

REPUBLIC
OF
SOUTH AFRICA



REPUBLIEK
VAN
SUID-AFRIKA

Government Gazette Staatskoerant

Vol. 404

PRETORIA, 18 FEBRUARY 1999
FEBRUARIE

No. 19767

GOVERNMENT NOTICE

DEPARTMENT OF EDUCATION

No. 222

18 February 1999

TERMS AND CONDITIONS OF EMPLOYMENT OF EDUCATORS DETERMINED IN TERMS OF SECTION 4 OF THE EMPLOYMENT OF EDUCATORS ACT, 1998

The Minister of Education has, in terms of section 4 of the Employment of Educators Act, 1998, determined the terms and conditions of employment of educators as set out in the Schedule.

S. M. E. BENGU

Minister of Education

SCHEDULE

PERSONNEL ADMINISTRATION MEASURES (PAM) DETERMINED BY THE MINISTER OF EDUCATION IN TERMS OF THE EMPLOYMENT OF EDUCATORS ACT, 1998, (THE ACT) AND THE REGULATIONS MADE IN TERMS OF THE ACT (REGULATIONS)

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PERSONNEL ADMINISTRATION MEASURES (PAM) DETERMINED BY THE MINISTER OF EDUCATION IN TERMS OF THE EMPLOYMENT OF EDUCATORS ACT, 1998, (THE ACT) AND THE REGULATIONS MADE IN TERMS OF THE ACT (REGULATIONS)

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

CHAPTER A

1. **SCOPE OF APPLICABILITY**
2. **NORMS AND GUIDELINES FOR THE PURPOSES OF ESTABLISHMENT DETERMINATION**
3. **WORKLOAD OF EDUCATORS (SCHOOL BASED)**
4. **DUTIES AND RESPONSIBILITIES OF EDUCATORS**
5. **RANK DESIGNATIONS**

1. SCOPE OF APPLICABILITY

- 1.1 This PAM is applicable to educators at schools, technical colleges, 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.
- 1.2 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 regarding such application or possible deviation by the Minister of Education, or the possible amendment or supplementing of the measures 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 in terms of the Labour Relations Act, 1995.

2. NORMS/GUIDELINES FOR THE PURPOSES OF ESTABLISHMENT DETERMINATION

- 2.1 As regards provision of educator personnel, the following apply:

- (a) The educator post establishment of the Department of Education consists of the posts created by the Minister.

- (b) The educator post establishment of a provincial department of education consists of the posts created by the Member of the Executive Council (MEC) responsible for education.
- (c) The educator post establishment of an education institution or office consists of the posts allocated to such an institution or office from the educator establishment of the provincial education department by the Head of such department.
- (d) The distribution of the educator posts of a provincial department of education over the various post levels must be based on the post level ratio norms as set out in paragraphs 2.2 and 2.3.

2.2 Post level ratio norms

- (a) 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.
- (b) 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.)
- (c) For the purposes of determining the number of 'posts' on the fixed establishment, substitutes on post level 1 must not be taken into account.
- (d) The distribution of educators over post levels, including proportional appointments, must be monitored by the relevant provincial education department every quarter/term.
- (e) 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.
- (f) 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 higher post level
- (g) The post level ratio norm shown in paragraph 2.3 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.

2.3 The post level ratio norm is as follows:

| Post level | Ratio per 1000 Educators |
|------------|--------------------------|
| 1 | 697.20 |
| 2 | 182.20 |
| 3 | 84.50 |
| 4 | 34.20 |
| 5 | 0.95 |
| 6 | 0.95 |

NOTE: In the calculation of the number of educators at every post level, fractions must be omitted, e.g. 91,7 = 91. The fractions that are omitted must be added to the calculated provision of educators at post level 1.

2.4 Provision of posts of education therapist and senior education therapist

- (a) Post provisioning norms for schools in respect of education therapists and senior education therapists are additional to post provisioning in respect of other categories of educators, namely those with teaching or psychological responsibilities.
- (b) The following post provisioning norms apply in respect of education therapists:

| Disability | Number of posts per learner |
|--------------------------------|-----------------------------|
| Cerebral Palsied | 0,050 |
| Physically disabled | 0,040 |
| Specifically learning disabled | 0,033 |
| Visually Impaired | 0,010 |
| Hearing Impaired | 0,010 |
| Epileptic | 0,020 |
| Autistic | 0,033 |
| Severely Mentally handicapped | 0,010 |

- (c) In order to determine the number of therapist posts to be provided to a school, the number of learners in each disability category is multiplied by the applicable norm in paragraph (b). Fractions of posts which may occur after the calculated values in respect of all the categories of disability have been added together, are ignored. However, with regard to the provision of the first and only post to a school, a fraction of 0,5 or more may be rounded to a full post, unless the department concerned is able to render the required service by means of centrally based therapists.
- (d) Each learner may only be counted once even though they may be multiple disabled. Learners who are multiple disabled are counted

under the category of disability which is, for purposes of post provisioning, more favourable.

- (e) For every multiple of 5 therapist posts, one post will be at post level 2; Provided that at least 3 posts should be allocated in respect of a specific discipline of therapy (speech, physio or occupational) for the allocation of a post level 2 post in respect of such discipline. Allocation of disciplines of therapy should be done in accordance with the specific needs of the school.

2.5 Conditions for the establishment of post level 6 posts

Taking into account sub-paragraphs 2.3 (Post level ratio norms) above and section 5 (Rank designations) –

- (a) the 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 6 for educators;
- (b) post level 6 posts must only be utilised where there are actual management functions applicable;
- (c) the utilisation of post level 6 posts must be limited to education control and auxiliary services and colleges of education; and
- (c) the grading of post level 6 is kept on par with the grading of posts of director in the rest of the Public Service as a transverse matter.

2.6 Grading of Institutions

The rank (post level) of the head of an institution is determined in terms of the grading of the institution, which is done in accordance with the number of learners in the institution. The following table is applicable:

| TYPE OF EDUCATIONAL INSTITUTION | NUMBER OF FULL-TIME EQUIVALENT LEARNERS | GRADING OF INSTITUTION | POST LEVEL OF HEAD OF INSTITUTION |
|--|---|------------------------|-----------------------------------|
| Pre-primary Schools | Above required minimum but fewer than 60 | PP1 | 1 |
| | 61 – 119 | PP2 | 2 |
| | 120 + | PP3 | 3 |
| Primary Ordinary Schools | Above required minimum but fewer than 80 | P1 | 1 |
| | 80 – 159 (as well as schools with fewer than 80 learners but with more than one educator) | P2 | 2 |
| | 160 - 719 | P3 | 3 |
| | 720 + | P4 | 4 |
| Secondary Ordinary Schools and Combined Ordinary Schools | Above required minimum but fewer than 630 | S3 | 3 |
| | 630 + | S4 | 4 |
| Comprehensive Schools (Secondary schools with a full complement of technical or agricultural subjects added) | Above required minimum but fewer than 500 | S3 | 3 |
| | 500 + | S4 | 4 |
| Art, Ballet, Drama and Music Schools | Above required minimum but fewer than 400 | S3 | 3 |
| | 400 + | S4 | 4 |
| Technical Colleges | Above required minimum but fewer than 300 | T3 | 3 |
| | 300 - 1519 | T4 | 4 |
| | 1520 + | T5 | 5 |
| Schools for learners with specialised educational needs | Above required minimum but fewer than 350 | SS3 | 3 |
| | 350 + | SS4 | 4 |
| Colleges of Education | Above required minimum but fewer than 1100 | C4 | 4 |
| | 1100 - 1699 | C5 | 5 |
| | 1700 + | C6 | 6 |

3. WORKLOAD OF EDUCATORS (SCHOOL BASED)

3.1 INTRODUCTION

- (a) These measures cover all full-time educators that are school based, inclusive of primary, secondary and LSEN schools.
- (b) The work done by educators includes the following core duties covered during a *formal school day* (with or without contact with the pupils) and outside the *formal school day*.

(i) DURING THE *FORMAL SCHOOL DAY*

- aa) Scheduled teaching time
- bb) Relief teaching
- cc) Extra and co-curricular duties
- dd) Pastoral duties (ground, detention, scholar patrol, etc.)
- ee) Administration
- ff) Supervisory and management functions
- gg) Professional duties (meetings, workshops, seminars, conferences) etc.)
- hh) Planning, preparation and evaluation.

(ii) OUTSIDE THE *FORMAL SCHOOL DAY*

- aa) Planning, preparation and evaluation
 - bb) Extra and co-curricular duties
 - cc) Professional duties (meetings, workshops, seminars, conferences) etc.
 - dd) Professional development.
- (c) Each post level within a school has different duties and responsibilities, encompassing the core duties outlined in paragraph (b) above, but to a varying degree.
 - (d) There should be an equitable distribution of workload between the various post levels and within a post level, to ensure that one or two of the levels or an educator is not over burdened.
 - (e) The expectation is that every educator must be able to account for 1800 actual working hours per annum.

3.2. WORKLOAD PER EDUCATOR

- (a) All educators should be at school during the *formal school day*, which should not be less than 7 hours per day, except for special reasons and

with the prior permission of the Principal. The Principal will exercise his/her discretion in this regard based on provincial policy.

The 7 hours per day includes the breaks and the period/s in which the learners are not at school.

- (b) *Scheduled teaching time* during the *formal school day* will be specified with time allocation per post level. The allocation of subjects, timetable and resultant *scheduled teaching time* to be determined by the Principal after consultation with the educator staff. (Refer paragraph c)
- (c) All other duties are specified and allocated by the Principal after consultation with the educator staff. Educators will be expected to perform the core duties, as outlined in paragraph 3.1(b), both within and outside of the *formal school day*, and with the understanding that none of these may diminish the overall amount of *scheduled teaching time* or negatively impact upon the curriculum.
- (d) All educators may be required by the employer to attend programmes for ongoing professional development, up to a maximum of 80 hours per annum. These programmes to be conducted outside the *formal school day* or during the vacations.

The employer shall give at least one term notice of programmes to be conducted during the school vacations.

3.3 SCHEDULED TEACHING TIME PER POST LEVEL

- (a) The time allocated for teaching in respect of different post levels will differ according to the size of the school. In smaller schools Principals and their Deputies are required to do more teaching than in large schools with bigger staff establishments. The actual hours must therefore be established in relation to the curriculum needs of the school, the timetable and staff establishment of the school.
- (b) The allocation of *scheduled teaching time* should be done in such a manner that it:-
 - (i) maximises the individual abilities of all educators and
 - (ii) optimises teaching and learning at the institutional level.
 - (iii) In general terms, the following may be considered as guidelines in determining the *scheduled teaching time*:-

PRIMARY SCHOOL

| | | |
|------------------|---|---------------------|
| Post level 1 | : | Between 85% and 92% |
| Post level 2 | : | Between 85% and 90% |
| Deputy Principal | : | 60% |

Principal : Between 10% and 92%, depending on which post level appointed to.

NB. Principals at post level 1 are expected to teach 100% of the *scheduled teaching time*.

SECONDARY SCHOOL

Post level 1 : Between 85% and 90%
Post level 2 : 85%
Deputy Principal : 60%
Principal : Between 5% and 60%, depending on which post level appointed to.

4. DUTIES AND RESPONSIBILITIES OF EDUCATORS

4.1 INTRODUCTION

The ability of our education system to compete in an increasingly global economy depends on our ability to prepare both learners and educators for new or changing environments. This is in line with the mission in the corporate plan of the Department of Education to ensure that all South Africans receive flexible life-long learning education and training of high quality.

Management in education should be able to draw on the professional competencies of educators, build a sense of unity of purpose and reinforce their belief that they can make a difference. When and where appropriate, authorities need to allocate authority and responsibility which will ensure the building of human resource capacity.

In addition to the core duties and responsibilities specified in this section, certain specialised duties and responsibilities may be allocated to staff in an equitable manner by the appropriate representative of the employer.

4.2 PRINCIPAL

- (a) JOB TITLE: Educator - public school
- (b) RANK: Principal
- (c) POST LEVEL: 1 ; 2 ; 3 or 4
- (d) THE AIM OF THE JOB:
 - (i) To ensure that the school is managed satisfactorily and in compliance with applicable legislation, regulations and personnel administration measures as prescribed.

- (ii) To ensure that the education of the learners is promoted in a proper manner and in accordance with approved policies.

(e) **CORE DUTIES AND RESPONSIBILITIES OF THE JOB:**

The duties and responsibilities of the job are individual and varied, depending on the approaches and needs of the particular school, and include, but are not limited to, the following:

(i) **GENERAL/ADMINISTRATIVE**

- * To be responsible for the professional management of a public school.
- * To give proper instructions and guidelines for timetabling, admission and placement of learners.
- * To have various kinds of school accounts and records properly kept and to make the best use of funds for the benefit of the learners in consultation with the appropriate structures.
- * To ensure a School Journal containing a record of all important events connected with the school is kept.
- * To make regular inspections of the school to ensure that the school premises and equipment are being used properly and that good discipline is being maintained.
- * To be responsible for the hostel and all related activities including the staff and learners, if one is attached to the school.
- * To ensure that Departmental circulars and other information received which affect members of the staff are brought to their notice as soon as possible and are stored in an accessible manner.
- * To handle all correspondence received at the school.

(ii) **PERSONNEL**

- * Provide professional leadership within the school.
- * To guide, supervise and offer professional advice on the work and performance of all staff in the school and, where necessary, to discuss and write

or countersign reports on teaching, support, non-teaching and other staff.

- * To ensure that workloads are equitably distributed among the staff.

- * To be responsible for the development of staff training programmes, both school-based, school-focused and externally directed, and to assist educators, particularly new and inexperienced educators, in developing and achieving educational objectives in accordance with the needs of the school.

- * To participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management.

- * To ensure that all evaluation/forms of assessment conducted in the school are properly and efficiently organised.

(iii) TEACHING

- * To engage in class teaching as per the workload of the relevant post level and the needs of the school.

- * To be a class teacher if required.

- * To assess and to record the attainment of learners taught.

(iv) EXTRA- & CO-CURRICULAR

- * To serve on recruitment, promotion, advisory and other committees as required.

- * To play an active role in promoting extra and co-curricular activities in the school and to plan major school functions and to encourage learners' voluntary participation in sports, educational and cultural activities organised by community bodies.

(v) INTERACTION WITH STAKE-HOLDERS

- * To serve on the governing body of the school and render all necessary assistance to the governing

body in the performance of their functions in terms of the SA Schools Act, 1996.

- * To participate in community activities in connection with educational matters and community building.

(vi) **COMMUNICATION:**

- * To co-operate with members of the school staff and the school governing body in maintaining an efficient and smooth running school.
- * To liaise with the Circuit/Regional Office, Supplies Section, Personnel Section, Finance Section, etc. concerning administration, staffing, accounting, purchase of equipment, research and updating of statisti in respect of educators and learners.
- * To liaise with relevant structures regarding school curricula and curriculum development.
- * To meet parents concerning learners' progress and conduct.
- * To co-operate with the school governing body with regard to all aspects as specified in the SA Schools Act, 1996.
- * To liaise with other relevant Government Departments, eg. Department of Health & welfare, Public Works, etc., as required.
- * To co-operate with universities, colleges and other agencies in relation to learners' records and performance as well as INSET and management development programmes.
- * To participate in departmental and professional committees, seminars and courses in order to contribute to and/or update professional views/standards.
- * To maintain contacts with sports, social, cultural and community organisations.

4.3 DEPUTY PRINCIPAL

- (a) **JOB TITLE:** Educator - public school

- (b) RANK: Deputy Principal
- (c) POST LEVEL: 3
- (d) THE AIM OF THE JOB:
- (i) To assist the Principal in managing the school and promoting the education of learners in a proper manner.
 - (ii) To maintain a total awareness of the administrative procedures across the total range of school activities and functions.

(e) CORE DUTIES AND RESPONSIBILITIES OF THE JOB:

The duties and responsibilities of the job are individual and varied, depending on the approaches and needs of the particular school, and include, but are not limited to, the following:

(i) GENERAL/ADMINISTRATIVE

- * To assist the Principal in his/her duties and to deputise for the Principal during his/her absence from school.
- * To assist the Principal, or, if instructed to be responsible for:
 - ** School administration
eg. duty roster, arrangements to cover absent staff, internal and external evaluation and assessment, school calendar, admission of new learners, class streaming, school functions; and/or
 - ** School finance and maintenance of services and buildings
eg. planning and control of expenditure, allocation of funds/resources, the general cleanliness and state of repairs of the school and its furniture and equipment, supervising annual stock-taking exercises.

(ii) TEACHING

- * To engage in class teaching as per workload of the relevant post level and needs of the school.
- * To assess and to record the attainment of learners taught.

(iii) EXTRA- & CO-CURRICULAR

- * To be responsible for school curriculum and pedagogy eg. choice of textbooks, co-ordinating the work of subject committees and groups, timetabling, "INSET" and developmental programmes, and arranging teaching practice.
- * To assist the Principal in overseeing learner counselling and guidance, careers, discipline, compulsory attendance and the general welfare of all learners.
- * To assist the Principal to play an active role in promoting extra and co-curricular activities in school and in the participation in sports and cultural activities organised by community bodies.
- * To participate in departmental and professional committees, seminars and courses in order to contribute to and/or update one's professional views/standards.

(iv) PERSONNEL

- * To guide and supervise the work and performance of staff and, where necessary, discuss and write or countersign reports.
- * To participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management.

(v) INTERACTION WITH STAKE-HOLDERS

- * To supervise/advise the Representative Council of Learners.

(vi) COMMUNICATION:

- * To meet with parents concerning learners' progress and conduct.
- * To liaise on behalf of the Principal with relevant government departments.
- * To maintain contact with sporting, social, cultural and community organisations.

- * To assist the Principal in liaison work with all organisations, structures, committees, groups, etc. crucial to the school.

4.4 HEAD OF DEPARTMENT

- (a) JOB TITLE: Educator - public school
- (b) RANK: Head of Department (subject, learning area or phase)
- (c) POST LEVEL: 2
- (d) THE AIM OF THE JOB:

To engage in class teaching, be responsible for the effective functioning of the department and to organise relevant/related extra-curricular activities so as to ensure that the subject, learning area or phase and the education of the learners is promoted in a proper manner.

- (e) CORE DUTIES AND RESPONSIBILITIES OF THE JOB:

The duties and responsibilities of the job are individual and varied, depending on the approaches and needs of the particular school, and include, but are not limited to, the following:

- (i) TEACHING

- * To engage in class teaching as per workload of the relevant post level and the needs of the school.
- * To be a class teacher if required.
- * To assess and to record the attainment of learners taught.

- (ii) EXTRA- & CO-CURRICULAR

- * To be in charge of a subject, learning area or phase.
- * To jointly develop the policy for that department.
- * To co-ordinate evaluation/assessment, homework, written assignments, etc. of all the subjects in that department.

