

PERSONNEL ADMINISTRATION MEASURES

INTRODUCTION

The Personnel Administration Measures (PAM) form an important part of educators' conditions of service. These measures must be read with the regulations made in terms of the Employment of Educators Act, 1998. Some explanatory notes are included in respect of measures that often cause uncertainty or confusion. In respect of some measures reference is made to the appropriate regulation.

GOVERNMENT NOTICE DEPARTMENT OF EDUCATION

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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

PERSONAL 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)

Published under

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as amended by

GN 247 in GG 20986 of 17 March 2000
GN 1430 in GG 21950 of 29 December 2000
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SCHEDULE

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

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CHAPTER A

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.

NOTE: An educator is a person who is employed by the State in terms of the Employment of Educators Act, 1998 (EEA), in an educator post at one of the six post levels as set out in these measures. These posts are mostly in schools and other educational institutions, but also include posts for management and educational advisory positions. Education therapists and psychologists in the employ of an education department are also defined by the EEA as educators and these measures apply to them too.

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.

NOTE: The norms in terms of which educator posts are created by an MEC for Education or by the national Minister of Education, and the norms in terms of which a head of provincial education department distributes among schools and colleges the posts that the MEC has created, are set out in the regulations in GN R1676 of 1998 (see page 3B-72).

- (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 the 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.

NOTE: This means that if a provincial department has a total of 10 000 educator posts (in schools, colleges, offices, etc.), they may create a maximum of 9 post level 6 posts.

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 calculating 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 inclusive flexible remuneration package system for the senior management service, Grade A in the Public Service also applies to post level 6 educators;
 [Para (a) substituted by GN 155 of 17 February 2001.]
- (b) post level 6 posts must only be utilised where there are actual management functions applicable;
- (c)
 [Para (c) deleted by GN 155 of 17 February 2001.]
- (d) 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
	300–1 519	T4	4
	1 520+	T5	5

Type of educational institution	Number of full-time equivalent learners	Grading of institution	Post level of head of institution
Schools for learners with specialised educational needs	Above required minimum but fewer than 350 350+	SS3	3
		SS4	4
Colleges of Education	Above required minimum but fewer than 1 100 1 100-1 699 1 700+	C4	4
		C5	5
		C6	6

NOTE: The above grading norms, as well as the norms according to which posts of heads of department and deputy principals are allocated, may result in the principal and deputy principal of a school being at the same post level. This does not negate the fact that the principal has the prime responsibility for the management of the school and that all staff, including the deputy principal, fall under his or her control and supervision.

2.7 Re-grading of Institutions

- (a) An institution is upgraded to a higher grading level if, in terms of two consecutive annual statistics surveys, the learner enrolment of the institution exceeds the minimum enrolment requirement of such higher grading level by at least 50 full-time equivalent learners.
- (b) An institution is downgraded to a lower grading level if, in terms of two consecutive annual statistics surveys the learner enrolment of the institution has dropped to at least 50 full-time equivalent learners below the maximum enrolment requirement of such lower grading level.
- (c) Where the enrolment of an institution increases or decreases substantially and sufficient evidence exists that the new enrolment level will be maintained for a reasonable period, the head of the department may immediately re-grade the institution in accordance with the new enrolment level.
- (d) The head of a department may grade a new institution in accordance with the enrolment that the institution is expected to maintain for a reasonable period.

[Para 2.7 added by GN 774 of 24 August 2001.]

3 WORKLOAD OF EDUCATORS (SCHOOL BASED)

3.1 Introduction

- (a) These measures cover all full-time educators that are school based inclu-
- (b)

- (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 1 800 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- and 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 statistics 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
e.g. 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
e.g. 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 stakeholders**

- 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

***Note:** An educator who improves his/her qualifications which has the effect that his/her REQV improves, will qualify for a financial benefit as set out below. An educator who qualifies for a salary adjustment, must submit proof of such a qualification to his/her employer within 12 months of obtaining it in order to receive the salary adjustment with effect from the date on which it was obtained. Should an educator fail to submit the qualification within 12 months, he/she will only qualify for such salary adjustment with effect from the date on which the qualification was submitted.

[Note inserted by GN 267 of 21 February 2003.]

(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.

[continued at page 3C-15]



- 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
 - time-tabling
 - 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.

(ii) **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 (statistics/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 SRCs, 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 WORKLOAD OF COLLEGE BASED EDUCATORS (FURTHER EDUCATION AND TRAINING)

5.1 Introduction

- (a) The work done by educators includes the following core duties covered during a formal college day (with or without contact with the learners) and outside the formal college day.
- (i) Scheduled contact hours
 - (ii) Relief teaching
 - (iii) Extra and co-curricular duties
 - (iv) Pastoral duties
 - (v) Administration
 - (vi) Supervisory and management functions
 - (vii) Professional duties (meetings, workshops, official college functions, seminars, conferences, etc.)
 - (viii) Planning, preparation and evaluation
 - (ix) Professional development

Each post level within a college has different duties and responsibilities, encompassing the core duties outlined from (i) to (ix) above, but to a varying degree.

