the community	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. 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	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 liair son person for 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.	serves across a broad front/ promotes a	Very good atti- tude to the community/is very sensitive to the norms and customs of the commu- nity/serves the community across a very broad front/ promotes a very good im- age of educa- tion/does very good educa- tion marketing.		of souithth courself to the course of the co
	who have a direct or indirect interest in the education provided by a particular school.								x 2=
	THE RESIDENCE OF THE PROPERTY		Maintains sat- talactory reta-	Sometimes cannot main-		In general It is unable to build	ilv attituda reliciulmess, politie		ore Siling
				tain meaning- ful relations					

Criterion	Definition of criterion	d 1	2	8 3	\$ 4	5	6 10 19 113	t to not 7 eG	Assess- ment
Creation of	The tone and spirit which exists	The class/	The class/	The class/	Neatness of	Neatness of	Class/school	Class/school	
limate	in a class/school and which	school is unin-	school is	school is unin-	class/school is	class/school is	is very neat/	is extremely	
	forms the internal social en-	spiring and	mostly unin-	spiring and	satisfactory/	good/room is	attractiveness	neat/attractive-	
	vironment within which teach-	dull/careless-	spiring and	dull here and	attractiveness	attractive/good	of room(s)	ness of	
	ing takes place. This includes	ness through-	dull/careless-	there/careless-	of room meets	spirit of enthu-	shows taste	room(s) shows	
	elements such as neatness,	out/there is a	ness is often	ness is some-	standards/	siasm among	and dedica-	dedication and	
	attractiveness, originality, inge-	listless atmos-	found/there is	times found/	enthusiasm of	pupils/attitude	tion/great en-	great care/	
	nuity and creativity, especially	phere/pupils'	often a listless	there is	pupils is satis-	of pupils to	thusiasm	infectious spirit	
	where the use of suitable pic-	attitude to	atmosphere/	sometimes a	factory/attitude	educator is	among pupils	of enthusiasm	
	tures, illustrations, diagrams	educator and	pupils' attitude	listless atmos-	of pupils to the	good/coopera-	regarding the	among pupils	
	and cuttings is concerned. Also	learning is	to educator is	phere/pupils'	educator is	tion of pupils is	teaching situa-	regarding the	
	especially the attitude prevail-	negative/no	often negative/	attitude to	satisfactory/	good/class	tion/attitude of	teaching situa-	
	ing in the class/school, the re-	co-operation	little co-opera-	educator is	co-operation	control is	pupils to edu-	tion/attitude of	
	lations between pupil and edu-	between edu-	tion between	sometimes	of pupils is	good/a good	cator is very	pupils to edu-	
	cator, pupil/student control,	cator and pu-	educator and	negative/	satisfactory/	teaching cli-	good/class	cator is excep-	
	willingness to learn and work	pils/no positive	pupils/class	sometimes no	there is a sat-	mate overall in	control is very	tionally good	
	together.	teaching cli-	control is often	co-operation	isfactory	the teaching		and apprecia-	
	Note: Physical aspects must	mate. Harms	poor/a rela-	between edu-		situation.	good/a very	tive/class con-	
	not be over emphasised. The	education	tively negative	cator and pu-	teaching cli- mate.	olluation.	good teaching climate overall		
					mate.			trol is excep-	
	emphasis should fall on the	marketing.	teaching cli-	pils/class con-			in the teaching	tionally	
	attitude towards study between		mate.	trol is			situation.	successful/an	
	teacher and pupil.			sometimes a	directioniess/			exceptionally	
				negative				positive teach-	
				teaching cli-				ing climate	
				mate/not alto-			o has to do with	thrroughout.	
	haratogiong to the long bas ref			gether satis-					x 2=
ersonal lacto	rs - factors present in the person u	which must be see	naidarad an his a	AND TRIBING SPORES	toriotico obilitico	and realities			
	rs = factors present in the person v			Charles Control	22 27 27 27 27 27 27 27 27 27 27 27 27 2	The second second	la queta a doulw	of histxs ad	
	Defintion of criterion	vhich must be cor	nsidered as his or	wn unique charac	teristics, abilities	olfon or 5 list		of histxs ad	Assess- ment
Criterion	Defintion of criterion	ancillandauo	yaq el 2)eq	9 a 6 4 3 6 1	ong to r4 organis	olfon or 5 lift	eril no 16 cep o	of histxs ad	
Criterion	Defintion of criterion	ous bositions of leaders up	ysq e 2 eq of nothers	ecifical 3 on	oed to r 4 org as	otton or 5 . fat Exwelv and to the	which a croup of the color of t	ot tristes edi delivi sic 7 ed Inioq articipal	
criterion nitiative/crea- vity/innova-	Defintion of criterion The extent to which he comes	Shows no ini-	Shows little	3 Shows limited	4 Initiative	5 Shows good	6 Shows excel-	7 It would be	
criterion nitiative/crea- vity/innova-	Definition of criterion The extent to which he comes up with workable new ideas	Shows no initiative/com-	Shows little initiative/	Shows limited initiative/	Initiative meets expec-	5 Shows good initiative/willing	6 Shows excellent initiative/attitude to re-	7 It would be difficult to im-	
Criterion nitiative/crea- ivity/innova-	Definition of criterion The extent to which he comes up with workable new ideas and uses them to attain educa-	Shows no initiative/completely set in	Shows little initiative/ strong ten-	Shows limited initiative/ shows ten-	Initiative meets expectations/is reasonably willing	Shows good initiative/willing to relinguish existing inef-	Shows excellent initiative/ attitude to renewal is very	7 It would be difficult to improve on his	
criterion nitiative/crea- vity/innova-	Definition of criterion The extent to which he comes up with workable new ideas and uses them to attain educational aims more effectively.	Shows no initiative/completely set in his ways/	Shows little initiative/ strong tendency to stick	Shows limited initiative/ shows tendency to stick to established	Initiative meets expectations/is reasonably willing to relinguish	Shows good initiative/willing to relinguish existing ineffective usage	Shows excellent initiative/ attitude to re- newal is very good/an ac-	7 It would be difficult to improve on his initiative/main-	