- * To provide and co-ordinate guidance:
 - ** on the latest ideas on approaches to the subject, method, techniques, evaluation, aids, etc. in their field, and effectively conveying these to the staff members concerned
 - ** on syllabuses, schemes of work, homework, practical work, remedial work, etc.
 - ** to inexperienced staff members
 - ** on the educational welfare of learners in the department.
- * To control:
 - ** the work of educators and learners in the department
 - ** reports submitted to the Principal as required
 - ** mark sheets
 - ** test and examination papers as well as memoranda
 - ** the administrative responsibilities of staff members
- * To share in the responsibilities of organising and conducting extra and co-curricular activities.

(iii) PERSONNEL

- * To advise the Principal regarding the division of work among the staff in that department.
- * To participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management.

(iv) GENERAL/ADMINISTRATIVE

- * To assist with the planning and management of:
 - ** school stock, text books and equipment for the department
 - ** the budget for the department and
 - ** subject work schemes
- * To perform or assist with one or more non-teaching administrative duties, such as:
 - ** secretary to general staff meeting and/or others
 - ** fire drill and first aid
 - ** timetabling

- ** collection of fees and other monies
- ** staff welfare
- ** accidents

- * To act on behalf of the Principal during her/his absence from school if the school does not qualify for a Deputy Principal or in the event both of them are absent.

(v) COMMUNICATION:

- * To co-operate with colleagues in order to maintain a good teaching standard and progress among the learners and to foster administrative efficiency within the department and the school.
- * To collaborate with educators of other schools in developing the department and conducting extra-curricular activities.
- * To meet parents and discuss with them the progress and conduct of their children.
- * To participate in departmental and professional committees, seminars and courses in order to contribute to and/or update one's professional views/standards.
- * To co-operate with Further and Higher Education institutions in relation to learners' records and performance and career opportunities.
- * To maintain contact with sporting, social, cultural and community organisations.
- * To have contacts with the public on behalf of the Principal.

4.5 TEACHER

- (a) JOB TITLE: Educator - public school
- (b) RANK: TEACHER
- (c) POST LEVEL: 1
- (d) THE AIM OF THE JOB:

To engage in class teaching, including the academic, administrative, educational and disciplinary aspects and to organise extra and co-curricular activities so as to ensure that the education of the learners is promoted in a proper manner.

(e) CORE DUTIES AND RESPONSIBILITIES OF THE JOB:

The duties and responsibilities of the job are individual and varied, depending on the approaches and needs of the particular school, and include, but are not limited to, the following:

(i) TEACHING

- * To engage in class teaching which will foster a purposeful progression in learning and which is consistent with the learning areas and programmes of subjects and grades as determined .
- * To be a class teacher.
- * To prepare lessons taking into account orientation, regional courses, new approaches, techniques, evaluation, aids, etc. in their field.
- * To take on a leadership role in respect of the subject, learning area or phase, if required.
- * To plan, co-ordinate, control, administer, evaluate and report on learners' academic progress.
- * To recognise that learning is an active process and be prepared to use a variety of strategies to meet the outcomes of the curriculum.
- * To establish a classroom environment which stimulates positive learning and actively engages learners in the learning process.
- * To consider and utilise the learners' own experiences as a fundamental and valuable resource.

(ii) EXTRA- & CO-CURRICULAR

- * To assist the HOD to identify aspects which require special attention and to assist in addressing them.
- * To cater for the educational and general welfare of all learners in his/her care.
- * To assist the Principal in overseeing learner counselling and guidance, careers, discipline and the general welfare of all learners.

- * To share in the responsibilities of organising and conducting extra and co-curricular activities.

(iii) ADMINISTRATIVE

- * To co-ordinate and control all the academic activities of each subject taught.
- * To control and co-ordinate stock and equipment which is used and required.
- * To perform or assist with one or more of other non-teaching administrative duties such as:
 - ** secretary to general staff meeting and/or others
 - ** fire drill and first aid
 - ** timetabling
 - ** collection of fees and other monies
 - ** staff welfare
 - ** accidents

(iv) INTERACTION WITH STAKE-HOLDERS

- * To participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management.
- * To contribute to the professional development of colleagues by sharing knowledge, ideas and resources.
- * To remain informed of current developments in educational thinking and curriculum development.
- * To participate in the school's governing body if elected to do so.

(v) COMMUNICATION:

- * To co-operate with colleagues of all grades in order to maintain a good teaching standard and progress among learners and to foster administrative efficiency within the school.
- * To collaborate with educators of other schools in organising and conducting extra and co-curricular activities.

- * To meet parents and discuss with them the conduct and progress of their children.
- * To participate in departmental committees, seminars and courses in order to contribute to and/or update one's professional views/standards.
- * To maintain contact with sporting, social, cultural and community organisations.
- To have contacts with the public on behalf of the principal.

4.6 OFFICE BASED EDUCATORS

- (a) JOB TITLE: Office Based Educator
- (b) RANK: Director of Education/ Chief /Deputy Chief/First/Senior/Education Specialist
- (c) POST LEVEL: 1/2/3/4/5/6
- (d) AIM OF THE JOB

The core process in education is curriculum delivery and the strategic levers for curriculum delivery are INSET, EMD and enabling functions. The aim of jobs at offices is to facilitate curriculum delivery through support in various ways. Offices will be managed in compliance with applicable legislation, regulations, ELRC resolutions and personnel administration measures.

- (e) THE CORE RESPONSIBILITIES

In executing tasks, educators must be mindful of their role in education transformation, redress and equity.

The duties and responsibilities of the job are individual and varied, depending on the nature of the responsibilities attached to each post. These include but are not limited to subject advisory services, administration and policy development processes. It remains the responsibility of immediate supervisors to develop specific responsibilities and duties for each post on the basis of job content as may be applicable. The duties and responsibilities for incumbents of these posts include, but are not limited to, the following:

(i) LEADERSHIP

- * To provide an environment that creates and fosters commitment and confidence among colleagues and educators, while promoting the values of fairness and equity in the workplace.
- * To assist educators to identify, assess and meet the needs of learners (provide professional leadership).
- * To disseminate and encourage the application of good practices in all areas of work.
- * To implement systems and structures and present innovative ideas that are congruent with policy frameworks and plans.
- * To create and maintain sound human relations among colleagues and enhance the spirit of co-operation at all levels.

(iv) COMMUNICATION

- * To communicate effectively, both orally and in writing, with principals, other staff, parents, School Governing Bodies (SGBs), external agencies and the Department as well as to ensure timeous feedback from institutions.
- * To consult with all stakeholders on decisions that affect them.
- * To explain the objectives of any intervention/s to learners, educators and others.
- * To chair workshops, case conferences and meetings when needed.
- * To serve on recruitment, promotion, advisory and other committees as required.
- * To assist in the development of the use of information (statisti/surveys) and communications technology as a means of gathering and disseminating information about learners.
- * To liaise with other education offices for the purpose of co-ordination.

- * To liaise with other relevant Government Departments, for example Department of Health and Welfare, Public Works, etc., as required.
- * To maintain contacts with sports, cultural and community organisations.

(iii) **FINANCIAL PLANNING AND MANAGEMENT**

- * To undertake activity-based costing (ABC) for planned projects/activities.
- * To prioritise activities in terms of costs and educational needs in preparation for strategic planning.
- * To plan budgets in terms of a medium term expenditure framework (MTEF).
- * To manage projects within the set budget.
- * To advise principals and school management teams on the planning, utilisation and monitoring of budgets in order to meet school objectives.
- * To maintain records to disseminate information for financial accountability.

(iv) **STRATEGIC PLANNING AND TRANSFORMATION**

- * To analyse the external environment and internal work environment.
- * To identify the needs of clients (learners, educators, others).
- * To prepare strategic plans with the intention of achieving the goals of the Department.
- * To prepare management plans to achieve targets as well as the needs of clients (educators, learners and others).
- * To provide guidance to institutions on strategic planning.
- * To support and co-operate with principals, staff and SGBs in whole school development.

(v) POLICY

- * To formulate policy for operational reasons.
- * To analyse policy.
- * To implement policy.
- * To monitor and evaluate policy implementation.
- * To provide guidance to institutions on policy formulation and implementation.

(vi) RESEARCH AND DEVELOPMENT

- * To keep abreast of the latest research in the field of education.
- * To undertake small scale as well as large scale research to improve service delivery and policy formulation.
- * To encourage and support research initiatives with Universities, Colleges of Education and other Agencies.
- * To apply research findings after carefully analysing the context.
- * To maintain a database of learners/educators' needs e.g. professional development needs of educators.

(vii) CURRICULUM DELIVERY

- * To assist in equitable deployment of staff and resources to facilitate teaching and learning.
- * To provide pastoral support (guidance and counselling) and to learners whenever requested by institutions.
- * To maintain effective partnerships between parents and school staff to promote effective teaching and learning.
- * To develop systems for monitoring and recording progress made by learners towards achievement of targets set.
- * To support initiatives to improve numeracy, literacy and information technology as well as access to the wider curriculum.

- * To facilitate curriculum development at institution/District/Provincial/National level.
- * To provide guidance/assistance in learner assessment.
- * To promote the National campaign on Culture of Teaching, Learning and Service (COLTS).

(viii) STAFF DEVELOPMENT

- * To assess professional development needs by using questionnaires, informal methods and developmental appraisal.
- * To support/plan staff development activities based on needs and which are congruent with the principles and values of the applicable policy frameworks and plans.
- * To contribute, to implement and participate in staff development programmes.
- * To evaluate success/problems of staff development programmes in terms of the goals of the institutions/Department.
- * To assist in capacity building programmes for SR, School Management Teams (SMTs) and SGBs.
- * To provide support for professional growth of educators within an appraisal programme.
- * To participate in agreed educator appraisal processes in order to regularly review their professional practice.

(ix) GENERAL

- * To keep and update records of the office, district or area under his/her control.
- * To ensure that Departmental circulars and other information received which affect colleagues or their work are brought to their notice as soon as possible.
- * To handle all correspondence referred to his/her office.

5. RANK DESIGNATIONS

The following rank designations apply:

| | |
|---|-------|
| Rector: College of Education | 4 5 6 |
| Vice-rector: College of Education | 4 |
| Senior Head of Department: College of Education | 4 |
| Head of Department: College of Education | 3 |
| Senior Lecturer: College of Education | 3 |
| Lecturer: College of Education | 2 |

| | |
|--|-------|
| Principal: Technical College | 3 4 5 |
| Senior Deputy Principal: Technical College | 4 |
| Deputy Principal: Technical College | 3 |
| Head of Division: Technical College | 3 |
| Principal Lecturer: Technical College | 3 |
| Senior Lecturer: Technical College | 2 |
| Lecturer: Technical College | 1 |

| | |
|----------------------------|---------|
| Principal: School | 1 2 3 4 |
| Deputy Principal: School | 3 |
| Head of Department: School | 2 |
| Senior Education Therapist | 2 |
| Teacher: School | 1 |
| Education Therapist | 1 |

| | |
|-----------------------------------|---|
| Director: Education | 6 |
| Chief Education Specialist | 5 |
| Deputy Chief Education Specialist | 4 |
| First Education Specialist | 3 |
| Senior Education Specialist | 2 |
| Education Specialist | 1 |

CHAPTER B

- 1. RELATIVE EDUCATION QUALIFICATION VALUE**
- 2. APPOINTMENTS IN EDUCATION**
- 3. THE ADVERTISING AND FILLING OF EDUCATOR POSTS**
- 4. DETERMINATION OF SALARIES**
- 5. RANK CODES FOR PERSAL PURPOSES**
- 6. RANK CODES IN RESPECT OF POST LEVELS AND REQV**

1. RELATIVE EDUCATION QUALIFICATION VALUE (REQV)

1.1 Definition

A relative value is attached to an education qualification in accordance with the measures as set out in the document "Evaluation of Qualifications for Employment in Education". The determination of the REQV is based primarily on the number of recognised prescribed full-time professional or academic years of study at an approved university, technikon or college of education and taking into account the level of school education attained.

Note:

- (a) The recognition of diplomas for salary purposes is restricted to not more than two recognised post standard 10 diplomas, to a maximum REQV of 15.
- (b) Existing approved measures that deviate from those set out below must only be applied when absolutely necessary. (The said measures apply until such time as the system of determining REQVs could be developed to accommodate all needs adequately).

1.2 REQUIREMENTS IN RESPECT OF REQVs

| REQV | EDUCATION QUALIFICATION |
|-------------|--|
| 10 | Grade 12 or lower without a teacher's qualification |
| 11 | Grade 8,9,10 or 11 plus a teacher's qualification of at least two years apposite training |
| 12 | Grade 12 plus one or two years apposite training |
| 13 | Grade 12 plus three years apposite training |
| 14 | Grade 12 plus four years apposite training |
| 15 | Grade 12 plus five years apposite training |
| 16 | Grade 12 plus six years apposite training. Only professional qualified educators can be classified under REQV 16, provided such persons are in possession of a recognised completed university degree. |

| | |
|----|---|
| 17 | Grade 12 plus seven years apposite training. To be regarded as having an REQV 17, a candidate must, in addition to the requirements for classification under REQV 16, also be in possession of at least a recognised master's degree. |
|----|---|

2. APPOINTMENTS IN EDUCATION

2.1 Definition

The concept 'appointment' includes the following:

- (a) Employment in a full-time or part-time (pro-rata basis) capacity. This includes appointments in a shared capacity which allow for the appointment of more than one educator to a post.
- (b) The first employment of a person as Educator by an education department.
- (c) The transfer of an educator from one education department to another with promotion, retention or reduction of post level grading.
- (d) The transfer of an educator to a higher, an equal or a lower post level grading within the same education department.
- (e) The reappointment, after a break in service, of an educator by an education department.

2.2 Minimum requirements for appointment

(a) Educational qualifications

With the exception of persons appointed to the following posts who are not required to be qualified educators, all persons must have at least a recognised three year qualification (REQV13) which must include appropriate training as a teacher in order to qualify for appointment as an educator. In cases where candidates do not comply with the requirements (REQV13) and it is nevertheless essential to appoint such candidates, these cases are regarded as individual relaxations of the requirements and such persons must be remunerated according to the appropriate lower salary ranges.

- * Posts for Technical Subjects
- * Posts for Technical Drawing
- * Posts for Instrumental Music

- * Posts for Practical Ballet, National Greek Dances, History of Ballet and Anatomy
- * Posts for training in the Hotel and Catering Industry
- * Accompanist posts for Ballet
- * Posts for Technical Subjects at educational bureau's, advisory education services or colleges of education
- * Posts for Television production and maintenance
- * Posts for the teaching of Nursing at Schools for Special Education and Schools for Specialised Education
- * Librarian posts at colleges and departmental head office libraries
- * Posts of Education Therapists on post levels one and two
- * Educator posts outside education institutions:

The Minister may approve the appointment to educator posts outside education institutions of persons who have not been trained as teachers in cases where teacher training is not a prerequisite to perform the duties attached to the specific educator post. The total number of such appointments to posts in provincial education departments as well as the Department of Education may not exceed 100: Provided that when the Minister makes use of this discretion he tables information of the persons who have been awarded relaxation and the details of their posts in the ELRC. Where possible and all things being equal, preference should be given to persons with teacher qualifications for appointment in this type of post.

Subject to the provisions for individual relaxation, only appropriately qualified educators may be promoted to post levels 2 and above.

Note:

Persons with an REQV of 10 who were appointed on or after 1 January 1984 -

- (i) may be appointed only at post level 1; and
- (ii) may be utilised in secondary schools only if they are in possession of a Grade 12 certificate.

(b) Experience**(i) Post level 1**

No experience is required for appointment to posts at post level 1.

(ii) Post level 2-6

The minimum requirements in respect of experience for appointment to promotion posts are as follows:

| Post level | Minimum Experience required (years) |
|------------|-------------------------------------|
| 2 | 3 |
| 3 | 5 |
| 4 | 7 |
| 5 | 8 |
| 6 | 9 |

Actual educator's experience as well as appropriate experience are taken into account for purposes of appointment at post levels 2 and higher.

Note: In order to be eligible for promotion an educator must comply with all the minimum requirements in respect of qualifications and experience applicable to the particular post.

2.3 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 re-appointments to educator posts for which the State has accepted financial responsibility.

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

- (a) In the case of re-appointments, 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 him/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 on 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.

2.4 Transfer of serving Educators in terms of operational requirements.

- (a) Operational requirements for educational institutions are based on, but not limited to the following:
 - (i) Change in pupil enrolment
 - (ii) Curriculum changes within a specific education institution
 - (iii) Change to the grading of the specific education institution
 - (iv) Financial restraints

- (b) These measures do not deal with the transfer of level one serving educators declared in excess in terms of operational requirements linked to rationalisation to effect equity in staff provisioning. This aspect is covered by Resolution No. 6 of 1998 of the Education Labour Relations Council (ELRC), dealing with the procedure for rationalisation and redeployment of educators in the provisioning of educator posts.
- (c) In cases referred to in paragraph (a) above the following procedure shall apply:
- (h) All vacancies that arise at educational institutions must be offered to serving educators displaced as a result of operational requirements of that specific provincial education department as a first step.
 - (ii) All vacancies must be advertised and filled in terms of paragraph 3 (The advertising and filling of Educator Posts). Provided that:-
 - * every attempt is made to accommodate serving educators, displaced as a result of operational requirements, in suitable vacant posts at educational institutions or offices; and
 - * a provincial education department may publish a closed vacancy list. In such an event, the procedures contained in the resolution dealing with the rationalisation and redeployment of educators in the provisioning of educator posts shall apply.
 - (iii) When a governing body exercise its function in terms of section 20(1)(i) of South African Schools Act, 1996 and chapter 3 of the Employment of Educators Act, 1998, they must accommodate the obligations of the employer towards serving educators. The governing body must also take into account the requirements for appointment as determined by the Minister of Education and/or the requirements of the post as determined by the Head of the Provincial Education Department.
 - (iv) All applicants, who are serving educators, displaced as a result of operational requirements and who are suitable candidates for a vacant post in an education institution or office, must be shortlisted.
 - (v) At historically disadvantaged institutions (institutions that fell under the control of the ex-Department of Education and Training, Homeland Governments and TBVC States), any educator who acted for longer than 2 continuous years in the post, at the institution, must be included in the interviews for the post: Provided that:-

- * the educator is currently in the post;
- * the post is part of the post establishment of that institution;
- * the relevant provincial education department had approved the appointment; and
- * the educator must have applied for the post.

3. THE ADVERTISING AND FILLING OF EDUCATOR POSTS

3.1 ADVERTISING

- (a) The advertisement of vacant posts for educators must:
- (i) be self-explanatory and clear and must include:-
 - * minimum requirements,
 - * procedure to be followed for application,
 - * names and telephone numbers of contact persons,
 - * preferable date of appointment, and
 - * closing date for the receipt of applications;
 - (ii) be accessible to all who may qualify or are interested in applying for such post(s);
 - (iii) be non discriminatory and in keeping with the provisions of the Constitution of the RSA; and
 - (iv) clearly state that the State is an affirmative action employer.
- (b) All vacancies in public schools are to be advertised in a gazette, bulletin or circular. 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, bulletin or circular is obtainable. The gazette, bulletin or circular must be circulated to all educational institutions within the province.
- (c) Educator posts outside public schools shall be advertised both in the national and provincial media and by circular to all schools in the relevant province, ensuring that the provisions of paragraph (a) above are met.
- (d) Educator posts at colleges shall be advertised in the national and provincial media by the employing department, ensuring that the provisions of paragraph (a) above are met.