There should be an equitable distribution of workload between the various post levels and within a post level, to ensure that neither one or two of the levels or an educator is over burdened.

The expectation is that every educator must be able to account for 1800 actual working hours per annum.

5.2 Workload per educator

(a) All educators should be at their college during a formal college day. A formal college day should comprise not fewer than 7 hours, but the Head of an institution:

- (i) based on provincial policy and
- (ii) provided the 35 hours workweek is adhered to, may make exceptions.

The 7 hours per day includes the breaks and the time that a lecturer, as part of his or her job, has to visit companies to recruit students.

(b) Scheduled contact hours during the formal college day will be specified with time allocation per post level. The allocation of subjects, timetable and resultant scheduled contact hours must be determined by the Head of the institution after consultations with the educator staff (refer paragraph 5.3).

(c) All other duties are specified and allocated by the Head of the institution after consultations with the educator staff. Educators will be expected to perform the core duties, as outlined in paragraph 5.1(a), both within and outside of the formal college day, and with the understanding that none of these may diminish the overall number of scheduled contact hours 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 college day or during vacations.

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

5.3 Scheduled contact hours

(a) The time allocated for teaching in respect of different post levels will differ.

(b) The allocation of scheduled contact hours should be done in such a manner that it:

- (i) maximises the individual abilities of all educators and
- (ii) optimises teaching/training and learning at the institutional level.

(c) Where classes are so arranged that a member of the lecturing staff does not meet the required hours per week of actual contact time, determined in terms of paragraph 5.3(d)(iii), he/she may, in respect of the shortfall, be required to lecture to any class for part-time students attached to such college without receiving additional remuneration therefor. This must be done through consultation and in a fair, transparent and equitable manner.

(d) In general terms, the following serves as guidelines in determining the scheduled contact hours:

(i) Heads of colleges

The task of the Head of the institution is first and foremost that of manager and leader of an institution for post-school education. His/her aims should be the advancement and development of the total spectrum of interests of the college, as well as active support of the policy prescribed from time to time by the provincial education department.

(ii) Management Staff (Post Level 3 and higher)

Management staff is expected to give instructions as part of their normal duties.

Apart from the actual contact hours, management and administrative duties, they are mainly responsible for tasks delegated to them by the Head of the institution, as well as for the continued growth of the college.

(iii) Lecturers and Senior Lecturers (PL 1 and 2)

Their primary task as educators is effective teaching and not mere training. This includes being well-informed about their field of study by reading professional, scientific and technical journals and by paying visits to commercial, industrial or other relevant bodies.

NOTE 1:

Actual contact hours on post level 3 and higher should be between 5 hours and 15 hours per week; except for heads of institutions at post level 3. Subject to efficient curriculum delivery and an equitable workload, Heads of institutions at post level 3 may have no actual contact hours. Actual contact hours on post-level 2 should be between 18 hours and 22.5 hours per week. Actual contact hours for post level 1 educators should be between 22.5 hours and 25 hours per week.

NOTE 2:

Educators not lecturing (no actual contact hours) shall observe a work week of 40 hours.

NOTE 3:

The above actual contact hours exclude contact hours in terms of a part-time appointment of full-time educators.

5.4 Minimum number of teaching hours per week and the appointment of full-time teaching staff, in a part-time capacity, at colleges offering approved part-time classes.

- (a) The minimum number of teaching hours per week that an educator must work before he or she may be appointed to perform overtime duties on a part-time basis and the maximum number of additional hours per week for which part time appointments can be made are as follows:

Level of post	Post designation	Minimum number of teaching hours per week	Maximum number of additional hours per week for which part-time appointments can be made
1	Lecturer	22.5 hours	12 hours
2	Senior Lecturer	22.5 hours	12 hours
3	Head of Division/ Deputy Head of institution #	15 hours	6 hours
4	Deputy Head of institution	***	6 hours (only if no full-time staff are available)
3/4/5/6	Head of Institutions		6 hours (only in very exceptional cases and if no full-time staff are available)

Equal ranks as well

*** Minimum number of hours is not laid down with the proviso that the staff members involved do not qualify for part-time appointment if formal day classes are not offered.

- (b) Staff in teaching posts must comply with the above minimum number of teaching hours in order to qualify for appointment for bona fide part-time teaching. Heads of institutions, with delegated authority can, for the purposes of the appointment of full-time staff in part-time teaching posts, increase the minimum number of hours required before staff may be appointed to part-time teaching posts, within the prescribed hours as mentioned in note (1) above to suit local requirements.