Criterion nitiative/crea- ivity/innova-	Definition of criterion The extent to which he comes up with workable new ideas and uses them to attain educational aims more effectively. Search for professional growth,	Shows no initiative/completely set in his ways/ strongly set	Shows little initiative/ strong tendency to stick to established	Shows limited initiative/ shows tendency to stick	Initiative meets expectations/is reasonably willing	Shows good initiative/willing to relinguish existing inef-	Shows excellent initiative/ attitude to renewal is very	It would be difficult to improve on his initiative/maintains a bal-	
Oriterion nitiative/crea- ivity/innova- ion	Definition of criterion 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	Shows no initiative/completely set in his ways/ strongly set against any	Shows little initiative/ strong tendency to stick to established usage/set	Shows limited initiative/ shows tendency to stick to established usage/some-	Initiative meets expectations/is reasonably willing to relinguish existing in ef-	Shows good initiative/willing to relinguish existing ineffective usage and to change/professional	Shows excellent initiative/ attitude to re- newal is very good/an ac- knowledged	It would be difficult to im- prove on his initiative/main- tains a bal- ance between	
Criterion nitiative/crea- ivity/innova-	Definition of criterion 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 situ-	Shows no initiative/completely set in his ways/ strongly set against any change/shows no	Shows little initiative/ strong tendency to stick to established usage/set against any change/shows	Shows limited initiative/ shows tendency to stick to established usage/sometimes shows signs of being	Initiative meets expectations/is reasonably willing to relinguish existing in effective usage/does not show	Shows good initiative/willing to relinguish existing ineffective usage and to change/professional growth is good	Shows excellent initiative/ attitude to re- newal is very good/an ac- knowledged maker of plans who continu-	It would be difficult to improve on his initiative/maintains a balance between tradition and renewal/ex-	
criterion nitiative/crea- vity/innova-	Definition of criterion 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 imple-	Shows no initiative/completely set in his ways/ strongly set against any change/shows	Shows little initiative/ strong tendency to stick to established usage/set against any	Shows limited initiative/ shows tendency to stick to established usage/sometimes shows	Initiative meets expectations/is reasonably willing to relinguish existing in effective usage/	Shows good initiative/willing to relinguish existing ineffective usage and to change/professional	Shows excellent initiative/ attitude to re- newal is very good/an ac- knowledged maker of plans	It would be difficult to improve on his initiative/maintains a balance between tradition and	
Criterion nitiative/crea- ivity/innova-	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 abil-	Shows no initiative/completely set in his ways/ strongly set against any change/shows no professional	Shows little initiative/ strong tendency to stick to established usage/set against any change/shows little profes-	Shows limited initiative/ shows tendency to stick to established usage/sometimes shows signs of being set against	Initiative meets expectations/is reasonably willing to relinguish existing in effective usage/ does not show any real signs	Shows good initiative/willing to relinguish existing ineffective usage and to change/professional growth is good and above average/crea-	Shows excellent initiative/ attitude to renewal is very good/an acknowledged maker of plans who continuously comes up with solu-	It would be difficult to improve on his initiative/maintains a bal-ance between tradition and renewal/exceptional and proven creativ-	
criterion nitiative/crea- vity/innova-	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	Shows no initiative/completely set in his ways/ strongly set against any change/shows no professional growth/very limited initia-	Shows little initiative/ strong tendency to stick to established usage/set against any change/shows little professional growth/	Shows limited initiative/ shows tendency to stick to established usage/sometimes shows signs of being set against any change/	Initiative meets expectations/is reasonably willing to relinguish existing in effective usage/does not show any real signs of setting himself against	Shows good initiative/willing to relinguish existing ineffective usage and to change/professional growth is good and above average/creativity is good/	Shows excellent initiative/ attitude to re- newal is very good/an ac- knowledged maker of plans who continu- ously comes	It would be difficult to improve on his initiative/maintains a balance between tradition and renewal/exceptional and proven creativity/an example	
criterion nitiative/crea- vity/innova-	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. Will-	Shows no initiative/completely set in his ways/ strongly set against any change/shows no professional growth/very limited initiative, if any, is	Shows little initiative/ strong tendency to stick to established usage/set against any change/shows little professional growth/ limited initiative is taken/	Shows limited initiative/ shows tendency to stick to established usage/sometimes shows signs of being set against any change/ sometimes tends to be-	Initiative meets expectations/is reasonably willing to relinguish existing in effective usage/does not show any real signs of setting himself against change/pro-	Shows good initiative/willing to relinguish existing ineffective usage and to change/professional growth is good and above average/creativity is good/various re-	Shows excellent initiative/ attitude to renewal is very good/an acknowledged maker of plans who continuously comes up with solutions to problems/there is	It would be difficult to improve on his initiative/maintains a balance between tradition and renewal/exceptional and proven creativity/an example of professional	