3.2 SIFTING

- (a) The employing department shall acknowledge receipt of all applications by:
- (i) informing all applicants in writing of receipt,
 - (ii) clearly indicating whether the application is complete or not, and
 - (iii) indicating whether the applicant meets the minimum requirements for the post and that such applications have been referred to the institutions concerned.

- (b) The employing department shall 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.
- (c) In the case of colleges, where applications are received at the institution, the college council shall acknowledge receipt of all applications in terms of paragraph 2.1 above.
- (d) Trade Union parties to Council will be given a full report, at a formal meeting, on:-
 - (i) names of educators who have met the minimum requirements for the post/s in terms of the advertisement;
 - (ii) names of educators who have not met the minimum requirements for the post/s in terms of the advertisement; and
 - (iii) other relevant information that are reasonably incidental thereto.

3.3 SHORTLISTING AND INTERVIEWS

- (a) Interview Committees shall be established at educational institutions where there are advertised vacancies.
- (b) The Interview Committee shall comprise:
 - (i) In the case of public schools:-
 - * one departmental representative (who may be the school principal), as an observer and resource person;
 - * the Principal of the school (if s/he is not the departmental representative), except in the case where s/he is an applicant;
 - * members of the school governing body, excluding educator members who are applicants to the advertised post/s; and
 - * one union representative per union that is a party to the provincial chamber of the ELRC. The union representatives shall be observers to the process of shortlisting, interviews and the drawing up of a preference list.
 - (ii) In the case of colleges:-
 - * one departmental representative, as an observer and resource person;

- * the head of the institution, except in the case where s/he is an applicant;
 - * members of the college council, excluding educator members who are applicants to the advertised post/s; and
 - * one union representative per union that is a party to the provincial chamber of the ELRC. The union representatives shall be observers to the process of shortlisting, interviews and the drawing up of a preference list.
- (c) Each Interview Committee shall appoint from amongst its members a chairperson and a secretary.
- (d) All applications that meet the minimum requirements and provisions of the advertisement shall be handed over to the school governing body responsible for that specific public school.
- (e) The school governing body is responsible for the convening of the Interview Committee and they must ensure that all relevant persons/organisations are informed at least 5 working days prior to the date, time and venue of the shortlisting, interviews and the drawing up of the preference list.
- Where the Principal is an applicant, a departmental official may assist the school governing body.
- (f) The Interview Committee may conduct shortlisting subject to the following guidelines:
- (i) The criteria used must be fair, non-discriminatory and in keeping with the Constitution of the country.
 - (ii) The curricular needs of the school.
 - (iii) The obligations of the employer towards serving educators.
 - (iv) The list of shortlisted candidates for interview purposes should not exceed five per post.
- (g) The interviews shall be conducted according to agreed upon guidelines. These guidelines are to be jointly agreed upon by the parties to the provincial chamber.
- (h) All interviewees must receive similar treatment during the interviews.

- (i) At the conclusion of the interviews the interviewing committee shall rank the candidates in order of preference, together with a brief motivation, and submit this to the school governing body for their recommendation to the relevant employing department.
- (j) The governing body must submit their recommendation to the provincial education department in their order of preference.
- (k) In the case of colleges, the interviewing committee shall submit its ranked, preference list to the college council for their recommendation to the relevant employing department.

3.4 APPOINTMENT

- (a) The employing department must make the final decision subject to:
 - (i) satisfying itself that agreed upon procedures were followed; and
 - (ii) that the decision is in compliance with the Employment of Educators Act of 1998, the South African Schools Act, 1996 and the Labour Relations Act, 1995.
- (b) The employer will inform all unsuccessful candidates, in writing, within eight weeks of an appointment being made.

3.5 RECORDS

The employer must ensure that accurate records are kept of proceedings dealing with the interviews, decisions and motivations relating to the preference list submitted by school governing bodies and other such structures.

4. DETERMINATION OF SALARIES

4.1 Definitions

- (a) A salary band refers to a set of salary ranges applicable to educators on a specific post level and with a specific REQV. Example: The salary band applicable to an educator on post level 1 with a REQV13, consists of salary ranges 6, 7 and 8.
- (b) Salary ranges consist of a number of (usually 3) salaries.
- (c) A salary position refers to the position of a specific salary in a salary range, eg. the third salary of range 5 will be referred to as being in salary position 5.3.

4.2 General principle

An educator is always appointed to the lowest salary position of the salary band applicable to his/her REQV and the post to which he/she is appointed: Provided that an educator who is promoted to a higher post level, shall advance at least one salary position. An appointment may only be made to a salary position in the salary band applicable to the particular post and REQV concerned.

4.3 Recognition of qualifications which are higher than the minimum required for appointment to a specific salary band

An educator with a REQV of 15, 16 or 17, who is appointed (first appointment) from outside education to post level 1 or an educator with a REQV of 14 to 17 who is appointed (first appointment) from outside education to post level 2 to 4, receives, after he/she has completed a period of one year of continuous service, one cash award calculated in terms of the provisions in paragraph 4.5(e) hereunder, for each REQV higher than 14 or 13 respectively.

4.4 Educators who are re-appointed after a break in service

Note: The applicable salary position to which an educator should be appointed after a break in service, is always determined in terms of the salary position which he/she occupied before the break in service. An equivalent salary position of a person who left the service before 1 July 1996 is determined by adjusting his/her last applicable salary in accordance with all the subsequent adjustment measures up to and including the adjustment measures applicable to the salary adjustment on 1 July 1996. In order to compare the level of a post to which a person is re-appointed after 1 July 1996 with the level he/she occupied before a break in service before 1 July 1996, the level of the new post must be compared with the equivalent post level of the previous post in the new post level system.

(a) Educators who are re-appointed at the same post level

An educator who has had a break in service and who is re-appointed to the same post level, shall be re-appointed to the same salary position (or equivalent salary position) that he/she occupied before the break in service: Provided that if the educator has improved his/her REQV during the break in service which has the effect that a new salary band becomes applicable, the appointment shall be to the minimum of the new salary band or the same salary position occupied before, whichever is more beneficial to the educator. If such educator who has improved his/her REQV during his/her break in service is appointed to the same salary position occupied before the break in service,

he/she will be entitled to a cash bonus in accordance with the measures in paragraph 4.5(e) hereunder.

(b) Educators who are re-appointed at lower post levels

An educator who is re-appointed to a lower post level than the one he/she occupied before the break in service, is appointed to the highest applicable salary position which is lower than the salary position (or equivalent salary position) occupied by the educator before the break in service by at least the number of post levels that the new post level is lower than the post level occupied before the break in service: Provided that if the educator has improved his/her REQV during the break in service which has the effect that a different salary band becomes applicable, the appointment shall be to the minimum of the applicable salary band or to the salary position determined in terms of this paragraph, whichever is more beneficial to the educator. If the appointment is to the same salary position than it would have been, had the educator not improved his/her REQV, the educator will be entitled to a cash bonus as set out in paragraph 4.5(e).

(c) Educators who are re-appointed to a higher post level.

An educator who is appointed to a higher post level than the one he/she occupied before the break in service, is appointed to the lowest applicable salary position which is higher than the salary position (or equivalent salary position) occupied by the educator before the break in service by at least the number of post levels that the new post level is higher than the post level occupied before the break in service: Provided that if the educator has improved his/her REQV during the break in service which has the effect that a different salary band becomes applicable, the appointment shall be to the minimum of the applicable salary band or to the salary position determined in terms of this paragraph, whichever is more beneficial to the educator. If the appointment is to the same salary position than it would have been had the educator not improved his/her REQV, the educator will be entitled to a cash bonus as set out in paragraph 4.5(e).

4.5 Recognition for improvement in REQV

(a) Educators with REQV 11 and 12

If an educator with REQV 11 or 12, on post level 1 to 4 improves his/her education qualifications, which has the effect that his/her REQV improves, such educator's salary will adjust to the lowest notch of the next applicable salary range.

(b) Educators with REQV 13

If an educator with REQV 13 on post level 1 improves his/her education qualifications, which has the effect that his/her REQV improves, such an educator will receive a cash bonus, provided the educator is either on salary range 7 or 8.

If an educator with REQV 13 on post level 1 improves his/her education qualifications, which has the effect that his/her REQV improves, such educator's salary will adjust to the lowest notch of salary range 7, if the educator is presently on salary range 6.

(c) Educators on post level 1 with REQV 14 or higher and educators on post levels 2 to 4 with REQV 13 or higher

If an educator on post level 1 with REQV 14 or higher or an educator on post levels 2 to 4 with REQV 13 or higher improves his/her education qualifications, which has the effect that his/her REQV improves, such educators will receive a cash bonus.

(d) Educators on REQV 10

If an educator with REQV 10 improves his/her education qualifications, which has the effect that his/her REQV improves, such an educator's salary will adjust to the lowest notch of the applicable salary range.

(e) Cash awards payable to educators in terms of these measures, are calculated in all cases as 10% of the minimum of salary range 7, as it was on the date that the qualification was obtained. The payment of such cash amounts came into effect from 1 July 1996, and may not be granted to an educator more than once for the same REQV improvement.

4.6 Post levels, REQVs and salary ranges

The following table indicates the salary ranges applicable to educators in accordance with their post levels and REQVs.

| POST LEVEL | REQV | APPLICABLE SALARY RANGES |
|------------|---------|--------------------------|
| 1 | 10 | 3 |
| | 11 | 3 – 5 |
| | 12 | 4 – 6 |
| | 13 | 6 – 8 |
| | 14 – 17 | 7 – 8 |

| POST LEVEL | REQV | APPLICABLE SALARY RANGES |
|------------|---------|--------------------------|
| 2 | 10 | 5 |
| | 11 | 6 |
| | 12 | 7 |
| | 13 – 17 | 8 – 9 |
| 3 | 10 | 6 |
| | 11 | 7 |
| | 12 | 8 |
| | 13 – 17 | 9 – 10 |
| 4 | 11 | 8 |
| | 12 | 9 |
| | 13 – 17 | 10 – 11 |
| 5 | 13 – 17 | 12 |
| 6 | 13 – 17 | 13 |

4.7 The salary structure

The salary structure and adjustment for educators with effect from 1 July 1997 is as set out below.

| Salary range | Salary position | Salary (R) 1/7/1996 | Salary (R) 1/7/1997 | Salary (R) 1/7/1998 |
|--------------|-----------------|------------------------|------------------------|------------------------|
| 3 | 3.1 | 23526 | 25659 | 27444 |
| | 3.2 | 24615 | 26823 | 28647 |
| | 3.3 | 25704 | 28020 | 29913 |
| | 3.4 | 26793 | 29205 | 30594 |
| 4 | 4.1 | 27882 | 30395 | 32511 |
| | 4.2 | 28905 | 31509 | 33639 |
| | 4.3 | 29928 | 32625 | 34830 |
| | 4.4 | 30951 | 33738 | 35310 |
| | 4.5 | 31974 | 34854 | 36477 |
| 5 | 5.1 | 32988 | 35958 | 38460 |
| | 5.2 | 34296 | 37386 | 39912 |
| | 5.3 | 35604 | 38814 | 41439 |
| | 5.4 | 36912 | 40236 | 42111 |
| | 5.5 | 38220 | 41664 | 43605 |
| | 5.6 | 39528 | 43089 | 45096 |

| Salary range | Salary position | Salary (R) 1/7/1996 | Salary (R) 1/7/1997 | Salary (R) 1/7/1998 |
|--------------|-----------------|------------------------|------------------------|------------------------|
| 6 | 6.1 | 40836 | 44514 | 47613 |
| | 6.2 | 43344 | 47247 | 50442 |
| | 6.3 | 45852 | 49983 | 53361 |
| | 6.4 | 48360 | 52719 | 55176 |
| 7 | 7.1 | 50868 | 55449 | 59307 |
| | 7.2 | 53487 | 58302 | 62244 |
| | 7.3 | 56106 | 61155 | 65289 |
| | 7.4 | 58725 | 63699 | 66666 |
| | 7.5 | 61344 | 66540 | 69642 |
| 8 | 8.1 | 63963 | 69381 | 74211 |
| | 8.2 | 67509 | 73248 | 78201 |
| | 8.3 | 71055 | 77094 | 82305 |
| | 8.4 | 74601 | 80943 | 84714 |
| 9 | 9.1 | 78141 | 84423 | 89454 |
| | 9.2 | 81045 | 87561 | 92781 |
| | 9.3 | 83949 | 90696 | 96102 |
| | 9.4 | 86853 | 93837 | 99429 |
| | 9.5 | 89757 | 96972 | 102753 |
| | 9.6 | 92661 | 100110 | 104775 |
| | 9.7 | 95565 | 103248 | 108060 |
| 10 | 10.1 | 98463 | 106377 | 111654 |
| | 10.2 | 102702 | 110958 | 116463 |
| | 10.3 | 106941 | 115539 | 121269 |
| | 10.4 | 111180 | 120117 | 125715 |
| 11 | 11.1 | 115413 | 124692 | 130878 |
| | 11.2 | 123468 | 133392 | 140007 |
| | 11.3 | 131523 | 142098 | 149145 |
| 12 | 12.1 | 139578 | 150798 | 158277 |
| | 12.2 | 147474 | 159273 | 167172 |
| | 12.3 | 155370 | 167799 | 176121 |
| 13 | 13.1 | 163260 | 171426 | 179919 |
| | 13.2 | 170373 | 178893 | 187407 |
| | 13.3 | 177486 | 186363 | 195234 |

4.8 MEASURES IN RESPECT OF SALARY ADJUSTMENTS DURING THE PERIOD FROM 1 JULY 1992 TO 1 JULY 1995

| Salary notch (R.p.a.) 1/07/1992 | Salary notch (R.p.a.) 1/07/1993 | Salary notch (R.p.a.) 1/11/1993 | Salary notch (R.p.a.) 1/12/1993 | Salary notch (R.p.a.) 1/04/1994 | Salary notch (R.p.a.) 1/07/1995 |
|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| 102918 | 108075 | 108075 | 126411 | 126411 | 131478 |
| 102603 | 107736 | 107736 | 107736 | 113772 | 119058 |
| 98127 | 103038 | 103038 | 103038 | 108810 | 114258 |
| 96492 | 99432 | 99432 | 99432 | 105003 | 110265 |
| 91257 | 95826 | 95826 | 95826 | 101196 | 106272 |
| 87822 | 92220 | 92220 | 92220 | 97389 | 102279 |
| 84864 | 89115 | 89115 | 89115 | 94110 | 98835 |
| 81906 | 86010 | 86010 | 86010 | 90831 | 95391 |
| 78948 | 82905 | 82905 | 82905 | 87552 | 91947 |
| 75990 | 79800 | 79800 | 79800 | 84273 | 88503 |
| 73032 | 76695 | 76695 | 76695 | 80994 | 85059 |
| 70074 | 73590 | 73590 | 73590 | 77715 | 81615 |
| 67116 | 70485 | 70485 | 70485 | 74436 | 78171 |
| 64269 | 67494 | 67494 | 67494 | 71277 | 74853 |
| 61422 | 64503 | 64503 | 64503 | 68118 | 71535 |
| 58575 | 61512 | 61512 | 61512 | 64959 | 68217 |
| 55728 | 58521 | 58521 | 58521 | 61800 | 64899 |
| 52881 | 55530 | 55530 | 55530 | 58641 | 61581 |
| 50334 | 52857 | 52857 | 52857 | 55818 | 58617 |
| 47787 | 50184 | 50184 | 50184 | 52995 | 55653 |
| 45240 | 47511 | 47511 | 47511 | 50172 | 52689 |
| 42693 | 44838 | 44838 | 44838 | 47349 | 49725 |
| 40365 | 42393 | 42393 | 42393 | 44769 | 47016 |
| 38037 | 39948 | 39948 | 39948 | 42189 | 44307 |
| 35709 | 37503 | 37503 | 37503 | 39609 | 41598 |
| 33381 | 35058 | 35058 | 35058 | 37029 | 38889 |
| 31431 | 33009 | 33009 | 33009 | 34866 | 36618 |
| 29481 | 30960 | 30960 | 30960 | 32703 | 34347 |
| 27531 | 28911 | 28911 | 28911 | 30540 | 32076 |
| 25581 | 26862 | 26862 | 26862 | 28377 | 29805 |
| 23631 | 24813 | 24813 | 24813 | 26214 | 27534 |
| 21831 | 22923 | 22923 | 22923 | 24216 | 25680 |
| 20031 | 21033 | 21033 | 21033 | 22218 | 23826 |
| 18231 | 19143 | 19143 | 19143 | 20220 | 21972 |
| 16431 | 17253 | 17253 | 17253 | 18222 | 20118 |
| 14841 | 15585 | | | | |
| 13251 | 13917 | | | | |
| 11832 | 12426 | | | | |
| 10413 | 10935 | | | | |

4.9 Salary adjustment: 1 July 1996 (Implementation of new salary and post structure)

It should be noted that:

- (a) The salary adjustments on 1 July 1996, as set out in the following table, was in accordance with a person's salary as well as his/her post level as on 30 June 1996.
- (b) In instances where two post levels were combined to a new post level, two persons on equivalent salary positions but on two different post levels before 1 July 1996, may have adjusted to different salary positions.