- (c) Full-time staff qualify for appointment for part-time teaching for approved part-time classes. Heads of institutions must ensure that part-time classes are not created to provide an opportunity for additional income for full time staff.

[Para 5 inserted by GN 1430 of 29 December 2000.]

6 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 (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).

NOTE: In the above paragraph, deviations refer to special provision that is made to recognise qualifications that do not comply with the requirements set out below, but are considered to be suitable qualifications for teaching specific subjects. These are usually subjects in respect of which problems are experienced in finding qualified educators to teach them. This generally applies to technical subjects where qualified artisans, who are usually not qualified educators, have to be appointed to teach these subjects. Details of these special provisions are set out in the official document of the Department of Education, namely "Evaluation of qualifications for Employment in Education".

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, and only 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 of 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 capacity. This includes employment in a shared capacity where more than one educator is appointed to a post.
- (b) The first appointment of a person as an Educator by an education department.
- (c) The transfer of an educator to a higher, an equal or a lower post level grading within the same education department or from one department to another.
- (d) The reappointment, after a break in service, of an educator by an education department.
- (e) The appointment of an educator can be in a permanent or temporary capacity. If the appointment is in a temporary capacity, it is for a fixed period. Appointment in a temporary capacity can either be to a substantive vacant post or as a substitute for another educator who is temporarily not occupying his or her post.

[Para 2.1 substituted by GN 774 of 24 August 2001.]

2.2 Minimum requirements for appointment

NOTE: See also Regulation 2, page 3B-8.

(a) Educational qualifications

- (i) In order to qualify for appointment as an educator a person must have at least a recognised three year qualification (REQV13) which must include appropriate training as an educator.
- (ii) Notwithstanding the requirements set out in paragraph (i), a person appointed to any one of the following posts, is not required to be a qualified educator but must comply with the relevant requirements for appointment as set out in the document "Evaluation of Qualifications for Employment in Education":
 - Posts for Technical Subjects, including Hair Care
 - 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
 - Post for Speech and Drama
 - Posts for the teaching of Nursing at Schools for Learners with Special Educational Needs
 - Posts for Television production and maintenance
 - Librarian posts at colleges and departmental head office libraries
 - Posts of Education Therapists, Psychologists and Social Workers/ Pedagogues

- Posts for the offering of instructional programmes in the Engineering field of study
 - Posts for the offering of instructional programmes in the fields of study of Business Studies, Art, Agriculture, Computer and Information Studies, Maritime Studies, Utility Services and Social Services
- (iii) Notwithstanding the requirements set out in paragraph (i), the Minister may approve the appointment, to educator posts outside education institutions, of persons who have not been trained as educators in cases where such training is not a prerequisite to perform the duties attached to the specific educator post, but who are otherwise suitably qualified to perform such duties. The total number of such appointments to posts in provincial education departments as well as the Department of Education may not exceed 100.
- (iv) Notwithstanding the requirements set out in paragraph (i), a person who does not comply with the minimum qualification requirements, but who is already employed as an educator in terms of previous measures that provided for his or her appointment, may retain his or her employment status in terms of the measures that applied when he or she was appointed.
- (v) With the exception of persons appointed to posts referred to in paragraphs (ii) or (iii), a person who is appointed from outside education and who is not appropriately qualified, may only be appointed in a temporary capacity. These appointments are regarded as individual relaxations of the requirements.
- (vi) Persons who qualify for appointment in a permanent capacity in terms of paragraphs (i) to (iv), may also be promoted to appropriate posts on higher post levels.
- (vii) Notwithstanding the provisions in paragraphs (ii) to (vi), preference should in all cases be given to appropriately qualified applicants for any educator post.
- (b) Experience**
- (i) **Post level 1**
Unless otherwise required by the provisions for the filling of posts referred to in paragraph (a)(ii), 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

Educators' actual as well as appropriate experience must be taken into account for purposes of appointment at post levels 2 and higher.

[Para 2.2 substituted by GN 774 of 24 August 2001.]

NOTE: Appropriate experience is defined in Regulation 9(1)(b) as "working experience which, in the opinion of the relevant education authority, develops the candidate directly and appositely, in all respects regarding knowledge, skill and attitude, for holding an educator's post". According to this definition, the head of an education department, or the person to whom this authority has been delegated, has the right and responsibility to judge whether or not experience gained by an educator is appropriate in terms of this definition.

2.3 Reappointment of educators who have retired or who have been retired on pension prematurely

NOTE: The following guidelines must be applied when an educator who has taken early retirement, or who has been prematurely retired by a department, applies for reappointment. Although the measures are not prescriptive, the decision of a head of an education department to appoint or not to appoint such a person could be challenged if it is not in accordance with these principles.

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 institutions.
 - (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:
- (i) 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 exercises 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.