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criterion nitiative/crea- vity/innova-	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. Will-	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 ex-	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	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/	Initiative meets expectations/is reasonably willing to relinguish existing in effective usage/ does not show any real signs of setting himself against change/professional growth meets	Shows good initiative/willing to relinguish existing ineffective usage and to change/professional growth is good and above average/creativity is good/various renewal actions and improve-	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	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/	
criterion nitiative/crea- vity/innova-	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	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	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	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	Initiative meets expectations/is reasonably willing to relinguish existing in effective usage/ does not show any real signs of setting himself against change/professional growth meets expectations/	Shows good initiative/willing to relinguish existing ineffective usage and to change/professional growth is good and above average/creativity is good/various renewal actions and improvements are pro-	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/creativ-	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 im-	
criterion nitiative/crea- vity/innova-	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	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 ex-	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	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	Initiative meets expectations/is reasonably willing to relinguish existing in effective usage/ does not show any real signs of setting himself against change/professional growth meets expectations/average crea-	Shows good initiative/willing to relinguish existing ineffective usage and to change/professional growth is good and above average/creativity is good/various renewal actions and improvements are proposed and	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	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	
criterion nitiative/crea- vity/innova-	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	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	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	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 ini-	Initiative meets expectations/is reasonably willing to relinguish existing in effective usage/does not show any real signs of setting himself against change/professional growth meets expectations/average creativity is shown/	Shows good initiative/willing to relinguish 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/atti-	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/	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 inno-	
Criterion nitiative/crea- ivity/innova-	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	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	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	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	Initiative meets expectations/is reasonably willing to relinguish existing in effective usage/does not show any real signs of setting himself against change/professional growth meets expectations/average creativity is shown/attitude to	Shows good initiative/willing to relinguish 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 experi-	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	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	
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criterion nitiative/crea- vity/innova-	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	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	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	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	Initiative meets expectations/is reasonably willing to relinguish existing in effective 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 expec-	Shows good initiative/willing to relinguish 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	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 im-	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 improve-	
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criterion nitiative/crea- vity/innova-	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	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	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	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.	Initiative meets expectations/is reasonably willing to relinguish existing in effective 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 expec-	Shows good initiative/willing to relinguish 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	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 im-	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	
riterion itiative/crea- rity/innova-	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	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	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	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	Initiative meets expectations/is reasonably willing to relinguish existing in effective 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 expec-	Shows good initiative/willing to relinguish 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	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 im-	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 edu-	