Post Level I

| Former Qualification Category | REQV | Salary Notch as on 30 June 1996 | Salary as on 1 July 1996 | Salary Position |
|-------------------------------|------|---------------------------------|--------------------------|-----------------|
| A2 | 10 | 20 118 | 23 526 | 3.1 |
| A1 | 11 | 20 118 | 23 526 | 3.1 |
| | | 21 972 | 24 615 | 3.2 |
| | | 23 826 | 26 793 | 3.4 |
| | | 25 680 | 28 905 | 4.2 |
| | | 27 534 | 30 951 | 4.4 |
| | | 29 805 | 32 988 | 5.1 |
| | | 32 076 | 35 604 | 5.3 |
| | | 34 347 | 38 220 | 5.5 |
| | | 36 618 | 40 836 | 6.1 (P) |
| B | 12 | 21 972 | 27 882 | 4.1 |
| | | 23 826 | 27 882 | 4.1 |
| | | 25 680 | 28 905 | 4.2 |
| | | 27 534 | 30 951 | 4.4 |
| | | 29 805 | 32 988 | 5.1 |
| | | 32 076 | 35 604 | 5.3 |
| | | 34 347 | 38 220 | 5.5 |
| | | 36 618 | 40 836 | 6.1 |
| | | 38 889 | 43 344 | 6.2 |
| | | 41 598 | 45 852 | 6.3 |
| C | 13 | 44 307 | 50 868 | 7.1 |
| | | 47 016 | 53 487 | 7.2 |
| | | 29 805 | 40 836 | 6.1 |
| | | 32 076 | 40 836 | 6.1 |
| | | 34 347 | 40 836 | 6.1 |
| | | 36 618 | 43 344 | 6.2 |
| | | 38 889 | 43 344 | 6.2 |
| | | 41 598 | 45 852 | 6.3 |

| Former Qualification Category | REQV | Salary Notch as on 30 June 1996 | Salary as on 1 July 1996 | Salary Position |
|-------------------------------|-------|---------------------------------|--------------------------|-----------------|
| | | 44 307 | 50 868 | 7.1 |
| | | 47 016 | 53 487 | 7.2 |
| | | 49 725 | 56 106 | 7.3 |
| | | 52 689 | 58 725 | 7.4 |
| | | 55 653 | 61 344 | 7.5 |
| | | 58 617 | 67 509 | 8.2 |
| D-G | 14-17 | 34 347 | 50 868 | 7.1 |
| | | 36 618 | 50 868 | 7.1 |
| | | 38 889 | 50 868 | 7.1 |
| | | 41 598 | 53 487 | 7.2 |
| | | 44 307 | 53 487 | 7.2 |
| | | 47 016 | 53 487 | 7.2 |
| | | 49 725 | 56 106 | 7.3 |
| | | 52 689 | 58 725 | 7.4 |
| | | 55 653 | 61 344 | 7.5 |
| | | 58 617 | 67 509 | 8.2 |
| | | 61 581 | 71 055 | 8.3 |
| | | 64 899 | 74 601 | 8.4 |
| | | 68 217 | 78 141 | 9.1 (P) |
| | | 71 535 | 81 045 | 9.2 (P) |
| | | 74 853 | 83 949 | 9.3 (P) |
| <u>Post Level 2</u> | | | | |
| A2 | 10 | 23 826 | 32 988 | 5.1 |
| A1 | 11 | 29 805 | 40 836 | 6.1 |
| | | 32 076 | 40 836 | 6.1 |
| | | 34 347 | 40 836 | 6.1 |
| | | 36 618 | 43 344 | 6.2 |
| B | 12 | 36 618 | 50 868 | 7.1 |
| | | 38 889 | 50 868 | 7.1 |
| | | 41 598 | 50 868 | 7.1 |
| | | 44 307 | 53 487 | 7.2 |
| | | 47 016 | 53 487 | 7.2 |
| C | 13 | 49 725 | 63 963 | 8.1 |
| | | 52 689 | 63 963 | 8.1 |
| | | 55 653 | 63 963 | 8.1 |
| | | 58 617 | 67 509 | 8.2 |
| | | 61 581 | 71 055 | 8.3 |
| | | 64 899 | 74 601 | 8.4 |

| Former Qualification Category | REQV | Salary Notch as on 30 June 1996 | Salary as on 1 July 1996 | Salary Position |
|---|-------|---------------------------------|--------------------------|-----------------|
| D-G | 14-17 | 55 653 | 63 963 | 8.1 |
| | | 58 617 | 67 509 | 8.2 |
| | | 61 581 | 71 055 | 8.3 |
| | | 64 899 | 74 601 | 8.4 |
| | | 68 217 | 78 141 | 9.1 |
| | | 71 535 | 81 045 | 9.2 |
| | | 74 853 | 83 949 | 9.3 |
| | | 78 171 | 86 853 | 9.4 |
| | | 81 615 | 92 661 | 9.6 |
| <u>Former Post Level 3 (New Post Level 3)</u> | | | | |
| A2 | 10 | 27 534 | 40 836 | 6.1 |
| A1 | 11 | 34 347 | 50 868 | 7.1 |
| | | 36 618 | 50 868 | 7.1 |
| | | 38 889 | 50 868 | 7.1 |
| | | 41 598 | 53 487 | 7.2 |
| B | 12 | 41 598 | 63 963 | 8.1 |
| | | 44 307 | 63 963 | 8.1 |
| | | 47 016 | 63 963 | 8.1 |
| | | 49 725 | 67 509 | 8.2 |
| | | 52 689 | 67 509 | 8.2 |
| C | 13 | 55 653 | 78 141 | 9.1 |
| | | 58 617 | 78 141 | 9.1 |
| | | 61 581 | 78 141 | 9.1 |
| | | 64 899 | 81 045 | 9.2 |
| | | 68 217 | 81 045 | 9.2 |
| | | 71 535 | 81 045 | 9.2 |
| | | 74 853 | 83 949 | 9.3 |
| | | 78 171 | 86 853 | 9.4 |
| | | 81 615 | 92 661 | 9.6 |
| D-G | 14-17 | 61 581 | 78 141 | 9.1 |
| | | 64 899 | 81 045 | 9.2 |
| | | 68 217 | 81 045 | 9.2 |
| | | 71 535 | 81 045 | 9.2 |
| | | 74 853 | 83 949 | 9.3 |
| | | 78 171 | 86 853 | 9.4 |
| | | 81 615 | 92 661 | 9.6 |
| | | 85 059 | 95 565 | 9.7 |
| | | 88 503 | 98 463 | 10.1 |

| Former Qualification Category | REQV | Salary Notch as on 30 June 1996 | Salary as on 1 July 1996 | Salary Position |
|----------------------------------|------|------------------------------------|-----------------------------|--------------------|
|----------------------------------|------|------------------------------------|-----------------------------|--------------------|

Former Post Level 4 (New Post Level 3)

| | | | | |
|-----|-------|--------|---------|------|
| A1 | 11 | 38 889 | 53 487 | 7.2 |
| | | 41 598 | 53 487 | 7.2 |
| | | 44 307 | 53 487 | 7.2 |
| | | 47 016 | 56 106 | 7.3 |
| B | 12 | 47 016 | 67 509 | 8.2 |
| | | 49 725 | 67 509 | 8.2 |
| | | 52 689 | 67 509 | 8.2 |
| | | 55 653 | 71 055 | 8.3 |
| | | 58 617 | 71 055 | 8.3 |
| C | | 61 581 | 81 045 | 9.2 |
| | | 64 899 | 81 045 | 9.2 |
| | | 68 217 | 81 045 | 9.2 |
| | | 71 535 | 83 949 | 9.3 |
| | | 74 853 | 83 949 | 9.3 |
| | | 78 171 | 86 853 | 9.4 |
| | | 81 615 | 92 661 | 9.6 |
| | | 85 059 | 95 565 | 9.7 |
| | | 88 503 | 98 463 | 10.1 |
| D-G | 14-17 | 68 217 | 81 045 | 9.2 |
| | | 71 535 | 83 949 | 9.3 |
| | | 74 853 | 83 949 | 9.3 |
| | | 78 171 | 86 853 | 9.4 |
| | | 81 615 | 92 661 | 9.6 |
| | | 85 059 | 95 565 | 9.7 |
| | | 88 503 | 98 463 | 10.1 |
| | | 91 947 | 102 702 | 10.2 |
| | | 95 391 | 106 941 | 10.3 |

Former Post Level 5 (New Post Level 4)

| | | | | |
|----|----|--------|--------|-----|
| A1 | 11 | 44 307 | 63 963 | 8.1 |
| | | 47 016 | 63 963 | 8.1 |
| | | 49 725 | 63 963 | 8.1 |
| | | 52 689 | 67 509 | 8.2 |
| B | 12 | 52 689 | 78 141 | 9.1 |
| | | 55 653 | 78 141 | 9.1 |
| | | 58 617 | 78 141 | 9.1 |
| | | 61 581 | 81 045 | 9.2 |
| | | 64 899 | 81 045 | 9.2 |

| Former Qualification Category | REQV | Salary Notch as on 30 June 1996 | Salary as on 1 July 1996 | Salary Position |
|-------------------------------|-------|---------------------------------|--------------------------|-----------------|
| C | 13 | 68 217 | 98 463 | 10.1 |
| | | 71 535 | 98 463 | 10.1 |
| | | 74 853 | 98 463 | 10.1 |
| | | 78 171 | 102 702 | 10.2 |
| | | 81 615 | 102 702 | 10.2 |
| | | 85 059 | 102 702 | 10.2 |
| | | 88 503 | 106 941 | 10.3 |
| | | 91 947 | 106 941 | 10.3 |
| | | 95 391 | 106 941 | 10.3 |
| D-G | 14-17 | 74 853 | 98 463 | 10.1 |
| | | 78 171 | 102 702 | 10.2 |
| | | 81 615 | 102 702 | 10.2 |
| | | 85 059 | 102 702 | 10.2 |
| | | 88 503 | 106 941 | 10.3 |
| | | 91 947 | 106 941 | 10.3 |
| | | 95 391 | 106 941 | 10.3 |
| | | 98 835 | 111 180 | 10.4 |
| | | 102 279 | 115 413 | 11.1 |

Former Post Level 6 (New Post Level 4)

| | | |
|---------|---------|------|
| 102 279 | 115 413 | 11.1 |
| 106 272 | 123 468 | 11.2 |
| 110 265 | 123 468 | 11.2 |

Former Post Level 7 (New Post Level 5)

| | | |
|---------|---------|------|
| 110 265 | 139 578 | 12.1 |
| 114 258 | 139 578 | 12.1 |
| 119 058 | 139 578 | 12.1 |

Former Post Level 8 (New Post Level 6)

| | | |
|---------|---------|------|
| 131 478 | 163 260 | 13.1 |
|---------|---------|------|

5. RANK CODES FOR PERSAL PURPOSES

| Rank Code | Rank Description for Persal purposes |
|-----------|--|
| 60001 | EDUCATION SPECIALIST (O) |
| 60002 | EDUCATION SPECIALIST, SENIOR (O) |
| 60003 | EDUCATION SPECIALIST, FIRST (O) |
| 60004 | EDUCATION SPECIALIST, DEPUTY CHIEF (O) |
| 60005 | EDUCATION SPECIALIST, CHIEF (O) |
| 60006 | DIRECTOR (O) |
| | |
| 60101 | TEACHER (S) |
| 60102 | HEAD OF DEPARTMENT (S) |
| 60103 | PRINCIPAL: DEPUTY (SC) |
| 60301 | PRINCIPAL: PRINCIPAL (P1) |
| 60302 | PRINCIPAL: (P2) |
| 60303 | PRINCIPAL (P2 S3 T3 SS3) |
| 60404 | PRINCIPAL (P4 S4 T4 SS4) |
| | |
| 60501 | LECTURER (T) |
| 60502 | LECTURER: SENIOR (T) |
| 60503 | LECTURER: SENIOR (C) |
| 60603 | HEAD OF DIVISION (T) |
| 60504 | PRINCIPAL: SENIOR DEPUTY (T) |
| 60703 | PRINCIPAL: DEPUTY (T) |
| 60803 | PRINCIPAL (T3) |
| | |
| 60902 | LECTURER (C) |
| 60903 | HEAD OF DEPARTMENT (C) |
| 61104 | HEAD OF DEPARTMENT: SENIOR (C) |
| 60904 | RECTOR: VICE (C) |
| 60905 | RECTOR (C5) |
| 60906 | RECTOR (C6) |
| 61004 | RECTOR (C4) |
| 61005 | PRINCIPAL (T5) |
| 60906 | RECTOR (C6) |
| | |
| 61021 | EDUCATION THERAPIST |
| 61022 | SENIOR EDUCATION THERAPIST |

6. RANK CODES IN RESPECT OF POST LEVELS AND REQV

| Post Level | Relative Education Qualification Value (REQV) | Rank Codes |
|------------|---|------------|
| 1 | 10 | 36991 |
| 1 | 11 | 36992 |
| 1 | 12 | 36993 |
| 1 | 13 | 36994 |
| 1 | 14-17 | 36995 |
| 2 | 10 | 36996 |
| 2 | 11 | 36997 |
| 2 | 12 | 36998 |
| 2 | 13-17 | 36999 |
| 3 | 10 | 37000 |
| 3 | 11 | 37001 |
| 3 | 12 | 37002 |
| 3 | 13-17 | 37003 |
| 4 | 11 | 37004 |
| 4 | 12 | 37005 |
| 4 | 13-17 | 37006 |
| 5 | 13-17 | 37007 |
| 6 | 13-17 | 37008 |

CHAPTER C

DEVELOPMENTAL APPRAISAL

1. PREAMBLE

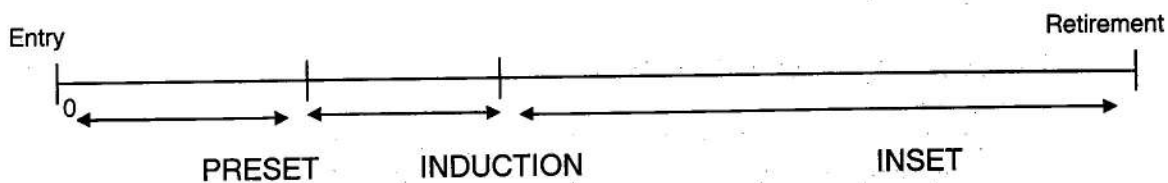
1.1 The model for developmental appraisal has the following features:

- (a) simplicity: easy to understand and applies to all educators
- (b) feasibility: can be administered within different types of institutions
- (c) legitimacy: unions were involved in formulation, hence educators take ownership
- (d) flexibility: is used for development and confirmation of probationers.

1.2 In order to achieve the aims of developmental appraisal, the following requirements, inter alia, must be met:

- (a) democratic organisational climate
- (b) learning culture at institutions
- (c) commitment of educators to development
- (d) openness and trust.

1.3 Developmental appraisal is part of INSET as illustrated in the career time-line.



1.4 The primary responsibility for development lies with the educator and the primary site for development is the workplace.

2. MANUAL FOR DEVELOPMENTAL APPRAISAL

2.1 AIM

The aim of developmental appraisal is to facilitate the personal and professional development of educators in order to improve the quality of teaching practice and education management.

2.2 BASIC PRINCIPLE

It is based on the fundamental principle of life-long learning and development. This implies that one has to prioritise areas for development and growth throughout one's career in Education.

2.3 PROCESS

Developmental appraisal consists of the following ongoing processes:

- reflective practice
- self appraisal
- peer appraisal (or another member of Appraisal Panel)
- collaboration
- interaction within panels

Each one is explained briefly.

- Reflective Practice: This on-going activity requires educators to interpret and analyse the extent to which their performance meets objectives in serving the needs of clients with the intention to rethink current practice.
- Self-appraisal: Educator undertakes self-analysis and introspection in terms of his/her own performance, client questionnaire results as well as institution development plans. This is followed by self-evaluation in order to determine priorities for personal and professional growth.
- Peer appraisal: It is the involvement of a colleague in assisting the appraisee to review his/her performance with a view to prioritise professional development needs.
- Collaboration: Educators working together to assist in problem solving e.g. teachers taking the same grade or educators from different institutions involved in teaching a particular learning field or educators consulting with the Support Services of the Education Department.
- Interaction within Panels: Relationships have to be developed between members to work collectively to assist the appraisee to identify needs,

formulate objectives, select professional development activities, implement such activities within time frames and to provide timeous feedback.

2.4 STAFF DEVELOPMENT TEAM (SDT)

Each institution shall elect a Staff Development Team (SDT) consisting of the Head of Institution, elected staff members. The SDT will initiate, co-ordinate and monitor appraisal in terms of the management plan (see paragraph 11).

2.5 PANELS

The appraisal panel will consist of the appraisee and at least three others (except in small schools, where at least two are included) drawn from the following groups:

- (a) peer
- (b) union representative
- (c) senior (HOD, Deputy Principal, Principal)
- (d) outside support (for example, subject advisor, educators from other institutions recognised for expertise, district/circuit manager, NGO, University/College lecturer, other)

| APPRAISEE | PANEL MEMBERS | | | |
|--|---------------|-----------|--------|---------|
| | Peer | Union rep | Senior | Outside |
| PL1 Educator (Classroom based educator) | ✓ | ✓ | ✓ | ✓ |
| HOD | ✓ | ✓ | ✓ | ✓ |
| Principal/Deputy Principal | ✓ | ✓ | ✓ | ✓ |
| Office based educator | ✓ | ✓ | ✓ | ✓ |

2.6 CRITERIA

To ensure that the process of appraisal is in line with key job functions, a list of criteria (core, optional and additional) have been drawn up for the following levels:

- PL1 educator (classroom based educators)
- Head of Department
- Deputy Principal/Principal
- Office based educators (PL 1 to 6)

Three types of criteria are explained below:-

- **Core criteria:** will be seen as primary elements of the responsibility of the person's job on which the person has no choice but to be appraised on. They cover the essential elements of the job descriptions of the educator.
- **Optional criteria:** These are criteria that are listed as core criteria, some of which may be made optional by the appraisal panel because of the contextual factors at institutions. A motivation for this reclassification.
- **Additional criteria:** These are criteria that may be added depending on the needs of an institution and/or individual educator. These should be discussed with the Panel, supported by staff and agreed to in the Staff Development Team. A motivation for the inclusion of additional criteria has to be given

2.7 SELF/PEER RATING AND PRIORITISATION

A simple scale shall be used to determine areas of priority. In this scale, each criterion is defined and the associated performance expectation is given.

A = Priority need for development in present cycle

B = Performance is in keeping with the expectation with room for further development in future cycles.

The prioritisation form contains the key development areas (criteria).

2.8 FORMS

| NAME | PURPOSE | COMPLETED BY |
|--|---|---|
| Personal Details Form | Record personal particulars, qualifications and teaching/management/other experience. | Appraisee |
| Needs Identification and Prioritisation form | Self appraisal Other Panel members appraisal Panel appraisal | Appraisee Other Panel members Panel |
| Professional Growth Plan (PGP) Form | Shows plan for development in a cycle. Reflects objectives, activities, resources and key performance indicators. One form for each cycle. Motivation for reclassification of core criteria as optional has to be recorded. | Finalised in Panel |
| Discussion Paper | To review success/difficulties of PGP in this cycle. | Panel |
| Appraisal Report | A signed record of the entire appraisal process for the cycle, including identified needs, strengths and development plan | Appraisee and appraisal panel members |

2.9 PROFESSIONAL GROWTH PLAN (PGP) FORM

The appraisee's developmental plan is recorded in this form. The parts of the form are:

Objective/s: *e.g. to make use of different modes of continuous learner assessment.*

Activities: *e.g. read literature on continuous assessment.
hold discussions with peer
consult with subject advisor
learning site visit to observe learner assessment.*

Resources: *e.g. subject reference books, journals and other literature.*

Key performance indicators *e.g. integrate new methods of learner assessment in addition to existing ones.*

2.10 CONFIRMATION OF PROBATIONERS

In terms of Section 3(3), Regulation No. R1742 (13 Nov. 1995) the head of an institution or office may confirm the probationary appointment of an educator after a period of at least 12 months on the basis of satisfactory performance.

The criteria, definitions and expectations shall be used to determine whether the probationer achieved a satisfactory performance level.
The appraisal of probationer will be done in terms of applicable legislation and regulations.