2.5 Position of principals in cases where an institution is upgraded or downgraded

- (a) When an institution is re-graded, the post of the principal is regarded as a new, and therefore vacant, post that must, subject to these measures, be filled in terms of paragraph 3 without undue delay.
- (b) If the permanent incumbent of a principal post that has been upgraded, qualifies to be promoted to the new level and the governing body or council recommends in writing that the person may be appointed to the higher post, such appointment may be made without having to advertise the post. If the governing body or council does not make such a recommendation, the post must be advertised in which case the incumbent will be entitled to apply for the upgraded post and s/he shall be short listed.
- (c) If such a principal's application for appointment to the upgraded post is unsuccessful, he or she will be regarded as in excess as a result of operational requirements and must be dealt with in terms of paragraph 2.4.
- (d) If a principal post is downgraded, the principal will be in excess as a result of operational requirements and must be dealt with in terms of paragraph 2.4. This includes holding the person at his or her current salary level against the downgraded post for a reasonable period up to a maximum of 2 years. If circumstances warrant it, the head of department may extend

this period. Circumstances that will determine what a reasonable period is include the probability for the post to be upgraded to its original level in the near future, the personal circumstances of the incumbent and the availability of suitable posts to which the person can be transferred. The person so in excess may at any time, while occupying the downgraded post, exercise the option to be permanently appointed to the post concerned in which case his or her remuneration will be determined in terms of paragraph 4. In such a case the post does not need to be advertised if it is in accordance with a recommendation of the governing body or council.

[Para 2.5 added by GN 774 of 24 August 2001.]

NOTE: A typical factor that will determine whether or not the period for which the position of the principal is protected should be extended, is the time before he/she retires. If the principal is due to retire within a further 12 months, for instance, it may be unreasonable not to protect his/her position if the post has been downgraded.

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 6 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.

NOTE: The educators referred to in this paragraph have higher qualifications than the minimum required for appointment to the particular salary bands. For instance, an educator on post level 1 only needs REQV14 to be appointed to the salary band which consists of salary ranges 7 and 8 while educators with REQV 15 to 17 are also appointed to this position (salary position 7.1). In order to give recognition for these higher qualifications, a bonus is paid. This is to ensure that these teachers receive the same recognition as those who improve their qualifications while in service. A person with REQV16 who is appointed to post level 1 from outside education will be entitled to 2 (16 minus 14) times the applicable bonus after he/she has completed 1 year of service.

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.

EXAMPLE: An educator on category C (REQV13) who was on the old post level 5 in 1993 left the service at the end of December 1993. His salary at that stage was R67 494. At some date after 1 July 1996 he is re-appointed to post level 3. In order to determine the current equivalent of his salary before the break in service, the salary of R67 494 is adjusted in accordance with the table in paragraph 4.8. This salary is adjusted to R74 853 on 1 July 1995 which is in turn adjusted on 1 July 1996, in respect of an educator with REQV13 on the then post level 5, to R98 463. His equivalent salary position, therefore, is 10.1. His new post level is 3 which is one level lower than his previous post level, because the equivalent of his previous post level is now post level 4. In order to determine his new salary position, the applicable measures in paragraph (b) must be applied.

(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).

EXAMPLE: Consider the previous example again. This person must be appointed to the highest position in the salary band which consists of salary ranges 9 and 10 (Post level 3, REQV13) which is at least 1 (4 minus 3) salary position lower than his previous (equivalent) salary position of 10.1. He will therefore be appointed to the highest salary position in range 9. If this person improved his qualifications to REQV15 during his break in service, no new salary band becomes applicable because the same salary band applies from REQV13 to 17. He will be appointed to the same salary position which he would have been appointed to, had he not improved his qualifications, and will receive a cash bonus of 2 (15 minus 13) times the applicable amount referred to in paragraph 4.5(e), after one year.

(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

Note: An educator who improves his/her qualifications which has the effect that his/her REQV improves, will qualify for a financial benefit as set out below. An educator who qualifies for a salary adjustment, must submit proof of such a qualification to his/her employer within 12 months of obtaining it in order to receive the salary adjustment with effect from the date on which it was obtained. Should an educator fail to submit the qualification within 12 months, he/she will only qualify for such salary adjustment with effect from the date on which the qualification was submitted.

[Note inserted by GN 267 of 21 February 2008]

(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.

NOTE: "Applicable salary range" refers to the salary ranges that apply to the post level and qualifications of the educator concerned as set out in paragraph 4.6 below. Therefore, this measure does not allow for adjustment to a notch outside the 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 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 with 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
2	10	5
	11	6
	12	7
	13-17	8-9
	10	6
3	11	7
	12	8
	13-17	9-10
	11	8
4	12	9
	13-17	10-11
	13-17	12
5	13-17	13

NOTE: The following diagram sets out the salary ranges applicable to educators in accordance with their post levels and REQV. Square brackets indicate the applicable salary bands and values in round brackets indicate the relevant REQV.