Criterion	Defintion of c	riterion	8 1	1 2	8 3	\$ 4	5	6 rohelino	lo moitin 7 ed	Assess- ment
Study/self-	The extent to	which he is will-	Is not at all	Poor self-de-	Self-develop-	Self-develop-	Self-develop-	Self-develop-	Self-develop-	lo nodesti
development		to acquire and	interested in	velopment/	ment is lim-	ment meets	ment is good/	ment is very	ment is excep-	
		dge regarding	self-develop-	very limited	ited/only lim-	requirements/	well up to date	good/well up	tional/could	
		educational and	ment/does not	knowledge of	bited and llub	reasonably up	in his subject	to date in his	only be bet-	
	administrative		keep up to	new develop-	knowledge of	to date with	and renewal in	subject and	tered with diffi-	
		ervice training,	date in his	ments in his	new develop-	developments	education/reg-	developments	culty/is an ex-	
	refresher cou		subject or de-	subject or in	ments in his	in his subject	ularly attends	in education/	pert in his	
		mal courses (in-	velopments in	education/very		and renewal in	various cours-	attends almost	subject and in	
	A STATE OF THE PARTY OF THE PAR	ernally) or study	education/	seldom at-	education/sel-	education/at-	es/busy with	all courses/	developments	
		It has to do with	does not at-	tends any sub-		tends subject	further study/	takes the lead	in education/	
		s, self-develop-	tend any	ject confer-	conferences or	conferences	eager to learn/	in subject con-	takes the lead	
		specialisation.	courses or	ences/not	courses/lim-	and courses	a little above	ferences/very	in courses in	
	to should work	the of alique	conferences/	involved in any		where applic-	average, busy	eager to learn/	his subject or	
			does not con-	studying.	undertaken, if	able/study for	with further	almost always	offers student	
			sider studying	inclosizas	any. Short-	further devel-	study/	definitely	with a thirst for	
			further.		comings exist.	opment has	defi-????	above aver-	knowledge/	
			phidocet ed		Below aver-	been or is be-	ito pristosar	age.	studies contin-	
					age.	ing under-		cal aspects must	uously.	
					-ug bna rotso e	taken/average.			sayo ad ton	x 1=
Leadership	The ability to	analyse situation,	Is haphazard	Is often hap-	Is sometimes	His ability to	His ability to	Very good at	An exception-	
abilities	the state of the s	native actions.	and direction-	hazard and	haphazard	plan is up to	plan is good/	analysing situ-	ally dynamic	
		e aims, help as a	less/not able	directionless/	and direction-	standard/he	his ability to	ations/has ex-	leader/has	
	Managar Applicance	de on a plan of	to make a	often not able	less/some-	guides others	lead is above	cellent ability	already been	
	And to see all the second	ing the plan to	choice and	to make a	times not able	in an accept-	average/is	to go to the	very success-	
		has to do with	decide on a	choice and	to make a	able way/he is	good at anal-	heart of a mat-	ful as a leader	
		ation of norms, the		decide on a	choice and	able to make a	ysing a situa-	ter and pro-	of projects/an	
		rk, communica-	tion/exercises	course of ac-	decide on a	choice	tion and decid-	pose a course	excellent	
		p unity in team	no influence	tion/often ex-	course of ac-	between alter-	ing on a	of action/a nat-	judge of peo-	
		ership includes	on a group of	ercises no in-	tion/some-	natives in a	course of ac-	ural leader	ple in difficult	
		which a group of	people/people	fluence on a	times exercise	realistic way/	tion/holds vari-	who attracts,	circumstances.	
Assess-		o depend on the	take no notice	group of peo-	no influence	people pay	ous positions	persuades and	to neithing	
		of view, judgment		ple/people of-	on a group of	attention to	of leadership	encourages		
		individual to lead	isolated within	ten take no	people/people	him and follow	or has already	noonle/hac		
		ve certain aims.	the group/if he	notice of his	sometimes	his lead/he is	led successful	alroady had		
	them to acme	ve certain aims.	shows signs of		take no notice	accepted in	projects/his	provon cuo-		
			- RETURNING TO:	isolated within	of his views/is	JH221, F8327-1762		0000 00 0		
		newal is very	leadership, it			group context	ability to lead	loodor/holdo		
		-os ne/boop	is usually	the group/his leadership is	sometimes isolated within	and his insight is made use	is acknowl- edged and			
		knowledged	poor.	THE RELEASE STATE	the group/his	of/has average	made use of/	several posi-		
				usually not	EVEULE SEE HILL	CONTRACTOR CONTRACTOR		tions of leader-		
		who continu-		acceptable	leadership and	leadership	he is well able	cido		
				and poor.	views are	ability.	to attain objec-			
					sometimes not		tives.	aced at realis		
					acceptable/					
					sometimes he	tive is taken."		ing aims.		
				fessional	lacks leader-					
	Maamaaleveb	lanoizes).	-sympenye-	growth meets	ship.	wibingness to	ingress to ex		chance	× 1=
			bns beaog							
				meels expec-						
	cation with									
	cation with very good									