2.11 MANAGEMENT PLAN

Apart from probationers, half of staff in first 6 months and other half in 2nd 6 months will be involved in appraisal. All educators have to be trained in developmental appraisal prior to implementation in order to ensure that the spirit of appraisal as stated in 1 & 2 above is observed in practice.

| WEEKS IN CYCLE | ACTION | RESPONSIBILITY |
|----------------|--|--|
| Week 1 | Head of an institution calls a staff meeting to elect the SDT | Head of an Institution |
| Week 2 – 3 | <ul style="list-style-type: none"> • Training of staff | SDT |
| Week 4 – 6 | <ul style="list-style-type: none"> • Identification of Appraisees for the 1st and 2nd phases of Cycle one • Constitution of panels and election Chairpersons • Appraisees complete Personal Details Form | SDT Staff members Identified appraisees |
| Week 6 – 9 | <ul style="list-style-type: none"> • Submission of educator portfolios to the Panel • Observation of educators in practice | Appraiser Panel |
| Week 9 – 12 | <ul style="list-style-type: none"> • Decide on optional and additional criteria and motivate for the decision on the Needs identification and Prioritisation Form. • Self-appraisal on the Needs Identification and Prioritisation Form • Peer/Union Representative/Senior appraisal Needs Identification and Prioritisation Form • Finalise Needs Identification and Prioritisation Form • Complete Professional Growth Plan (PGP) Form • Panel discusses and finalise the PGP Form | Appraiser, Panel and SDT Appraisees 2 panel members Panel Appraiser Panel |
| Weeks 12 - 28 | <ul style="list-style-type: none"> • Appraiser implements the Professional Growth Plan | Appraiser |
| Weeks 28 - 32 | <ul style="list-style-type: none"> • Appraiser fills in the discussion paper in preparation for the review • Panel works through the discussion paper • Appraisal Report is prepared | Appraiser Panel Panel |

2.12 APPRAISAL RECORDS

A file of each educator (appraisee) will be kept at the institution for each educator which contain:

- Personal details (Filled once, unless there are changes).
- Need Identification and Prioritisation Form
- PGP
- Discussion Paper
- Appraisal Report

The records will show the nature of professional growth as well as the commitment to life-long learning and development of an educator. Such documentation could serve as part of the CV.

2.13 GLOSSARY

Additional Criteria - are criteria that may be added depending on the needs of an institution and/or individual educator. These should be discussed with the Panel, supported by staff and agreed to in the Staff Development Team. A motivation to the inclusion of additional criteria has to be given.

Appraisal - Appraisal implies making judgements and decisions on the quality or effectiveness of a programme, project, thing or set of actions. There are two kinds of appraisal namely: Judgemental (summative) appraisal and Developmental (formative) appraisal. Judgemental appraisal refers to those decisions that make judgements and do not necessarily help to improve things. Developmental appraisal is an appraisal process which will result in development in both the skills and career prospects of the individual educator and lead to improvement at school or institutional level.

Appraisal Instrument - is the basic procedures, methods and criteria through which the appraisal of persons will take place. This does not include the background, principles, purpose, etc. of appraisal in the first place.

Appraisee - an educator who will be appraised for professional development.

Appraiser - an educator who is responsible for conducting the appraisal process of an appraisee.

Assessment - is a way of measuring what is understood/known and can be demonstrated in a variety of ways.

Confirmation - the process to which the probationer is declared permanent into the post he/she is holding, after a period of 12 months on the basis of satisfactory performance and conduct in keeping with applicable legislation and regulations.

Core Criteria - will be seen as primary elements of the responsibility of the person's job (job description) on which the person has no choice but to be appraised on.

- Criteria** - is the basis on which judgements of good or acceptable practice are made or targets are judged to have been met.
- Cycles** - will be time span between two distinct processes of appraisal. The first cycle will last for one year within which all educators must be appraised.
- Data collection** - is the process of providing information for the appraisal interview, and which must be seen as a professional development activity in itself.
- Educator** - refers to any person whose conditions of employment are regulated by the Employment of Educators Act, No. 76 of 1998.
- Head of Institution** - a person in charge of a work site where the educator is based for the purposes of his/her work for example, principal for school or head of education department for provincial head offices.
- Institution** - a site where an educator is based for the purposes of his/her work. It includes but not limited to a school, national office, provincial head offices, and regional and district offices, area and circuit offices.
- Objective** - statement that indicates what the appraisee sets for himself/herself in order to acquire knowledge or skill that will promote professional development.
- Observation of an educator in practice** - is the process through which a colleague(s) on the appraisal panel will visit the workstation of the appraisee occasionally for the sole purpose of observing methods used by the educator and to provide the necessary support.
- Optional Criteria** - are criteria that are listed as core criteria, some of which may be made optional by the appraisal panel because of the contextual factors at institutions. A motivation for this reclassification.
- Panel** - will be the full composition of individuals who are involved in the appraisal process.
- Peer** - will be another educator identified by the appraisee who will be able to render assistance to him/her for professional development. This could be a colleague at any level within the institution.
- Portfolio** - a record of an educator's ongoing professional development, learning experiences and achievements. For example short and long INSET courses, all certificates/awards obtained, research conducted, materials developed, articles written, etc.
- Prioritisation** - identification of areas of professional growth, indicating which are considered to be more important and achievable. These areas appear as criteria on the Needs Identification and Prioritisation form.
- Probationer** - is an educator who occupies a substantive post for at least 12 months but who is not yet appraised for permanent appointment in that post.
- Professional Growth Plan Form** - is a form in which the appraisee's developmental plan is recorded.

Qualification – refers to a completed course of study for example Matric, B Paed, STD, HDE, MA etc.

Rating - is a scale used to determine areas of priority for developmental purposes.

Records - documentation that contains all the appraisal information gathered.

ACRONYMS

PL 1 - 6 - Post Level One to Six

DAS – Development Appraisal System

HOD - Head of Department

INSET - In-service Education and Training

NGO - Non-Governmental Organisation

PGP - Professional Growth Plan

SDT - Staff Development Team

SWOT- Strengths, Weaknesses, Opportunities and Threats

MTEF – Medium Term Expenditure Framework

3. INSTRUMENTS FOR DEVELOPMENTAL APPRAISAL

3.1 NEEDS IDENTIFICATION AND PRIORITISATION FORM FOR PL1 EDUCATOR

| CRITERIA | SYMBOLS A or B | | |
|---|---|-----------------------|-------|
| | <ul style="list-style-type: none"> - rating by appraisee, 2 identified appraisers and members of the panel - needs identification - prioritise the identified needs in the order of importance for the PGP | | |
| 1. CORE | APPRAISEE | PEER/HOD/ DP/PRIN. | PANEL |
| 1.1 Curriculum development | | | |
| 1.2 Creation of a learning environment | | | |
| 1.3 Lesson presentation and methodology | | | |
| 1.4 Classroom management | | | |
| 1.5 Learner assessment | | | |
| 1.6 Recording and analysing data | | | |
| 1.7 Development of learning field competency | | | |
| 1.8 Professional development in field of Work/career and participation in | | | |

POST LEVEL ONE EDUCATOR

| CRITERIA | DEFINITION | EXPECTATION |
|---|---|--|
| CORE | | |
| 1.1 Curriculum development | Interpretation of learning programmes, development of learning materials and assessment methods and selection of appropriate teaching strategies. | The educator plans and designs teaching and learning activities where learning is a collective enterprise, integrative, active and goal-oriented. |
| 1.2 Creation of a learning environment | The tone and spirit in the classroom. The atmosphere in which teaching and learning takes place. General attitude to learners and the expectations which are aroused. The relationship between routines, stimulation, industrious activity and creativity. The establishment of a productive, encouraging, demanding and supportive environment for learners. | Mutual interest and enthusiasm between teacher and learners create the learning environment. Learners expect to work hard at valid and satisfying tasks as a result of the open and critical discussion based upon rich and diverse materials. The classroom atmosphere encourages the exchange of ideas, questions and experiences, and learning is understood as a co-operative and productive activity. Learning opportunities take place at different levels at the same time. |
| 1.3 Lesson presentation and methodology | Educator's knowledge and experience of the learning area that is presented to learners in ways that produce learning, interest, involvement, questions and critical thinking. This relies upon the teacher's skills in planning and organising individual lessons as well as programmes of learning based upon insight into the learning area to be taught. | The teacher has an excellent grasp of the learning area and is highly skilled at using many ways to promote the needs and expectations of learners. Each lesson has strong links with those before and after, and learner involvement is an integral part of their own education and development. Learners emerge with a confident and broad understanding of the learning area at their level. |
| 1.4 Classroom management | There is evidence of discipline, guidance and support, leading to sound rapport with learners, positive reinforcement, encouragement and appropriate admonition and effective, fair, regular and varied assessment of learner's efforts. The ability to inspire and encourage learners to produce their best performance and maintain high standards of behaviour and ethi. | Demonstrates effective ability to encourage, guide and support learners. Self motivated to the extent that it influences other people positively. Noticeable drive, enthusiasm and tenacity. Encourages staff to achieve excellence in the classroom. |

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| 1.5 Learner assessment | The ability to assess the progress as well as the potential and actual learning through using a variety of assessment procedures. The extent to which the evaluation of learner development is managed continuously in ways of the learners and the learning area. The ability to use the result of learner performance for diagnostic purposes, remedial work and for adapting teaching programmes. | Uses the assessment of learners creatively so that it serves many constructive purposes. Sets high but achievable standards consistent with the levels and abilities of the learners. Has a lively interest in assessment and its possibilities and is aware of new methods. Learners receive constructive and frequent feedback as a consequence of continuous and varied assessment. Keeps complete and comprehensive records of learners' progress. |
| 1.6 Recording and analysing data | Recording and analysis of data achievement and performance, the level attained in terms of reaching departmental objectives. | Records and analyses of data are exceptionally well kept. Analysis of data is accurate/shows exceptional ability for utilization of the data for problem solving and development. |
| 1.7 Development of learning field competency | Deliberate efforts by the teacher to keep up with developments, research and publications in his and her learning area. This includes how the learning area fits into the learning area, its relation to other learning fields and developments in methodologies for teaching the learning area effectively. | Sustains a lively interest in her or his learning area to the extent that, in addition to teaching it well, this teacher leads learning area committees, contributes to workshops and is capable of lecturing to trainee teachers in the learning area. |
| 1.8 Professional development in field of work/career and participation in professional bodies | Extent to which the teacher acquires further and new skills and expertise in, not only his/her own learning area but more particularly in educational thinking, administration, management, vocational and/or technical areas. | Has a lively sense of the need for educators to acquire new knowledge and additional skills if they are to make Departmental policy succeed. Uses all opportunities to become familiar with fresh and further thinking in a number of educational areas. Uses the experience of implementing new thinking to report to colleagues and the Department on the effects of such new approaches to education in an actual school situation. |

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| 1.9 Human relations | Quality of personal and professional relations with all members of the school community. Support given to colleagues and learners. Ability to inspire and encourage people to seek and maintain high standards of performance. Ability to establish relationships based upon respect and trust. | Has excellent personal and professional relationships with most members of the school community. Is regarded as open, honest and accessible and can offer advice and criticism without causing offence or discomfort. Is very supportive of colleagues and learners. Enjoys confidence of parents and members of the community. |
| 1.10 Leadership | The ability to take the initiative and to act decisively. Degree of influence on colleagues in making decisions, determining aims and defining of objectives. Extent to which he/she acts in terms of priorities and opportunities and the degree to which others rely on the insight, point of view, judgement and will of this teacher. | Shows well-developed leadership qualities in an educational environment. Is able to influence colleagues with decisive recommendations and has a clear sense of how decisions can be implemented. Leadership qualities are demonstrated in stepping forward and in holding back. Is expected by community to play a leadership role in many of the school's activities. |
| 1.11 Community | Appreciation and support of institution's needs/exercise of initiative on institution's behalf/voluntary commitment/willingness to get actively involved in learner, staff and parent matters by participating in committee meetings, workshops and projects. Knowledge of values and customs of the community. Promotion of education in the community. Contribution to building links between the school and the broader community. | Very good attitude to the community/ is sensitive to the norms and customs of the community/serves the community across a very broad front/promotes a very good image of education/ is held in high regard by the community/ encourages strong links between the school and the community. |
| 1.12 Extra-curricular | Involvement in and availability for school activities outside the classroom and outside teaching hours. This includes sports, cultural activities, meetings with parents and students school committee work, attendance at courses and workshops arranged by the Department and educational agencies. | Makes active use of after-hours time for cultural, sporting and instructional purposes. Plays a leading role in encouraging staff and students to arrange extra-curricular activities. Participates in school and Departmental meetings after school hours and assists with organising meetings of the school community. Available to students and parents in the afternoons. |

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| 1.13 Contribution to school development | Understanding of and contributions to the implementation of departmental policies and circulars, the new curriculum and whole school development initiatives. | Is familiar with current policies, the new curriculum and the processes of school change and whole school development. Is able to apply this understanding. |
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3.2 NEED IDENTIFICATION AND PRIORITISATION FORM FOR HEAD OF DEPARTMENT (HOD)

| CRITERIA | SYMBOLS A or B - Rating by appraisee, 2 identified appraisers and members of the panel - needs identification - prioritise the identified needs in the order of importance for the PGP | | |
|---|---|------------------|-------|
| 1. CORE | APPRAISEE | PEER/DP/ PRIN | PANEL |
| 1.1 Curriculum development | | | |
| 1.2 Creation of a learning environment | | | |
| 1.3 Lesson presentation and methodology | | | |
| 1.4 Classroom management | | | |
| 1.5 Learner assessment | | | |
| 1.6 Recording and analysing data | | | |
| 1.7 Development of learning field Competency | | | |
| 1.8 Professional development in field of work/career and participation in professional bodies | | | |
| 1.9 Human Relations | | | |
| 1.10 Leadership | | | |
| 1.11 Community | | | |
| 1.12 Extra-curricular work | | | |
| 1.13 Contribution to school development | | | |
| 1.14 Generation of the departmental policy | | | |
| 1.15 Professional support to colleagues | | | |
| 2. OPTIONAL | | | |
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| 3. ADDITIONAL | | | |
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| MOTIVATION FOR CHANGING CORE CRITERIA TO OPTIONAL CRITERIA |
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HEAD OF DEPARTMENT

| CRITERIA | DEFINITION | EXPECTATION |
|---|---|--|
| CORE | | |
| 1.1 Curriculum development | Interpretation of learning programmes, development of learning materials and assessment methods and selection of appropriate teaching strategies. | The educator plans and designs teaching and learning activities where learning is a collective enterprise, integrative, active and goal-oriented. |
| 1.2 Creation of a learning environment | The tone and spirit in the classroom. The atmosphere in which teaching and learning takes place. General attitude to learners and the expectations which are aroused. The relationship between routines, stimulation, industrious activity and creativity. The establishment of a productive, encouraging, demanding and supportive environment for learners. | Mutual interest and enthusiasm between teacher and learners create the learning environment. Learners expect to work hard at valid and satisfying tasks as a result of the open and critical discussion based upon rich and diverse materials. The classroom atmosphere encourages the exchange of ideas, questions and experiences, and learning is understood as a co-operative and productive activity. Learning opportunities take place at different levels at the same time. |
| 1.3 Lesson presentation and methodology | Teacher's knowledge and experience of the learning area that is presented to learners in ways that produce learning, interest, involvement, questions and critical thinking. This relies upon the teacher's skills in planning and organising individual lessons as well as programmes of learning based upon insight into the learning area to be taught. | The teacher has an excellent grasp of the learning area and is highly skilled at using many ways to promote the needs and expectations of learners. Each lesson has strong links with those before and after, and learner involvement is an integral part of their own education and development. Learners emerge with a confident and broad understanding of the learning area at their level. |

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| 1.4 Classroom management | There is evidence of discipline, guidance and support, leading to sound rapport with learners, positive reinforcement, encouragement and appropriate admonition and effective, fair, regular and varied assessment of learners' efforts. The ability to inspire and encourage learners to produce their best performance and maintain high standards of behaviour and ethi. | Demonstrates effective ability to encourage, guide and support learners. Self motivated to the extent that it influences other people positively. Noticeable drive, enthusiasm and tenacity. Encourages staff to achieve excellence in the classroom. |
| 1.5 Learner assessment | The ability to assess the progress as well as the potential and actual learning through using a variety of assessment procedures. The extent to which the evaluation of learner development is managed continuously in ways of the learners and the learning area. The ability to use the result of learner performance for diagnostic purposes, remedial work and for adapting teaching programmes. | Uses the assessment of learners creatively so that it serves many constructive purposes. Sets high but achievable standards consistent with the levels and abilities of the learners. Has a lively interest in assessment and its possibilities and is aware of new methods. Learners receive constructive and frequent feedback as a consequence of continuous and varied assessment. Keeps complete and comprehensive records of learners' progress. |
| 1.6 Recording and analysing data | Recording and analysis of data achievement and performance, the level attained in terms of reaching departmental objectives. | Records and analyses of data are exceptionally well kept. Analysis of data is accurate/shows exceptional ability for utilization of the data for problem solving and development. |
| 1.7 Development of learning field competency | Deliberate efforts by the teacher to keep up with developments, research and publications in his and her learning area. This includes how the learning area fits into the learning programme, its relation to other learning fields and developments in methodologies for teaching the learning area effectively. | Sustains a lively interest in her or his learning area to the extent that, in addition to teaching it well, this teacher leads learning area committees, contributes to workshops and is capable of lecturing to trainee teachers in the learning area. |

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| 1.8 Professional development in field of work/career and participation in professional bodies. | Extent to which the teacher acquires further and new skills and expertise, not only his/her own learning area but more particularly in educational thinking, administration, management, vocational and/or technical areas. | Has a lively sense of the need for teachers to acquire new knowledge and additional skills if they are to make Departmental policy succeed. Uses all opportunities to become familiar with fresh and further thinking in a number of educational areas. Uses the experience of implementing new thinking to report to colleagues and the Department on the effects of such new approaches to education in an actual school situation. |
| 1.9 Human relations | Quality of personnel and professional relations with all members of the school community. Support given to colleagues and learners. Ability to inspire and encourage people to seek and maintain high standards of performance. Ability to establish relationships based upon respect and trust. | Has excellence personnel and professional relationships with most members of the school community. Is regarded as open, honest and accessible and can offer advice and criticism without causing offence or discomfort. Is very supportive of colleagues and learners has confidence of parents and members of the community. |
| 1.10 Leadership | The ability to take the initiative and to act decisively. Degree of influence on colleagues in making decisions, determining aims and defining of objectives. Extent to which he/she acts in terms of priorities and opportunities and the degree to which others rely on the insight, point of view, judgement and will of this educator. | Shows well-developed leadership qualities in an educational environment. Is able to influence colleagues with decisive recommendations and has a clear sense of how decisions can be implemented. Leadership qualities are demonstrated in stepping forward and in holding back. Is looked to by community to play a leadership role in many of the school's activities. |
| 1.11 Community | Appreciation and support of institution's needs/exercise of initiative on institution's behalf/voluntary commitment/willingness to get actively involved in student, staff and parent matters by participating in committee meetings, workshops and projects. Knowledge of values and customs of the community. Promotion of education in the community. Contribution to building links between the school and the broader community. | Very good attitude to the community/ is sensitive to the norms and customs of the community/serves the community across a very broad front/promotes a very good image of education/ is held in high regard by the community/ encourages strong links between the school and the community. |