Salary position	Salary July '01	Salary July '02	Post level 1	Post level 2	Post level 3	Post level 4	Post level 5	Post level 6
3: 3.1	33 606	36 630						
3.2	35 079	38 235						
3.3	36 630	39 927	(10)					
3.4	37 464	40 836						
4: 4.1	39 444	42 990						
4.2	40 809	44 481						
4.3	42 258	46 082						
4.4	42 840	46 695	(11)					
4.5	44 253	48 237						
5: 5.1	46 699	50 859						
5.2	48 423	52 792						
5.3	50 274	54 798	(12)					
5.4	51 090	55 688		(10)				
5.5	52 902	57 663						
5.6	54 711	59 634						
6: 6.1	57 785	62 964						
6.2	51 197	66 705		(11)	(10)			
6.3	64 797	70 563						
6.4	66 939	72 936						
7: 7.1	71 952	78 429						
7.2	75 519	82 311						
7.3	79 212	86 337	(13)	(12)	(11)			
7.4	80 863	88 158						
7.5	84 495	92 100	(14-17)					
8: 8.1	89 364	97 407						
8.2	94 167	102 642						
8.3	99 108	108 027			(12)	(13)		
8.4	102 009	111 189						
9: 9.1	106 707	116 310						
9.2	110 676	120 636		(13-17)				
9.3	114 639	124 956						
9.4	119 608	129 262				(13)		
9.5	122 574	133 605						
9.6	124 386	136 236			(13-17)			
9.7	128 904	140 502						
10: 10.1	133 191	145 179						
10.2	138 930	151 437						
10.3	144 657	157 677						
10.4	149 964	163 461				(13-17)		
11: 11.1	155 382	169 265						
11.2	166 221	181 182						
11.3	177 075	193 008						
12: 12.1	187 020	203 853						
12.2	197 532	215 310					(13-17)	
12.3	208 104	226 833						
13: 13.1	sms							
13.2	sms							(13-17)
13.3	sms							

4.7 The salary structure

The salary structure and adjustment for educators since 1996 is as set out below.

Salary range	Salary position	Salary (R)						
		(1 July 1996)	(1 July 1997)	(1 July 1998)	(1 July 1999)	(1 July 2000)	(1 July 2001)	(1 July 2002)
3	3.1	23 526	25 659	27 444	29 356	31 407	33 606	36 630
	3.2	24 615	26 823	28 647	30 642	32 784	35 079	38 235
	3.3	25 704	28 020	29 913	31 995	34 233	36 630	39 927
	3.4	26 793	29 205	30 594	32 724	35 013	37 464	40 836

Salary range	Salary position	Salary (R)						
		(1 July 1996)	(1 July 1997)	(1 July 1998)	(1 July 1999)	(1 July 2000)	(1 July 2001)	(1 July 2002)
4	4.1	27 882	30 395	32 511	34 776	37 035	39 444	42 990
	4.2	28 905	31 509	33 639	35 982	38 319	40 809	44 481
	4.3	29 928	32 625	34 830	37 257	39 678	42 258	46 062
	4.4	30 951	33 738	35 310	37 770	40 224	42 840	46 695
	4.5	31 974	34 854	36 477	38 018	41 553	44 253	48 237
5	5.1	32 988	35 958	38 460	41 139	43 812	46 659	50 859
	5.2	34 296	37 386	39 912	42 693	45 468	48 423	52 782
	5.3	35 604	38 814	41 439	44 325	47 205	50 274	54 798
	5.4	36 912	40 236	42 111	45 045	47 970	51 090	55 696
	5.5	38 220	41 664	43 805	46 644	49 674	52 902	57 663
	5.6	39 528	43 089	45 066	48 237	51 372	54 711	59 634
6	6.1	40 836	44 514	47 613	50 931	54 240	57 765	62 964
	6.2	43 344	47 247	50 442	53 855	57 462	61 197	66 705
	6.3	45 852	49 983	53 361	57 078	60 788	64 737	70 563
	6.4	48 360	52 719	55 176	59 019	62 853	66 939	72 938
7	7.1	50 868	55 449	59 307	63 438	67 560	71 952	76 429
	7.2	53 487	58 302	62 244	66 582	70 908	75 519	82 311
	7.3	56 106	61 155	65 289	69 837	74 376	79 212	86 337
	7.4	58 725	63 899	68 686	71 310	75 945	80 883	88 158
	7.5	61 344	66 540	69 642	74 496	79 338	84 495	92 100
8	8.1	63 963	69 381	74 211	78 789	83 910	89 364	97 407
	8.2	67 509	73 248	78 201	83 025	88 419	94 167	102 642
	8.3	71 055	77 094	82 305	87 381	93 060	99 108	108 027
	8.4	74 601	80 943	84 714	89 940	95 784	102 009	111 189
9	9.1	78 141	84 423	89 454	94 524	100 194	106 707	116 310
	9.2	81 045	87 561	92 781	98 040	103 920	110 676	120 636
	9.3	83 949	90 696	96 102	101 550	107 643	114 639	124 956
	9.4	86 853	93 837	99 429	105 066	111 369	118 606	129 282
	9.5	89 757	96 972	102 753	108 579	115 092	122 574	133 605
	9.6	92 661	100 110	104 775	110 715	117 357	124 986	136 236
	9.7	95 565	103 248	108 060	114 186	121 035	128 904	140 502
10	10.1	98 463	106 377	111 654	117 984	125 081	133 191	145 179
	10.2	102 702	110 958	116 463	123 066	130 449	138 930	151 431
	10.3	106 941	115 539	121 289	128 142	135 826	144 657	157 677
	10.4	111 180	120 117	125 715	132 843	140 811	149 964	163 461
11	11.1	115 413	124 692	130 878	137 643	145 899	155 382	169 365
	11.2	123 468	133 392	140 007	147 243	156 075	166 221	181 182
	11.3	131 523	142 098	149 145	156 855	166 266	177 075	193 008
12	12.1	139 578	150 798	158 277	165 686	175 605	187 020	203 653
	12.2	147 474	159 273	167 172	174 978	185 475	197 532	215 310
	12.3	155 370	167 799	176 121	184 344	195 402	208 104	236 833
13	13.1	163 260	171 426	179 919	188 319	199 617		
	13.2	170 373	178 893	187 407	196 158	207 927		
	13.3	177 486	186 383	195 234	204 351	218 612		