Criterion	Defintion of criterion	oitto no noil	the institut	to been of	nior than th	ore ser	preferably	nosieg s	Assess- ment	
View of life	The personal and character	Someone	Someone	Someone	Someone	Someone	Someone	Someone		
and of the	traits of the educator. His ethi-	whose norms	whose norms	whose norms	whose norms	whose norms	whose norms	whose norms		
world	cal norms and standards. The	of life, values	of life, values	of life, values	of life, values	of life, values	of life, values	of life, values		
	personal image he projects and	and/or morals	and/or morals	and/or morals	and/or morals	and/or morals	and/or morals	and/or morals		
	the role model he provides for	are under sus-	are often sus-	are sometimes	are as com-	are higher	are much	are higher than those		
	pupils/students.	picion. A poor role model for	pect. Often a poor role	suspect. Sometimes a	monly expected of an	than those commonly ex-	higher than commonly ex-	expected of an		
		the youth. An	model for the	poor role	educator. An	pected of an	pected of an	educator. At		
		embarrass-	youth. Often	model for the	educationally	educator. A	educator. A	all times a role		
		ment at all	an embarrass-	youth. Some-	exemplary role	most accept-	person whose	model for the		
		times to the	ment to the	times an em-	model for the	able role	professional	youth, provid-		
		profession. A	profession. A	barrassment	youth. A per-	model for the	standards are	ing an exam-		
		personal im-	personal im-	to the profes-	son who main-	youth. A per-	much higher	ple to be fol-		
		age which is	age which is	sion. A per-	tains profes-	son whose	than those	lowed. A		
	e namely 1 January	not at all ac-	often unac-	sonal image	sional	professional	expected. A	person who	The	
		ceptable in	ceptable in	which is some-	standards. A	standards are	personal im-	sets the high-		
		education.	education.	times unac- ceptable in	generally ac- ceptable per-	higher than those	age in educa- tion which is	est profes- sional stan-		
		ree times.		education.	sonal image	expected. A	exemplary at	dards and who		
					for education.	personal im-	all times.	sets an exam-		
						age which is		ple for others		
					ADRAMIA	better than		to follow. A		
						which is ac-	HESPEC	personal im-		
	i that the following s		ti moiteau			cepted in edu-		age of the	Fort	
						oution.		highest stan- dard which		
) OU SETTEM		can serve as		
		ntanimos			hotalogic			an example to		
								others.	× 1=	