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| 1.12 Extra-curricular | Involvement in and availability for school activities outside the classroom and outside teaching hours. This includes sports, cultural activities, meetings with parents and students school committee work, attendance at courses and workshops arranged by the Department and educational agencies. | Makes active use of after-hours time for cultural, sporting and instructional purposes. Plays a leading role in encouraging staff and students to arrange extra-curricular activities. Participates in school and Departmental meetings after school hours and assists with organising meetings of the school community. Available to students and parents in the afternoons. |
| 1.13 Contribution to school development | Understanding of and contributions to the implementation of departmental policies and circulars, the new curriculum and whole school development initiatives. | Is familiar with current policies, the new curriculum and the processes of school change and whole school development. Is able to apply this understanding. |
| 1.14 Generation of departmental policy | The use of learning programmes, study guides, Departmental circulars, current research and publications to develop departmental policy. | Insights gained from Departmental sources, current theory, educational change and the experience of staff are used to develop policy that is reviewed regularly. |
| 1.15 Professional support to colleagues | Works supportively with colleagues on learner needs and supports colleagues in committees. Ability to inspire and encourage colleagues and others to produce and maintain their best performance and behaviour. Enables staff to teach to their strengths and offers guidance with policy and personal matters. | Succeeds very well in building and maintaining healthy relations with colleague/s a popular and valued colleague/s a leader in a team context/s a person who is very well able to deal with conflict, rather than one who causes conflict/s, a professional educator with excellent professional relationship/s, high degree of mediation skills. Open to ideas, assists with personal and professional matters. |

3.3 NEED IDENTIFICATION AND PRIORITISATION FORM FOR DEPUTY PRINCIPAL/PRINCIPAL

| CRITERIA | SYMBOLS A or B | | |
|---|---|---------------------|-------|
| | <ul style="list-style-type: none"> - rating by appraisee, 2 identified appraisers and members of the panel - needs identification - prioritise the identified needs in the order of importance for the PGP | | |
| 1. CORE | APPRAISEE | PEER/DEPT. OFFICIAL | PANEL |
| 1.1 Curriculum development | | | |
| 1.2 Creation of a learning environment | | | |
| 1.3 Lesson presentation and methodology | | | |
| 1.4 Classroom management | | | |
| 1.5 Learner assessment | | | |
| 1.6 Recording and analysing data | | | |
| 1.7 Development of learning field competency | | | |
| 1.8 Professional development in field of work/career and participation in professional bodies | | | |
| 1.9 Human Relations | | | |
| 1.10 Leadership | | | |
| 1.11 Community | | | |
| 1.12 Extra-curricular work | | | |
| 1.13 Contribution to school development | | | |
| 1.14 Communication | | | |
| 1.15 Decision-making and accountability procedures | | | |
| 1.16 Establishment and servicing of representative bodies | | | |
| 1.17 Servicing the governing body | | | |
| 1.18 Establishing and maintaining a learning environment | | | |
| 1.19 Record keeping | | | |
| 1.20 Strategic Planning and Transformation | | | |
| 1.21 Financial Planning and Management | | | |
| 1.22 Educational Management Development (EMD) | | | |
| 1.23 Programmes for appraisal | | | |
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| 2. OPTIONAL | | | |
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| 3. ADDITIONAL | | | |
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| MOTIVATION FOR CHANGING CORE CRITERIA TO OPTIONAL CRITERIA |
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DEPUTY PRINCIPAL/PRINCIPAL

| CRITERIA | DEFINITION | EXPECTATION |
|---|--|--|
| CORE | | |
| 1.1 Curriculum development | Interpretation of learning programmes, development of learning materials and assessment methods and selection of appropriate teaching strategies. | The educator plans and designs teaching and learning activities where learning is a collective enterprise, integrative, active and goal-oriented. |
| 1.2 Creation of a learning environment | The tone and spirit in the classroom. The atmosphere in which teaching and learning takes place. General attitude to learners and the expectations which are aroused. The relationship between routines, stimulation, industrious activity and creativity. The establishment of a productive, encouraging, demanding and supportive environment for learners. | Mutual interest and enthusiasm between teacher and learners create the learning environment. Learners expect to work hard at valid and satisfying tasks as a result of the open and critical discussion based upon rich and diverse materials. The classroom atmosphere encourages the exchange of ideas, questions and experiences, and learning is understood as a co-operative and productive activity. Learning opportunities take place at different levels at the same time. |
| 1.3 Lesson presentation and methodology | Teacher's knowledge and experience of the learning area that is presented to learners in ways that produce learning, interest, involvement, questions and critical thinking. This relies upon the teacher's skills in planning and organising individual lessons as well as programmes of learning based upon insight into the learning area to be taught. | The teacher has an excellent grasp of the learning area and is highly skilled at using many ways to promote the needs and expectations of learners. Each lesson has strong links with those before and after, and learner involvement is an integral part of their own education and development. Learners emerge with a confident and broad understanding of the learning area at their level. |
| 1.4 Classroom management | There is evident of discipline, guidance and support, leading to sound rapport with learners, positive reinforcement, encouragement and appropriate admonition and effective, fair, regular and varied assessment of learners' efforts. The ability to inspire and encourage learners to produce their best performance and maintain high standards of behaviour and ethi. | Demonstrates effective ability to encourage, guide and support learners. Self motivated to the extent that it influences other people positively. Noticeable drive, enthusiasm and tenacity. Encourages staff to achieve excellence in the classroom. |

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| 1.5 Learner assessment | The ability to assess the progress as well as the potential and actual learning through using a variety of assessment procedures. The extent to which the evaluation of learner development is managed continuously in ways of the learners and the learning area. The ability to use the result of learner performance for diagnostic purposes, remedial work and for adapting teaching programmes. | Uses the assessment of learners creatively so that it serves many constructive purposes. Sets high but achievable standards consistent with the levels and abilities of the learners. Has a lively interest in assessment and its possibilities and is aware of new methods. Learners receive constructive and frequent feedback as a consequence of continuous and varied assessment. Keeps complete and comprehensive records of learners' progress. |
| 1.6 Recording and analysing data | Recording and analysis of data achievement and performance, the level attained in terms of reaching departmental objectives. | Records and analyses of data are exceptionally well kept. Analysis of data is accurate/shows exceptional ability for utilization of the data for problem solving and development. |
| 1.7 Development of learning field competency | Deliberate efforts by the teacher to keep up with developments, research and publications in his and her learning area. This includes how the learning area fits into the learning area, its relation to other learning fields and developments in methodologies for teaching the learning area effectively. | Sustains a lively interest in her or his learning area to the extent that, in addition to teaching it well, this teacher leads learning area committees, contributes to workshops and is capable of lecturing to trainee teachers in the learning area. |
| 1.8 Professional development in field of work/career and participation in professional bodies | Extent to which the teacher acquires further and new skills and expertise, not only his/her own learning area but more particularly in educational thinking, administration, management, vocational and/or technical areas. | Has a lively sense of the need for teachers to acquire new knowledge and additional skills if they are to make Departmental policy succeed. Uses all opportunities to become familiar with fresh and further thinking in a number of educational areas. Uses the experience of implementing new thinking to report to colleagues and the Department on the effects of such new approaches to education in an actual school situation. |
| 1.9 Human relations | Quality of personal and professional relations with all members of the school community. Support given to colleagues and learners. Ability to inspire and encourage people to seek and maintain high standards of performance. | Has excellence personnel and professional relationships with most members of the school community. Is regarded as open, honest and accessible and can offer advice and criticism without causing offence or discomfort. Is very supportive of colleagues and learners has |

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| | Ability to establish relationships based upon respect and trust. | confidence of parents and members of the community. |
| 1.10 Leadership | The ability to take the initiative and to act decisively. Degree of influence on colleagues in making decisions, determining aims and defining of objectives. Extent to which he/she acts in terms of priorities and opportunities and the degree to which others rely on the insight, point of view, judgement and will of this teacher. | Shows well-developed leadership qualities in an educational environment. Is able to influence colleagues with decisive recommendations and has a clear sense of how decisions can be implemented. Leadership qualities are demonstrated in stepping forward and in holding back. Is looked to by community to play a leadership role in many of the school's activities. |
| 1.11 Community | Appreciation and support of institution's needs/exercise of initiative on institution's behalf/voluntary commitment/willingness to get actively involved in student, staff and parent matters by participating in committee meetings, workshops and projects. Knowledge of values and customs of the community. Promotion of education in the community. Contribution to building links between the school and the broader community. | Very good attitude to the community/ is sensitive to the norms and customs of the community/serves the community across a very broad front/promotes a very good image of education/ is held in high regard by the community/ encourages strong links between the school and the community. |
| 1.12 Extra-curricular | Involvement in and availability for school activities outside the classroom and outside teaching hours. This includes sports, cultural activities, meetings with parents and students school committee work, attendance at courses and workshops arranged by the Department and educational agencies. | Makes active use of after-hours time for cultural, sporting and instructional purposes. Plays a leading role in encouraging staff and students to arrange extra-curricular activities. Participates in school and Departmental meetings after school hours and assists with organising meetings of the school community. Available to students and parents in the afternoons. |
| 1.13 Contribution to school development | Understanding of and contributions to the implementation of departmental policies and circulars, the new curriculum and whole school development initiatives. | Is familiar with current policies, the new curriculum and the processes of school change and whole school development. Is able to apply this understanding. |

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| 1.14 Communication | The ability to interact with all members of the school's community in ways which promote understanding, clarity, mutual recognition and a general sense of purpose. This is linked to Human Relations and Leadership. It involves working relations with the Department, the governing body, parents, staff and learners. It has to do with the language policy of the school, relations with the school community and with the style of management. It also involves receptivity to concerns of members of the school as well as the ability to articulate persuasively the school policies and the need for action. | Multiple means of communication are employed in the school to ensure that everyone is well informed and understands the bases for decisions and action. The principal is open to criticism and alternative viewpoints and is able to express a good grasp of the nature of what is being discussed and debated. Information is easily available and there is regular and open reporting back. Frequent interchanges with all members of the school's community are facilitated and all ideas are given due consideration. All sectors of the school's community inform the principal of issues, concerns and developments. The school's language policy makes maximum use of the linguistic resources of the community. |
| 1.15 Decision-making and accountability procedures | The interest and concerns of all sectors within a school's community as well as those of the Department are vitally affected by the ways in which decisions at schools are made. Forms of democratic decision-making and accountability must emerge in schools. The principal's role in establishing those procedures is crucial. | In co-operation with all sectors of the school's community, the principal creates dynamic structures that ensure the full participation of all in the decision-making processes of the school. Contributions by the sectors are of a high order and there is an established culture of participation. The different centers of power in the schools life - Department, governing body, teachers and other staff, parents and students - interact co-operatively towards realising the overall vision for the school. The principal plays a facilitating role, ensuring that his/her leadership empowers all participants. |
| 1.16 Establishment and servicing of representative bodies | The principal needs to establish and service the school's governing body, students' representative council, and the parents' body and provide opportunity for teacher organisations to play their part. Elections, democratic procedures, functioning of committees, powers and the conduct of meetings all need to be learned and practised, often by people unfamiliar with these forms of | The principal has succeeded in establishing democratic and procedural practices for all sectors of the school's community. Each year new elected bodies are provided with appropriate training and guidance and familiarity with democratic practice has become widespread. Skills of negotiation, consultation and accountability are required from candidates for election, and the basis of democracy are regarded as normal practice in the school. |

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| | democratic practice. | |
| 1.17 Servicing the governing body | The democratic form of school governance requires the principal to give attention to the governing body's needs as well as implement the policy decided there. This is a relatively new responsibility for principals, but is a most important dimension to the post of principal. | Ensures that the governing body is increasingly empowered to take major policy decisions for the school. Supplies the governing body with proposals, reports and position papers that enable the governing body to take decisions which create the best possible learning and teaching environment in the school. The principal keeps the governing body fully informed of national, provincial and local educational developments and of their implications. Enables the governing body to make policy decisions in the confidence that they will be well implemented and well managed. |
| 1.18 Establishing and maintaining a learning environment | Political, social, economic and educational changes require the re-conceptualisation of schools as centres of learning. New curricula, different forms of discipline, changed approaches to teaching, and different kinds of relationships are needed for schools from now on. Principals will be required to manage the process of whole school change. | Seizes the opportunity to establish a changed learning environment in the school. Recognises that change brings conflict, tension as well as the release of new energies, and puts mechanisms in place to make best use of them. Intensifies supportive elements. Involves the school's community in the process of change by focusing on active whole school development. Draws on multiple resources in and outside the school to ensure coherence and stability. |
| 1.19 Record keeping | This is a brute bureaucratic requirement but an essential element in keeping track of the school's development. Though eventually a means of corroboration, verification and reporting, records of the school's activities are part of managerial control, accountability, access to information and optimum use of resources, including the use of funds. | Has established efficient storage and retrieval systems. All school meetings are recorded and reports retained. Information on students and staff complete and extensive. Uses modern technology where possible. Administrative staff are well trained and are seldom over-extended. The principal has full access to all information whenever it is required and is able to produce complete reports at short notice. Financial records are complete and always up-to-date. |
| 1.20 Strategic Planning and Transformation | It is the process of planning to use resources (human, physical, financial) guided by goals and strategic priorities to facilitate teaching & learning and transformation of education | Collecting background information to assess current and future needs, conducting stakeholder analysis, reviewing previous plans, conducting SWOT analysis and determination of goals, objectives, activities, time frames and performance indicators. |

| | | |
|---|---|---|
| 1.21 Financial Planning and Management | Process of budgeting for costs to undertake activities that are part of the strategic plans. It also includes management of the budget. | Budget determined according to strategic plans as part of MTEF. Budget managed through careful and on-going monitoring. |
| 1.22 Educational Management Development (EMD) | Acquisition of expertise and skills for the management of the school as a whole. Incorporation of democratic procedures, accountability to the school's community as well as the Department, and a grasp of human resource development within a new educational context. | Is acutely aware of the importance of appropriate management procedures in the school, including consultation, decision-making, leadership, and accountability and staff development. Recognises that a human resources development policy for the school is necessary and uses appraisal procedures. Departmental and other resources as well as other educational institutions are used to assist with staff development. Achieves a sophisticated understanding of managing the school change process. Seeks and implements strategies which enhance the learning and teaching capacity of the school through appropriate democratic management. |
| 1.23 Programmes for appraisal | All staff need to be offered the opportunity for developmental appraisal. It is the principal's task to ensure that these procedures are carried out regularly, fairly and thoroughly. Appraisal/evaluation procedures should be conducted as part of whole school change, school development and for the benefit of staff. | The overall results of developmental appraisal are used to measure the strengths and shortcomings of the school as a whole and to strengthen the development plans of the Head of Department for staff development in conjunction with Departmental officials. Furthermore, appraisal procedures are used to promote co-operation and collaboration between and among staff, including management, administration and maintenance staff. In short, this principal makes imaginative and constructive use of the developmental procedures. |

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MOTIVATION FOR CHANGING CORE CRITERIA TO OPTIONAL CRITERIA

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OFFICE-BASED EDUCATORS

| CRITERIA | DEFINITION | EXPECTATION |
|---------------------|---|---|
| CORE | | |
| 1.1 Human relations | This includes the educator's attitude to people, especially the degree to which they are valued and the extent to which their qualities are respected and regarded. It has to do with acknowledgement, dignity, professional and educational respect. It includes providing constructive criticism as well as necessary support. The balance between personal and professional relations is an important factor, as is the combination of an openness and directiveness with restraint and sensitivity. | Demonstrates understanding, concern and empathy for colleagues; maintains sound interpersonal relationships. Enjoys the respect of colleagues based not only on professional expertise but also on relationships. |
| 1.2 Leadership | The ability to provide institutions with direction in such a way that they share the educators' vision, support its development plans, make best use of resources, co-operate in generating ethos, and cultivate a learning and teaching environment which fully satisfies all its members, supporters and associates. Leadership requires the combination of many qualities, directed towards the enhancement of the school and the Education Department as a whole. | The governance, administrative, managerial, developmental and teaching sectors of the institutions are co-ordinated by the educator within a vision and plan for the institution. Departmental policies, regulations and resources, as well as those obtained elsewhere, are combined to provide the institution with the capacity to be a high-quality centre of learning. This energetic coherence is provided by the educator whose relationship is seen as an opportunity for all to engage with the realisation of educational ideals. Furthermore, this educator is in demand by many community organisations and demonstrates leadership qualities across many sectors of society. |
| 1.3 Communication | The ability to interact with others in ways which promote understanding, clarity, mutual recognition and general sense of purpose. This is linked to Human Relations and Leadership. It involves working relations with language policy of institutions, relations with the institutions and with the style of management. It also involves receptivity to concerns of colleagues as well as the ability to articulate policies and the need for action. | Multiple means of communication are employed to ensure that everyone is well informed and understands the bases for decisions and action. The educator is open to criticism and alternative viewpoints and is able to express a good grasp of the nature of what is being discussed and debated. Information is easily available and there is regular and open reporting back. Frequent interchanges with all stakeholders is facilitated and all ideas are given due consideration. Vision and goals of the Department are communicated to stakeholders and institutions. |

| | | |
|---|---|---|
| 1.4 Record keeping | This is a brute bureaucratic requirement but an essential element in keeping track of the school's development. Though eventually a means of corroboration, verification and reporting, records of activities are part of managerial control, accountability, access to information and optimum use of resources, including the use of funds. | Has established efficient storage and retrieval systems. All meetings are recorded and reports retained. Information is complete and extensive. Uses modern technology where possible. Administrative staff are well trained and are seldom over-extended. The educator has full access to all information whenever it is required and is able to produce complete reports at short notice. Financial records are complete and always up-to-date. |
| 1.5 Strategic Planning and Transformation | It is the process of planning to use resources (human, physical, and financial) based on goals and strategic priorities to facilitate teaching & learning and transformation of education. | Collecting background information to assess current and future needs, conducting stakeholder analysis, reviewing previous plan, conducting SWOT analysis and determination of goals, objectives, activities, time frames and performance indicators. |
| 1.6 Financial Planning and Management | Process of budgeting for costs to undertake activities that are part of the strategic plans. It also includes management of the budget. | Budget determined according to strategic plans as part of MTEF. Budget managed through careful and on-going monitoring. |
| 1.7 Education Management Development (EMD) | Acquisition of expertise and skills for the management of the office as a whole. Incorporation of democratic procedures, accountability to the Department, and grasp of human resource development within a new educational context. | Is acutely aware of the importance of appropriate management procedures in the office, including consultation, decision-making, leadership, and accountability and staff development. Recognises that a human resources development policy for the office is necessary and uses appraisal procedures. Departmental and other resources as well as other educational institutions are used to assist with staff development. Achieves a sophisticated understanding of managing the change process. Seeks and implements strategies which enhance the capacity of the office/institutions through appropriate democratic management. |
| 1.8 Staff development | Contribution to staff development programmes and the co-ordination of resources to support them. | Is particularly adept at drawing up staff development programmes that are directly appropriate to the needs and conditions of each office. Has a sound grasp of the many alternatives available for such programmes and has access to manifold resources to give body and direction to staff development. Works very closely with stakeholders in sustaining the programmes. |
| 1.9 Policy assimilation, co-ordination and implementation | Process of formulating policy through wide consultation and consensus, and co-ordination of the implementation thereof. Also includes monitoring of policy implementation and review. | Policy vacuum is identified based on review of performance, problems, etc. Policy is developed and communicated to relevant parties. Implementation is monitored and policy review is conducted and amendments made where necessary. |

| | | |
|-------------------------------|---|--|
| 1.10 Research and development | The degree to which the educator is familiar with and contributes to educational research, curriculum development and policy formulation. | Keenly interested in what is happening in the district and elsewhere. Uses a lively theoretical grasp of issues to generate ideas relevant to schooling in the district. Writes articles, attends seminars and is influential in encouraging policy development. |
|-------------------------------|---|--|