NOTE: In terms of Resolution No 7 of 1998 of the Public Service Coordinating Bargaining Council (PSCBC), persons who are part of the management echelon of the State are excluded from the agreed salary adjustments on 1 July 1998. This means that the salaries of educators who are being remunerated at salary level 13 should not be adjusted in accordance with the above table. The adjustments of level 13 salaries in the table only apply to professional persons (e.g. medical doctors) in the public service who are not in management positions. Educators at this level are all in management positions and, therefore, do not qualify for this adjustment. These persons must enter into a performance contract with their respective employers after which their salaries will be adjusted as agreed between themselves and their respective employers.

4.8 Measures in respect of salary adjustments during the period from 1 July 1992 to 1 July 1995

Salary notch (R.p.a.) 1/07/92	Salary notch (R.p.a.) 1/07/93	Salary notch (R.p.a.) 1/11/93	Salary notch (R.p.a.) 1/12/93	Salary notch (R.p.a.) 1/04/94	Salary notch (R.p.a.) 1/07/95
102 818	106 075	106 075	126 411	126 411	131 478
102 603	107 736	107 736	107 736	113 772	119 058
96 127	103 038	103 038	103 038	103 810	114 258
94 692	99 432	99 432	99 432	105 003	110 266
91 257	95 826	95 826	95 826	101 196	105 272
87 822	92 220	92 220	92 220	97 389	102 279
84 864	89 115	89 115	89 115	94 110	98 835
81 908	86 010	86 010	86 010	90 831	95 391
78 948	82 905	82 905	82 905	87 552	91 947
75 990	79 800	79 800	79 800	84 273	88 503
73 032	76 695	76 695	76 695	80 994	85 059
70 074	73 590	73 590	73 590	77 715	81 615
67 116	70 485	70 485	70 485	74 436	78 171
64 269	67 494	67 494	67 494	71 277	74 853
61 422	64 503	64 503	64 503	68 118	71 535
58 575	61 512	61 512	61 512	64 959	68 217
55 728	58 521	58 521	58 521	61 800	64 899
52 881	55 530	55 530	55 530	58 641	61 581
50 334	52 657	52 657	52 657	55 818	58 617
47 787	50 184	50 184	50 184	52 995	55 653
45 240	47 511	47 511	47 511	50 172	52 689
42 693	44 838	44 838	44 838	47 349	49 725
40 365	42 393	42 393	42 393	44 759	47 016
38 037	39 948	39 948	39 948	42 189	44 307
35 709	37 503	37 503	37 503	39 609	41 598
33 381	35 058	35 058	35 058	37 029	38 889
31 431	33 009	33 009	33 009	34 966	36 618
29 481	30 960	30 960	30 960	32 703	34 347
27 531	28 911	28 911	28 911	30 540	32 076
25 581	26 862	26 862	26 862	28 377	29 806
23 631	24 813	24 813	24 813	26 214	27 534
21 681	22 923	22 923	22 923	24 216	25 680
20 081	21 033	21 033	21 033	22 218	23 826
18 291	19 143	19 143	19 143	20 220	21 972
16 431	17 253	17 253	17 253	18 222	20 118
14 841	15 585				
13 251	13 917				
11 632	12 426				
10 413	10 935				