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.

Parties involved in the process of evalua Davidova Parties

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.

the print (iii) Economic averages and a

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 hosteal 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:

All bas EV(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.
- beautiful ad of ev (dd) Handles applications for admission of boarders. Elevel earn team to energy and the design of the control of the contr
 - (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			
ent, gro	12,5%	13,5%	14,5%	15,5%	UIL		
11	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% II level
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)

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

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,
 - $1.8 \times (standard tariff) \times (duration of question paper in hours)$
 - (c) Translation of question paper and accompanying memorandum
 - $1.0 \times (standard tariff) \times (duration of question paper in hours)$
 - (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 × (standard tariff) × (duration of question paper in hours) × (number of scripts for the question paper marked) with a minimum compensation based on the marking of 10 scripts
- (ii) 0,6 × (standard tariff) × (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)

leg as allowith a minimum compensation based on the moderating of 20 scripts.

- (f) Remarking of examination scripts on appeal
 - 0,1 × (standard tariff) × (duration of question paper in hours) × (number of scripts remarked for the question paper).
- (g) Practical and oral examinations

 $0.6 \times$ (standard tariff) \times (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.

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 × (standard tariff for Level I) × (number of candidates entered for an examination)

with a minimum compensation per examination based on 10 candidates.

(j) Invigilation work

0,9 × (standard tariff for Level I)

for the invigilator per examination session irrespective of the duration;

post level 1, rounded off to the necQNA live cents

and no baile 0,6 × (standard tariff for Level I) trainings not not sentiment a normage statuoiso of rebroin

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: Maximum of the standard salary scale connected with category D at post level 1
900

rounded off to the nearest five cents a path side (b)

beau ed v(ii) Qualifications lower than M + 3 years seaso owl privolol ent to end east airl n

Formula: Maximum of the standard salary scale connected with the applicable category at post

<u>level 1</u> 900

(stance to problem ent no ineq rounded off to the nearest five cents × 8.0 (ii)

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

Formula:

Maximum of the standard salary scale connected with category D at post level 2

file to be supported as a support of the support of

(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 one vd bebreaxe lauoma istol ed E (ii) exceed 0.537% of the total salary account of the education
 - (a) Pro-rata remuneration basis

The following formula applies: being described and the size of the

Number of hours per week for which Salary notch as determined for full-time educators appointed 25

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.

ni ben (b) Recognition of experience printelensis to second entrol benteened attempting to

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

Number of hours per week for which equivalent number of days full-time appointed \times 365 = 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. The state of the state of

(e) Continued occupation of official qualification period of three months after

SERVICE BENEFIT AWARDS

1. DEPARTMENT-SPECIFIC AWARDS

(1) Purpose xiz philosecus for boned a roll, emerica and to redement a benisment had received either the control of the contro

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 priority of the self-

- (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.
- vd and (g) The cancellation of any service commitments that the CS educator may have on termination of a no noils service. Inemelogue of bas americal them bas somemoned is more effective ansemble.
- (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 ON 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); he is been self. (a)
- (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; a shaws ent of polisier equipments ent (i)
- (f) The motor financing scheme for senior personnel; notingillo islandal to assign enables of tonnes.

- (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;
- (j) Compensation in respect of educators doing parliamentary duty. CHAPTER G

(d) In addition, representatives, mandroped and the collective bargaining during the collective bargaining the collective bargaining.

process; provided that the employee organisation confirms that such preparationTDUDORTNI line

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.
- That arrangements for time off should consider: It is to sevil an assign believed, bel
 - (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 and both organisation should advise the responsible person designated by the employer timeously of such ed the lurgent meetings; munitary school days per annual meetings; and the off being time of the school are school as the school are school are school are school as the school are s
 - (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 of ener 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 noils single eavidame privated and

(a) Attending pre-arranged workplace meetings, other than those arising out of ind thematitina (1) ich

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 and a send source to more specifical explosions.