3.5 FORMS FOR DEVELOPMENTAL APPRAISAL**(a) PERSONAL DETAILS**

| | | | |
|-----------------------------|--|--|--|
| Surname | | | |
| First Name | | | |
| Employing Department | | | |
| Persal Number | | | |
| Name of Institution | | | |
| Rank/Post Level | | | |
| Nominal Date of Appointment | | | |
| Type of Appraisal: | | | |
| Probation | | | |
| In-service Development | | | |

| Qualifications | | | | |
|----------------------------------|------------------------------------|-------------------------|---|---|
| Qualification(s) Certificates | Where obtained (Institution) | When obtained (Year) | Major learning area(s) Direction(s) | Secondary learning area(s) (at least second year courses) |
| | | | | |
| | | | | |
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| | | | | |
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Learning area and Grade currently being taught (School based only)

| Learning area | Grade |
|---------------|-------|
| | |
| | |
| | |
| | |
| | |

| Other relevant certificates/diplomas/credits | | | |
|--|----------------|---------------|--|
| Certificates/ Credits | Where obtained | When obtained | Content and nature of qualification |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

| Teaching experience | | | |
|---------------------|--|-------------------------------------|---|
| Period (Dates) | | Department/Institution/School/Other | Nature of experience (Primary/Secondary/Other) |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

| Management and administration experience | | | |
|--|--|-------------------------------------|---|
| Period (Dates) | | Department/Institution/School/Other | Nature of experience (Primary/Secondary/Other) |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

| Non-teaching experience | | | |
|-------------------------|--|-------------------------------------|---|
| Period (Dates) | | Department/Institution/School/Other | Nature of experience (Primary/Secondary/Other) |
| | | | |
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(b) PROFESSIONAL GROWTH PLAN (PGP)

This section is to be completed by the appraisee and finalised in consultation with appraisal Panel. A new form will be used for each cycle.

- Formulate objectives.
- Identify specific activities that will be necessary to achieve these objectives.
- State resources needed to achieve these objectives.
- State your key performance indicators.

| | PERIOD |
|--|--------|
| OBJECTIVES | |
| | |
| | |
| | |
| | |
| | |
| PROFESSIONAL DEVELOPMENT ACTIVITIES | |
| | |
| | |
| | |
| | |
| RESOURCES NEEDED | |
| | |
| | |
| | |
| KEY PERFORMANCE INDICATORS | |
| | |
| | |
| | |
| | |

(c) DISCUSSION PAPER WITH PANEL

Form to be completed by appraisee before the post appraisal meeting

1. Were your objectives for the period under review realistic?

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.....

.....

2. Given your programme, what has not been completed?

.....

.....

.....

3. What are the reasons for the backlog or shortfall if any?

.....

.....

.....

4. What have been the most difficult problems you have had to cope with during this period?

.....

.....

.....

5. To what extent have you managed to improve your skills?

.....

.....

.....

6. Is there anything you need that could help you develop your job and become more effective?

.....

.....

.....

7. Do you receive sufficient support from your colleagues/senior staff/principal/governing body/departmental officials?

.....

.....

.....

8. Are there any other general matters you would like to discuss? e.g. factors affecting your work? Refer to Contextual Factors

.....

.....

.....

(d) THE APPRAISAL REPORT

- All forms that have been filled during appraisal form part of the Appraisal Report
- The following information must also be filled
- This Report must be signed by all parties to the Appraisal panel

1. Prioritised Criteria

2. Identified Needs

3. Strengths of the Educator

4. Suggested Development Programme

5. Suggested Provider of Developmental Programme

6. Dates for developmental programme delivery

Signatures:

Appraisee: _____

Date: _____

Appraisal Panel Members:

1. _____

Date: _____

2. _____

Date: _____

3. _____

Date: _____

(e) FEEDBACK QUESTIONNAIRE**TO BE COMPLETED BY LEARNERS**

The following are some statements about our teaching/learning practices. Indicate your personal opinion about each statement by writing one of the following responses

Agree [A],

Uncertain [U],

Disagree [D]

1. Learners have a clear understanding of what the lesson is all about. ☐
2. Our teacher finds out what we know and understand about the topic. ☐
3. My teacher helps me to make sense of new ideas through his/her explanations. ☐
4. Our teacher encourages learners to work in co-operation to share ideas and solutions. ☐
5. Our teacher gives praise for achievements, however small. ☐
6. We are free to contradict the views of others including that of our teacher, provided we give good reasons for doing so. ☐
7. Our teacher encourages us to ask questions in class. ☐

Teaching/learning in our class could be improved if:

CHAPTER D

- 1. ALLOWANCES**
- 2. 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**

Note: An educator may only earn additional income with the written approval of the head of department or the official to whom he/she has delegated this authority.

1. ALLOWANCES**1.1 Differentiated allowances**

A non-pensionable allowance equal to the difference between the salaries applicable to the educator's salary position and the next salary position, is payable to an educator at post level 1 who holds the post of principal.

1.2 Allowance to educators who perform supervisory duties at hostels**(a) 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:

(i) LEVEL 1

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.

(aa) General

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

(bb) Educational

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

(cc) Economic

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

(dd) 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:

- * Recommendations in respect of the appointment of staff.
- * Periodic reports and recommendations in respect of buildings, equipment, etc.
- * General management of staff.
- * Handling of applications for admission of boarders.
- * Collection of boarding fees.
- * Compilation of duty sheets for staff.

(ii) LEVEL II

Normally every hostel has a supervisor on level II.

(aa) General

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

(bb) Educational

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

(cc) Economic

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

(dd) Administrative

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

- * Recommendations in respect of the appointment of staff.
- * Periodic reports and recommendations in respect of buildings, equipment, grounds, etc.
- * Management of staff.
- * Handling of applications for admission of boarders.
- * Collection of boarding fees.

(iii) 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:

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

(b) Grading scales

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

0 - 60
61 - 120
121 - 300
301 and more.

- (ii) 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 (i).

(c) Basis for remuneration

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

| <u>Level</u> | <u>Hostel enrolments</u> | | | |
|--------------|--------------------------|---------------|----------------|---------------------|
| | <u>0-60</u> | <u>61-120</u> | <u>121-300</u> | <u>301 and more</u> |
| I | 12,5% | 13,5% | 14,5% | 15,5% |
| II | 12,5% | 13,5% | 14,5% | 15,5% |
| III | 12,5% | 12,5% | 12,5% | 12,5% |

- (ii) 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 (a) above are performed:

| <u>Function</u> | <u>Percentage reduction</u> |
|-----------------|-----------------------------|
| Educational | 50% |
| Administrative | 25% |
| Economic | 25% |

(d) Rounding off of non-pensionable allowances

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

- (e) An educator who performs supervisory duties at a hostel may be remunerated for duties performed at only one of the above-mentioned three levels of work.

2. 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

2.1 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 Grade 12 (excluding in respect of self-financing courses):

- (i) Qualifications of REQV 13 and higher

Formula: $\frac{\text{First salary position of range 8}}{900}$

900

rounded off to the nearest five cents

- (ii) Qualifications lower than REQV 13

Formula: The maximum salary position of the salary band connected with the applicable REQV at post level 1

$\frac{\text{The maximum salary position of the salary band connected with the applicable REQV at post level 1}}{900}$

rounded off to the nearest five cents.

Note: In the case of educators on a personal salary position: The last salary position of the prior salary range is applicable.

- (b) Tuition in an educational context beyond Grade 12 (excluding in respect of self-financing courses):

Formula: $\frac{\text{Second salary position of range 9}}{900}$

900

rounded off to the nearest five cents.

Note: In the case of educators on a personal salary position - The last salary position of the prior salary range is applicable.

2.2 Measures in respect of 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 2.2 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.

2.3 Educators who are appointed on a proportional basis

(a) Pro-rata remuneration basis

The following formula applies:

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

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

(b) Recognition of experience

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

| Number of hours per week for which appointed | | Equivalent number of days full-time tuition per week | |
|--|---------|--|--|
| 1300 | x 365 = | | |

(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.

CHAPTER E

PUBLIC EXAMINATIONS

1. DUTIES PERFORMED IN RESPECT OF PUBLIC EXAMINATIONS

1.1 A person who has been appointed to perform duties in respect of a public examination shall be remunerated for actual work done in respect of a specific category of examination-related work. This remuneration, as well as compensation for travel and subsistence expenses, are expressed in terms of 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 paragraph (b).

Standard tariff = 0,10% of the first salary position of range 7 rounded off to the nearest five cents.

- (b) Level II: Examination-related work in respect of instructional offerings for Grade 12, N3 and N4.

Standard tariff = 0,13% of the first salary position of range 7 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 paragraph (b).

Standard tariff = 0,15% of the first salary position of range 7, rounded off to the nearest five cents.

2. REMUNERATION FOR THE PERFORMANCE OF EXAMINATION-RELATED DUTIES

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

2.2 For each of the following categories of examination-related work the corresponding remuneration tariff, expressed in terms of the applicable standard tariff, shall apply:

- (a) Setting of question paper and accompanying memorandum

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

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

(b) Moderating of question paper and accompanying memorandum

1,8 x (standard tariff) x (duration of question paper in hours)

(c) Translation of question paper and accompanying memorandum

1,0 x (standard tariff) x (duration of question paper in hours)

(d) Marking and control marking of examination scripts

The following hourly rates apply in respect of marking and control marking of examination scripts, provided that in the opinion of the head of the education department, a satisfactory pace of marking and control marking is maintained:

Duties performed as a:

| | |
|-----------------------------|--------------------------|
| <u>Marker:</u> | 0,6 x (standard tariff) |
| <u>Senior Marker:</u> | 0,65 x (standard tariff) |
| <u>Deputy Chief Marker:</u> | 0,7 x (standard tariff) |
| <u>Chief Marker:</u> | 0,75 x (standard tariff) |

(e) Duties performed as Internal Moderator:

0.75 x (standard tariff) per hour

(f) Remarking of examination scripts on appeal

0,1 x (standard tariff) x (duration of question paper in hours) x (number of scripts remarked for the question paper).

(g) Practical and oral examinations

0,6 x (standard tariff) x (number of hours spent on examining) with a minimum remuneration per day based on 3 hours' examining.

(h) Invigilation work

Note: No remuneration will apply to persons conducting invigilation at their own institutions or in situations that are regarded as being part of their official duties.

0,9 x (standard tariff for level 1) for the invigilator per examination session irrespective of the duration,

and

0,6 x (standard tariff for level 1) for the assistant invigilator per examination session irrespective of the duration.

(i) Duties performed as:

Marking centre manager:

0,75 x (standard tariff for level ii) per hour. A maximum of twelve hours per day may be claimed for each day during which the marking is in process at the marking centre.

Deputy marking centre manager:

0,5 x (standard tariff for level ii) per hour. A maximum of twelve hours per day may be claimed for each day during which the marking is in process at the marking centre.

In respect of National Examinations for technical college subjects, it may be difficult to apply the proposed hourly norm for the remuneration of marking centre managers, especially in respect of small marking centres where the marking is normally not performed during a fixed continuous period. An alternative norm may therefore be applied in respect of centres where technical college examination scripts are marked, based on the number of scripts marked at such a centre, as follows:

0,005 x (standard tariff for level ii) per script.

(j) Duties performed as an Examination assistant:

0,2 x (standard tariff for level ii) per hour.

3. COMPENSATION FOR TRAVEL AND SUBSISTENCE EXPENSES

The following measures regarding the compensation for travel and subsistence expenses apply in respect of duties performed at a marking centre:

3.1 Travel allowance

A travel allowance is payable to all applicable persons who either make use of their private vehicles or of public transport and is calculated in terms of the actual number of kilometres travelled between their homes and the marking centre. The maximum distance for which a person may claim who travels daily between his/her home and the marking centre, is 75 km per trip (150 km per return journey). Where accommodation is provided at the marking centre, a person may only claim for one return trip between his/her home and the marking centre unless otherwise approved by the employer. Persons who make use of public transport may claim their actual expenses (subject to the approval of the relevant department) and may be required to provide proof of

such expenses. Persons who make use of their private vehicles may be compensated at the following rate, irrespective of the engine capacity of such vehicle. Such persons may not claim for passengers.

Travel allowance: $0,01 \times$ (standard tariff for level ii), rounded to the nearest 1 cent per kilometre.

3.2 Subsistence allowance

(a) Persons who make use of accommodation at marking centre

(Note: Such a person may only claim for one return journey between his/her home and the marking centre and may not claim for travelling between the place of accommodation and the marking centre)

- (i) If accommodation and meals are provided at no cost to the employee

No allowance.

- (ii) If only accommodation is provided by the department at no cost to the employee

Meal allowance: $0,5 \times$ (standard tariff for level ii) per day of at least 5 hours work.

- (iii) If no accommodation is provided by the department

The following accommodation allowance may be paid to a person who, with the approval of the department, makes use of private accommodation near the marking centre:

$0,8 \times$ (standard tariff for level ii) per night stayed at such private accommodation. A meal allowance as in paragraph (ii) may also be applicable.

(b) Persons who travel daily between their homes and the marking centre

- (i) If at least lunch is provided

No meal allowance.

- (ii) If no meals are provided

Meal allowance: $0,3 \times$ (standard tariff for level ii) per day of at least 5 hours work.

4. CRITERIA FOR THE APPOINTMENT OF EDUCATORS FOR EXAMINATION-RELATED WORK

- 4.1 In selecting and appointing persons to the various examination-related positions, cognisance must be taken of the general need to build capacity among serving educators in order to attain equity in respect of race and gender, also taking into account the special needs of educators in rural areas. This should be pursued by reserving a certain minimum number of appointments for this purpose. The number of appointments that needs to be reserved for this purpose should correspond with the department's identified needs in this regard.
- 4.2 In addition to the general criterion referred to in paragraph 4.1, the following criteria shall apply with regard to the selection and appointment of examiners (for the setting and moderation of question papers and accompanying memoranda) and internal moderators:
- (a) Advertisements should be included in a departmental circular or provincial gazette as well as in the national and/or local press.
 - (b) A selection panel shall be appointed by the education department. Teacher unions that are members of the Education Labour Relations Council shall be allowed observer status on such a panel.
 - (c) The following criteria will apply in respect of the selection and appointment of candidates:

The appointee must:
 - (i) have at least a recognised three year post matric qualification which must include the subject concerned at second or third year level.
 - (ii) have extensive experience as an educator in the particular subject or a related area and at least two years teaching experience within the last 5 years at the appropriate level.
 - (iii) have experience as a marker.
 - (d) In addition to the above criteria, preference should be given to serving school and college-based educators.
- 4.3 In respect of an examination paper where no suitable candidate can be recruited with the set minimum qualifications or experience, the head of the education department concerned may approve the appointment of a suitable candidate with other appropriate post school qualifications or with less than the required experience after consultation in this regard with the relevant teacher

unions. The final decision with regard to the appointment of examiners and internal moderators rests with the Head of Department.

4.4 The criteria to qualify for appointment as markers (including senior markers, deputy chief markers and chief markers) should, in addition to those referred to in paragraph 4.1, include the following:

- (a) A recognised three year post school qualification which must include the subject concerned at second or third year level or other appropriate post matric qualifications.
- (b) Appropriate teaching experience, including teaching experience at the appropriate level, in the subject concerned
- (c) Language competency
- (d) In addition to the above criteria, preference should be given to serving educators who are presently teaching the subject concerned.

The provision in paragraph 4.2 for the relaxation of requirements in respect of qualifications and experience, also applies in respect of these appointments

4.5 The selection of markers for a specific examination paper should be carried out by a panel comprising of

- (a) Chief examiner
- (b) Relevant departmental officials
- (c) Teacher unions (As observers)

CHAPTER F

SERVICE BENEFIT AWARDS

- 1. DEPARTMENT-SPECIFIC AWARDS**
- 2. RETIREMENT PACKAGE**

1. DEPARTMENT-SPECIFIC AWARDS

1.1 Purpose

To provide for the granting of non-pensionable awards for achievement to 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.

1.2 Scope of application

All educators on post levels 1 to 6 are eligible for a department-specific award. The award to educators on post level 6 must however be granted with prudence, since a Director in the Public Service does not qualify therefor.

1.3 Powers

- (a) The head of education or his/her delegate may, on the advice of a committee, grant a department-specific award to an 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.

1.4 Conditions

- (a) 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.
- (b) 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.
- (c) The size of the award must relate to the need identified.

- (d) The award or awards made to an educator may not, in total, exceed 25% of the pensionable salary notch of the educator concerned on 1 April of the relevant financial year.
- (e) 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.
- (f) 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 subparagraph (b) together with the function.

1.5 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

2.1 The following retirement benefits will apply to a 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 educator is a member.
- (b) Payment of the leave credit due to the 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 educators who received this benefit and who are re-employed by any government department within the six months period, will not qualify for a house owner 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 educator who will not have medical aid cover after termination of service, an amount equal to the Rand value of government's contribution to the applicable medical aid scheme if the person had remained a member of the scheme, for a period not exceeding six months.

- (g) The cancellation of any service commitments that the educator may have on termination of service.
- (h) In cases where the 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 G

TIME OFF AND SECONDMENT

1. INTRODUCTION

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

- 1.1 The acknowledgement of labour rights entrenched in the Constitution of the Republic of South Africa, 1996, (Act No 108 of 1996), the Labour Relations Act, 1995 (Act No 66 of 1995) (LRA) and the Constitution of the Education Labour Relations Council (ELRC) which seeks to promote labour peace.
- 1.2 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.
- 1.3 That the amount of time off and the frequency thereof should at all times be reasonable and fair.
- 1.4 That arrangements for time off should consider:
 - (a) the need for the process of teaching and learning to be uninterrupted;
 - (b) the importance of high productivity levels;
 - (c) efficiency and effectiveness in services rendered to the general public;
 - (d) the need for order in the education system; and
 - (e) the constitutional rights of the child.