Salary range	Salary position	Salary (R)						
		(1 July 1996)	(1 July 1997)	(1 July 1998)	(1 July 1999)	(1 July 2000)	(1 July 2001)	(1 July 2002)
4	4.1	27 882	30 395	32 511	34 776	37 035	39 444	42 990
	4.2	28 905	31 509	33 639	35 982	38 319	40 809	44 481
	4.3	29 928	32 625	34 830	37 257	39 678	42 258	46 062
	4.4	30 951	33 738	35 310	37 770	40 224	42 840	46 695
	4.5	31 974	34 854	36 477	39 018	41 553	44 253	48 237
5	5.1	32 988	35 958	38 460	41 139	43 812	46 659	50 859
	5.2	34 296	37 386	39 912	42 693	45 488	48 423	52 782
	5.3	35 604	38 814	41 439	44 325	47 205	50 274	54 798
	5.4	36 912	40 236	42 111	45 045	47 970	51 090	55 686
	5.5	38 220	41 664	43 605	46 644	49 674	52 902	57 663
	5.6	39 528	43 089	45 086	48 237	51 372	54 711	59 634
6	6.1	40 836	44 514	47 613	50 931	54 240	57 765	62 964
	6.2	43 344	47 247	50 442	53 955	57 462	61 197	66 705
	6.3	45 852	49 983	53 361	57 078	60 786	64 737	70 563
	6.4	48 360	52 719	55 176	59 019	62 853	66 939	72 936
7	7.1	50 868	55 449	59 307	63 438	67 560	71 952	78 429
	7.2	53 487	58 302	62 244	66 582	70 908	75 519	82 311
	7.3	56 106	61 155	65 289	69 837	74 376	79 212	86 337
	7.4	58 725	63 999	68 666	71 310	75 945	80 963	88 158
	7.5	61 344	66 540	69 642	74 496	79 338	84 495	92 100
8	8.1	63 963	69 381	74 211	78 789	83 910	89 384	97 407
	8.2	67 509	73 248	78 201	83 025	88 419	94 167	102 642
	8.3	71 055	77 094	82 305	87 381	93 060	99 108	108 027
	8.4	74 601	80 943	84 714	89 940	95 784	102 009	111 189
9	9.1	78 147	84 423	89 454	94 524	100 194	106 707	116 310
	9.2	81 045	87 561	92 781	98 040	103 920	110 676	120 636
	9.3	83 949	90 696	96 102	101 550	107 643	114 639	124 956
	9.4	86 853	93 837	99 429	105 066	111 369	118 608	129 282
	9.5	89 757	96 972	102 753	108 579	115 092	122 574	133 605
	9.6	92 661	100 110	104 775	110 715	117 357	124 986	136 236
	9.7	95 565	103 248	108 060	114 186	121 035	128 904	140 502
10	10.1	98 463	106 377	111 654	117 984	125 061	133 191	145 179
	10.2	102 702	110 958	116 463	123 066	130 449	138 930	151 431
	10.3	106 941	115 539	121 269	128 142	135 828	144 657	157 677
	10.4	111 180	120 117	125 715	132 843	140 811	149 964	163 461
11	11.1	115 413	124 692	130 878	137 643	145 899	155 382	169 365
	11.2	123 468	133 392	140 007	147 243	156 075	166 221	181 182
	11.3	131 523	142 088	149 145	156 855	166 288	177 075	193 006
12	12.1	139 578	150 798	158 277	166 686	175 605	187 020	203 853
	12.2	147 474	159 273	167 172	174 978	185 475	197 532	215 310
	12.3	155 370	167 799	176 121	184 344	195 402	208 104	236 833
13	13.1	163 260	171 426	179 919	188 319	199 617		
	13.2	170 373	178 893	187 407	196 158	207 927		
	13.3	177 486	186 363	195 234	204 351	216 612		

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.