(1) Entitlement reason of single of the second the frequency thereof should stall limes be reason to find the second the second to find the second the second to find the second the second to find the second to find the second to find the sec

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

I hereby further undertake, during this leave, periodically and as determined by the he the themself (f) ion

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 has managing entreed the managing of the second of t
 - (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 or- ganisation members (i.r.o. a fed- eration, membership can only be counted once)	Number of members to be allowed to be seconded to full-time positions in an employee organisation
0- 3 000	0
3 001- 5 000	and protein to a consider the
5 001- 8 000	saint Employees 2 saintilla fina as
8 001-12 000	3
12 001-17 000	4
17 001 upwards	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.
- The Secretary of the ELRC must keep separate and accurate records of payments made in terms of this entitlement.

employer to discuss bona fide em SARVANNA fron matters

AGREEMENT: SPECIAL LEAVE FOR STUDY PURPOSES

		artment of the
e activities indicated	of each year, with full pay to engage in th	calculated from 1 January to 31 December
education policy	for the periodlucation department (hereinafter referred t	department) study purposes granted to me in terms of general to
department to obtain and to submit su on the basis of privileges of this extraordinary cir	otain progress reports in respect of my studich reports to the head of my education de such progress reports to instruct me to a leave granted to me and to convert so cumstances and in the latter case to recovered the such payment to the such pay	and as determined by the head of my education y courses from the institution at which I am studying partment, and I understand that he retains the right resume service immediately and to renounce the uch leave into vacation leave or special leave in ver any excess payment from me which might have to the education department with which this contract
towards the fulfil obligation is fulfil	ment of my service obligation and that, if le	with full or partial pay normally counts as service eave without pay is granted to me before my service by the number of days equal to the periods for which
permanent disal the result of disc salary which I re basis together v Department of F	cility not caused by me, fail to fulfil this agrepharge owing to misconduct, to immediate ceived during the above-mentioned periouith the interest thereon at the interest rate.	except in the event of my death, or as a result of my eement fully, irrespective of whether such failure is ely repay on written request the service bonus and d of special leave for study purposes on a <i>pro rata</i> e as prescribed in the Financial Hand Book of the of contract, to the education department with which
		Number of audited employee or-
Signed at	eme/liu/rativeanaase ortativeworm	
	positions in an employee organ-	
WITNESSES:		
1	3 A	
۷	num of 7 additional members	Signature of Educator
		(3) Payment in respect of seconded educato
	in good standing, who have been sec entitlement, will retain all their benefits	

AGREEMENT: SPECIAL LEAVE FOR STUDY PURPOSES

	(name immediately after expiry of the period of spe education policy for the periodto serve in an education department (hereing of	to	oses granted to n	,
2.	I hereby declare that I understand that auth towards the fulfilment of my service obligation obligation is fulfilled, my service obligation will leave without pay was granted to me.	and that, if leave without	pay is granted to	me before my service
3.	I hereby further undertake, if in any manner of permanent disability not caused by me, I fail is the result of discharge owing to misconduct salary which I received during the above-me basis together with the interest thereon at the Department of Finance, calculated from the discharge of the salary was a support of the salary with the interest thereon at the discharge of the salary was a salary which is the salary was a salary which is the salary was a sal	to fulfil this agreement fu tt, to immediately repay or intioned period of special ne interest rate as prescri	lly, irrespective on written request leave for military bed in the Finan	of whether such failure the service bonus and training on a <i>pro rata</i> cial Hand Book of the
	this contract has been concluded.	ate of breach of contract,	to the oddodion	department with which
Sig				
	this contract has been concluded.			
WI	this contract has been concluded.	this		

ACREMENT: SPECIAL LEAVE FOR STUDY PURPOSES

t. t	
(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	Comments of the contract of th
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.	William Kern
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 rate 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 19	
Signature of Educator	

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GOVERNMENT NOTICE

Department of Education

994 Extension of Agreement to include all employers and employees as defined in the Act.

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