2. GENERAL

2.1 When requiring time off:

- (a) a reasonable period of notice must be given to the responsible person designated by the employer for time off to attend meetings, training courses, and other agreed to activities;
- (b) in respect of urgent meetings arising from the collective bargaining process, the employee organisation should advise the responsible person designated by the employer timeously of such urgent meetings;
- (c) when requesting time off for workplace and other such like meetings, every effort should be made to hold them before or after official school hours, or during lunch breaks;

- (d) an efficient record system must be kept in respect of time off allowed for all entitled educators; and
 - (e) management must be informed timeously of any resignation of members/representatives.
- 2.2 Applications for time off must be considered on its merits and the principle of reasonableness and fairness must apply.
- 2.3 It is the responsibility of managers identified by the provincial education departments to keep separate registers of employee members and representatives in good standing, as well as details of time off allowed with full pay and without pay, and to forward such records annually, but before 31 December, to both the employee organisations concerned and the responsible personnel offices.

3. TIME OFF

3.1 TIME OFF FOR COLLECTIVE BARGAINING PURPOSES

(a) Entitlement

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

(b) Provisions

- (i) Identified representatives must give their supervisors reasonable notice of meetings to be attended and proof that they have been nominated to attend such meetings.
- (ii) Confirmation of meetings must be submitted by the representative to his or her supervisor for record and auditing purposes.
- (iii) 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.
- (iv) In addition, representatives are allowed a maximum of 1 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.

(c) Payment for time off

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

3.2 TIME OFF FOR EMPLOYEE ORGANISATION DUTIES

(a) Entitlement

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

(b) Provisions

(i) The following employee organisation duties are provided for:

* representing members in good standing during-

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

* attending labour relations training; and

* attending, participating in and organising workplace forums.

(ii) 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.

(c) 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.

3.3 TIME OFF FOR EMPLOYEE ORGANISATION ACTIVITIES

(a) 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.

(b) Provisions

The following employee organisation activities are provided for:

- (i) 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.
- (ii) Meeting full-time officials, by arrangement and agreement between the employee organisation and employer, to discuss bona fide employee organisation matters.
- (iii) Voting during employee organisation elections where voting cannot take place outside working hours.
- (iv) Voting in respect of procedural/lawful strike actions.

(c) 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.

Note: 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

4.1 Entitlement

The employer recognise the need for employee organisations to utilize 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 LRA and the Constitution of the ELRC.

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

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

| NUMBER OF AUDITED EMPLOYEE ORGANISATION MEMBERS (i.r.o. a federation, membership can only be counted once) | NUMBER OF MEMBERS TO BE ALLOWED TO BE SECONDED TO FULL-TIME POSITIONS IN AN EMPLOYEE ORGANISATION |
|---|---|
| 0 - 3000 | 0 |
| 3001 - 5000 | 1 |
| 5001 - 8000 | 2 |
| 8001 - 12000 | 3 |
| 12001 - 17000 | 4 |
| 17001 upwards | AN ADDITIONAL 1 MEMBER FOR EVERY 6000 ABOVE 17000 TO A MAXIMUM OF 7 ADDITIONAL MEMBERS |

4.3 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.
- (c) The Secretary of the ELRC must keep separate and accurate records of payments made in terms of this entitlement.

4.4 Entitlement in respect of national negotiators

- (a) This entitlement shall apply only to national negotiators of employee organisations in the Bargaining Committee of the Council, who are educators at schools or colleges and who are representatives of the Council in terms of the provisions of clause 7 of the constitution of the Council;
- (b) In addition to the entitlement provided for in paragraphs 4.2 and 4.3 above, employee organisations are entitled to have national negotiators seconded;
- (c) Such secondment shall be for a maximum period of one (1) year at a time, renewable for such longer period as may be agreed to between the employer and relevant employee organisation;
- (d) The Secretary of the Council shall from time to time, furnish provincial heads of departments with the names and particulars of national negotiators;
- (e) An employee returning to duty, upon completion of the period of secondment, shall be assigned:
 - (i) in the case of a period of secondment of up to two (2) years, to the position/post that he/she would have held if the secondment had not been taken, or at his/her request, to another post/position agreeable to the employer, and
 - (ii) in the case of a period of secondment of more than two (2) years, to an equivalent position/post to that held prior to the secondment, which is acceptable to the employee, and which shall be reasonable and fair;
- (f) The employer shall remain responsible for the seconded employee's full remuneration package which is not subject to the provisions of paragraph 4(3)(b) above, while the relevant employee organisation shall

be responsible for 50% of the full remuneration package of the temporary substitute; and

- (g) The provisions relating to the retention of benefits and method of payment, as provided for in paragraph 4.3 above apply mutatis mutandis.

CHAPTER H

GRIEVANCE PROCEDURE

1. OBJECTIVE

- 1.1 The objective of this grievance procedure is to seek to resolve a complaint at the personal level as quickly and as close to the source of the complaint as possible. It is aimed at avoiding a grievance becoming a dispute. In the case where a grievance cannot be resolved through this process and is consequently registered as a dispute in terms of the provisions of the constitution of the Education Labour Relations Council, such registered dispute shall be dealt with in terms of the dispute resolution procedure as set out in the said constitution.

2. DEFINITION

- 2.1 A grievance is a complaint by an employee or employees affecting the employment relationship of the person or persons concerned, or where there is an alleged misinterpretation, or violation of his or her, or their rights.

3. DEALING WITH GRIEVANCES

- 3.1 Grievances shall be dealt with in the following manner.

(a) Oral interview

- (i) A sincere attempt should be made to resolve any grievance by oral interview between a grievant or grievants and the head of a school or college (herein after referred to as "the head"), and in the case of an educational institution outside a school or college or the head of a school or college, the supervisor (hereinafter referred to as "the supervisor"), before differences become formalised grievances.
- (ii) During this process no records will be kept of proceedings which will be without prejudice to either of the parties.

(b) Formal written grievance : Institutional level, (school/college) and departmental level

- (i) A grievant or grievants may lodge a grievance or grievances with the head or the supervisor in writing within a reasonable period of time, but in any event not later than 90 calendar days following on the time and date on which the alleged grievance or grievances occurred. Full details of the nature of the grievance or grievances must be relayed to the head or the supervisor, as the case may be. The grievance or grievances must bear the signature or signatures of the grievant or the grievants and a copy thereof shall be filed with the relevant office of the provincial

department of education by the head or supervisor, as the case may be, which office shall be identified by the relevant head of a provincial department in each province.

- (ii) the head or the supervisor, as the case may be, shall confer with the grievant or grievants, and others involved, within 3 working days of receipt of the formal written grievance in order to resolve the grievance. At this meeting the facts shall be presented and considered and an effort shall be made to resolve the matter to the satisfaction of all parties.
 - (iii) The head or the supervisor, as the case may be, shall communicate the outcome to the relevant office of the provincial department of education within 5 working days of the resolution or non resolution of a grievance.
 - (iv) If an action or lack of an action, or a decision or lack of a decision, concerns the head or the supervisor, the grievant or grievants may refer the matter directly to the regional/district level in respect of a school/college and departmental level in respect of an institution outside a school/college, provided that a sincere attempt has been made to resolve the grievance or grievances in terms of the provisions of paragraph 3.1(a) above.
- (c) Regional/district level in respect of a school/college and departmental level in respect of an institution outside a school/college
- (i) If the grievant or grievants is/are not satisfied with the outcome referred to in sub-clause (b) above, the grievant or grievants may refer the matter in writing, by hand or registered mail, together with the decision of the head or the supervisor, as the case may be, to the regional/district head of education in the case of an educator at a school/college and in the case of an educator outside a school/college to the office referred to in sub-clause (b)(i), within 5 working days of the parties failing to resolve the grievance or grievances. A copy of the referral must be presented to the head or supervisor, as the case may be, and where applicable, to the grievant or grievants' *trade union*.
 - (ii) The head or the supervisor shall forward his or her comments together with all relevant information on the grievance or grievances to the regional/district head or the office referred to in sub-clause (b)(i), as the case may be, within 5 working days after receiving the referral mentioned in sub-clause (c)(i) above.
 - (iii) The head of the region/district or the head of the relevant provincial education department, or his or her delegate in respect of an educator outside an educational institution, shall within 5 working days from the date of receipt of all the parties' referrals,

attempt to resolve the grievance or grievances and communicate his or her decision in writing to all parties.

- (iv) Should the grievant or grievants not be satisfied with the outcome, he or she may register a formal dispute with the Executive Officer of the Education Labour Relations Council (hereinafter referred to as the "Council") in terms of the provisions of the Council's constitution.

- 3.2 A trade union registered with the Council may register a grievance with the head or supervisor or the head of a relevant department of education, as the case may be, on behalf of its members individually or collectively and represent such member or members during any stage of this grievance procedure. A non-member or non-members may be represented by another employee.
- 3.3 The parties to a grievance or grievances may by agreement extend the periods referred to in sub-clauses (b)(ii) and (c)(ii) and (iii) above.

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

1. The measures in respect of the following matters apply to educators, mutatis mutandis, as they apply to other employees of the State:
 - (a) Application of the Workmen's Compensation Act, 1941 (Act No 30 of 1941);
 - (b) Application of the Unemployment Insurance Act, 1966 (Act No 30 of 1966);
 - (c) Subsistence, Camp and special allowances;
 - (d) Official travelling and transport;
 - (e) The Government's housing loan guarantee scheme;
 - (f) The motor financing scheme for senior personnel;
 - (g) Medical assistance to educators at retirement or termination of service as well as all amounts applicable to medical assistance;
 - (h) The maximum rent in respect of standard married housing as well as the measures applicable should an educator be obliged to remove his or her personal possessions from the relevant housing;
 - (i) The basis, conditions and limitations of the allowance payable under the house owners allowance scheme; and
 - (j) Compensation in respect of educators doing parliamentary duty.

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

1 I, _____ (full name), hereby undertake towards the head of the education department of _____

_____ (name of education department)

immediately after expiry of the period of special leave for study purposes granted to me in terms of general education policy for the period _____

_____ to _____, to serve in an education department (hereinafter referred to as my service obligation) for a continuous period of _____ days.

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

Signed at _____ this _____ day of _____ 19

Signature of Educator: _____

WITNESSES:

1. _____

2. _____

AGREEMENT: SPECIAL LEAVE FOR MILITARY TRAINING

1. I, _____ (full name), hereby undertake towards the head of the education department of _____,

(name of the education department)

immediately after expiry of the period of leave for my initial continuous compulsory national service/home guard training granted to me in terms of general education policy for the period _____

to _____,
to serve in an education department (hereinafter referred to as my service obligation)

for a continuous period of _____ days.

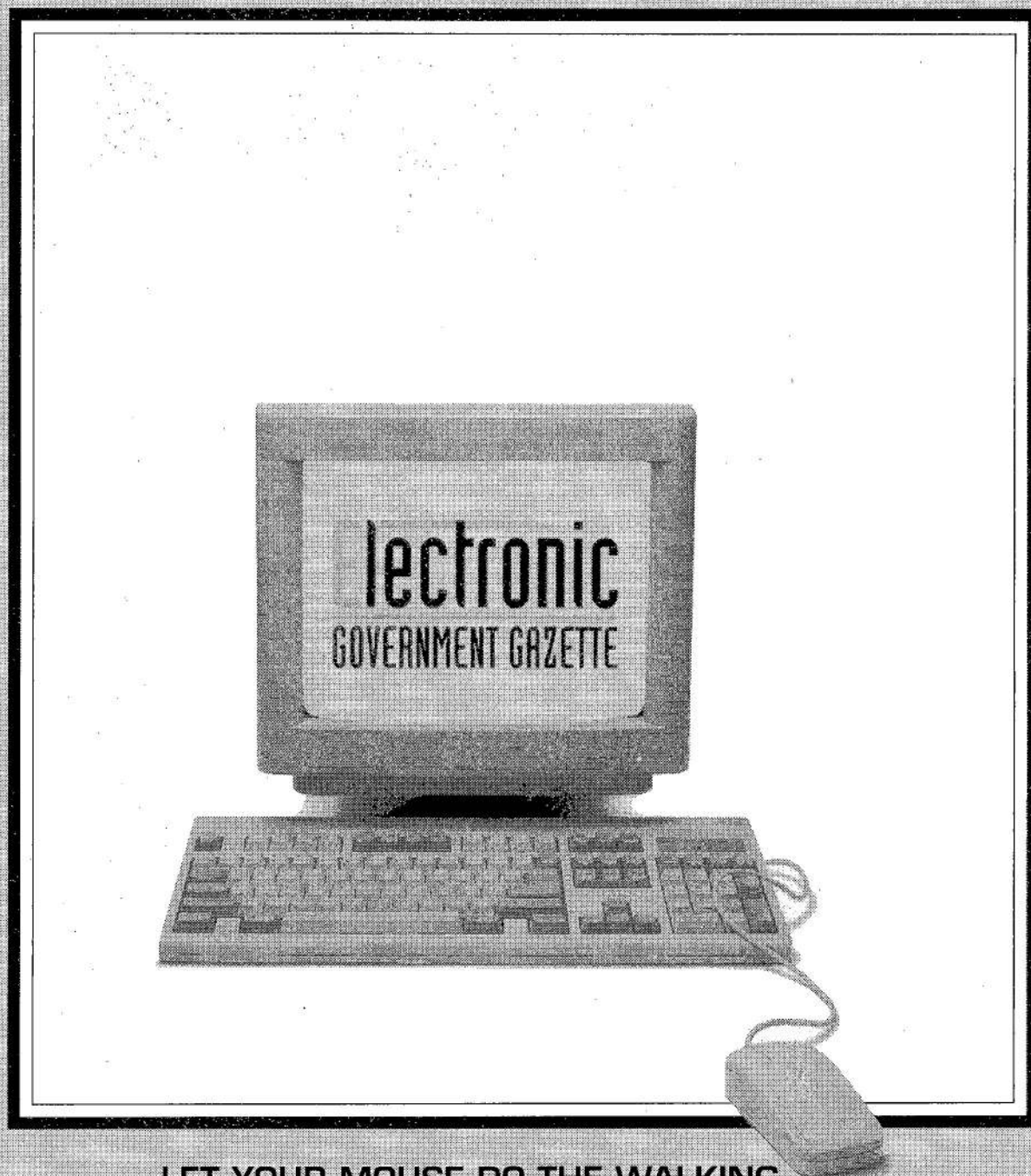
2. I hereby declare that I understand that authorised leave with full or partial pay normally counts as service towards the fulfilment of my service obligation and that, if leave without pay is granted to me before my service obligation is fulfilled, my service obligation will be extended by the number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

Signed at _____ this _____ day of _____ 19____

Signature of Educator: _____

WITNESSES:

1. _____
2. _____



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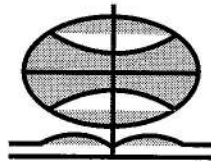
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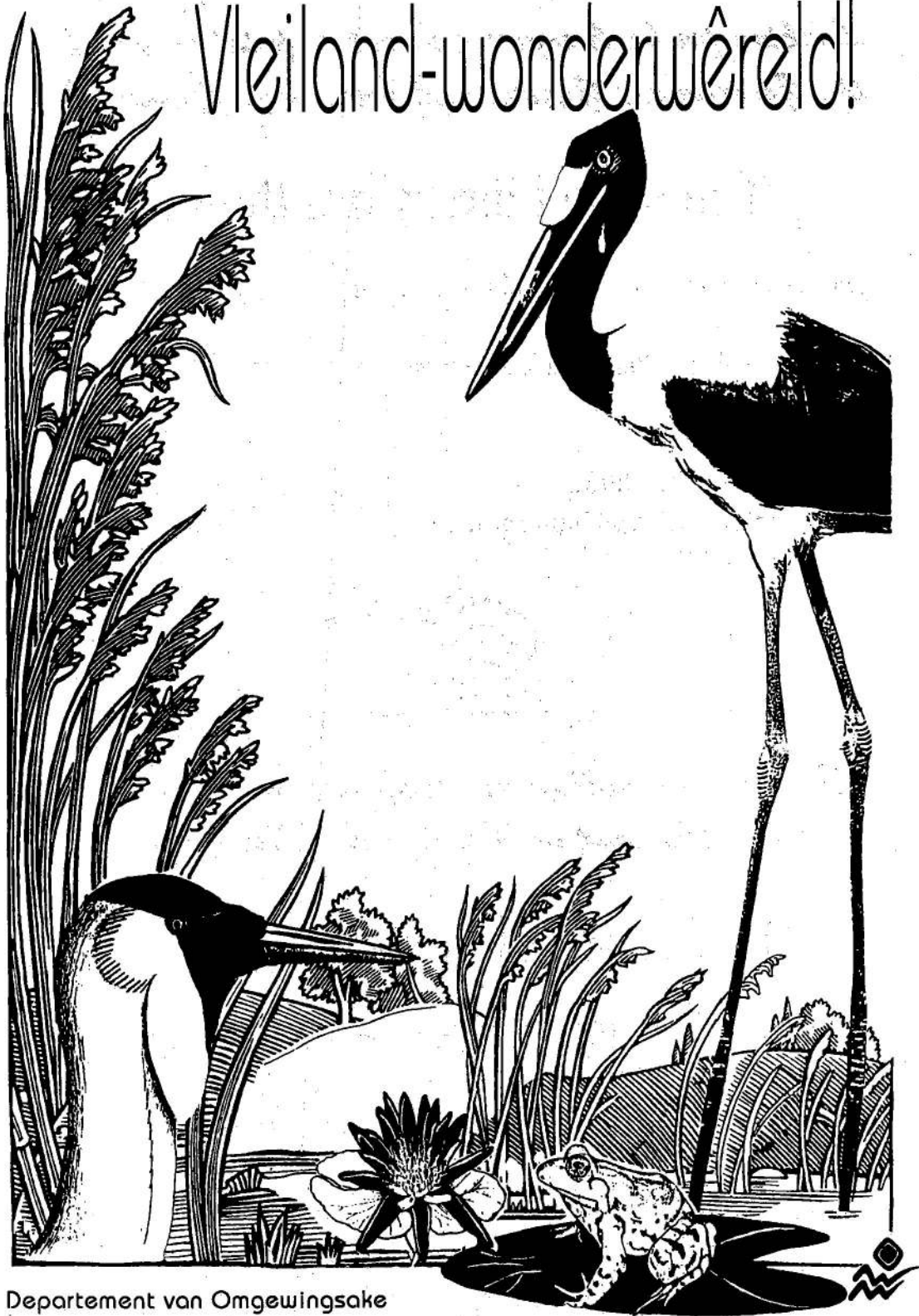
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Printed by and obtainable from the Government Printer, Bosman Street, Private Bag X85, Pretoria, 0001
Tel: (012) 334-4507, 334-4511, 334-4509, 334-4515

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