Former qualification category	REQV	Salary notch as on 30 June 1996	Salary as on 1 July 1996	Salary position
Post Level 1				
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
		29 388	32 988	6.1
		32 076	35 604	5.3
		34 347	38 220	5.5
B	12	36 618	40 836	6.1
		21 972	27 882	4.1
		23 826	27 882	4.1
		25 680	28 905	4.2
		27 534	30 951	4.4
		29 388	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
		44 307	50 868	7.1
		47 016	53 487	7.2
		C	13	49 725
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
44 307	50 868			7.1
47 016	53 487			7.2
49 725	56 106			7.3
D-G	14-17	52 669	58 725	7.4
		55 658	61 344	7.5
		58 517	67 509	8.2
		34 347	60 868	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		
48 725	56 106	7.3		
52 669	58 725	7.4		
55 658	61 344	7.5		

Former qualification category	REQV	Salary notch as on 30 June 1986	Salary as on 1 July 1986	Salary position		
Post Level 1 (continues)						
D-G	14-17	58 617	67 508	8.2		
		61 581	71 065	8.3		
		64 899	74 601	8.4		
		68 217	78 141	9.1		
		71 535	81 046	9.2		
		74 853	83 949	9.3		
Post Level 2						
A2	10	23 926	32 983	5.1		
A1	11	29 806	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		
		D-G	13	49 725	63 963	8.1
52 899	63 963			8.1		
55 653	63 963			8.1		
58 617	67 509			8.2		
61 681	71 055			8.3		
64 899	74 601			8.4		
D-G	14-17			66 853	68 963	8.1
				68 617	67 509	8.2
		61 881	71 055	8.3		
		64 899	74 601	8.4		
		68 217	78 141	9.1		
		71 535	81 046	9.2		
		74 853	83 949	9.3		
		78 171	86 853	9.4		
		81 615	92 681	9.6		
		Former Post Level 3 (New Post Level 3)				
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		
		52 899	67 509	8.2		
		D-G	13	55 653	78 141	9.1
58 617	78 141			9.1		
61 581	78 141			9.1		
64 899	81 046			9.2		
68 217	81 046			9.2		
71 535	81 046			9.2		
74 853	83 949			9.3		
78 171	86 853			9.4		
81 615	92 681			9.6		

Former qualification category	REQV	Salary notch as on 30 June 1996	Salary as on 1 July 1996	Salary position		
Former Post Level 3 (New Post Level 3) (continued)						
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 Post Level 4 (New Post Level 3)						
A1	11	38 689	53 487	7.2		
		41 596	53 487	7.2		
		44 307	53 487	7.2		
		47 016	56 108	7.3		
B	12	47 016	67 509	8.2		
		49 725	67 509	8.2		
		52 689	67 509	8.2		
		55 683	71 055	8.3		
		58 617	71 055	8.3		
				61 581	81 045	8.2
				64 899	81 045	8.2
				68 217	81 045	9.2
				71 535	83 949	9.3
D G	14-17	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		
				68 217	81 045	8.2
				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 6 (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		
		55 683	78 141	9.1		
		58 617	78 141	9.1		
		61 581	81 045	9.2		
		64 699	81 045	9.2		
	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		

Former qualification category	REQV	Salary notch as on 30 June 1996	Salary as on 1 July 1996	Salary position
Former Post Level 5 (New Post Level 4) (continues)				
C	13	91 947	106 941	10.3
		95 391	106 941	10.3
D-G	14-17	74 859	96 463	10.1
		78 171	102 702	10.2
		81 615	102 702	10.2
		85 058	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
		114 268	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 (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)
60604	Principal: Senior Deputy (T)
60703	Principal: Deputy (T)
60803	Principal (T3)

Rank Code	Rank Description for Peral purposes
80902	Lecturer (C)
80903	Head of Department (C)
81104	Head of Department: Senior (C)
80904	Rector: Vice (C)
80905	Rector (C5)
80906	Rector (C6)
81004	Rector (C4)
81005	Principal (T5)
80906	Rector (C6)
81021	Education therapist
81022	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

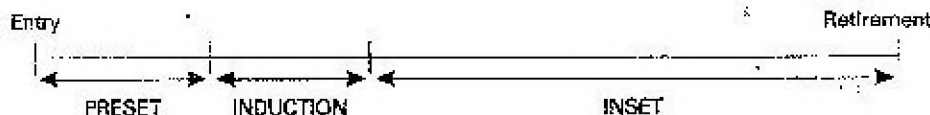
1.1 The following model for developmental appraisal has the following features:

- (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:

- peer
- union representative
- senior (HOD, Deputy Principal, Principal)
- 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 November 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 and 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 Apraisees for the 1st and 2nd phases of Cycle one • Constitution of panels and election Chairpersons • Apraisees complete Personal Details Form 	SDT Staff members Identified apraisees
Week 6-8	<ul style="list-style-type: none"> • Submission of educator portfolios to the Panel • Observation of educators in practice 	Apraisee 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 	Apraisee, Panel and SDT Apraisees 2 panel members Panel Apraisee Panel
Weeks 12-28	<ul style="list-style-type: none"> • Apraisee implements the Professional Growth Plan 	Apraisee
Weeks 28-32	<ul style="list-style-type: none"> • Apraisee fills in the discussion paper in preparation for the review • Panel works through the discussion paper • Appraisal Report is prepared 	Apraisee 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 - 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		
	Appraisee	Peer/HOD/DP/Prin.	Panel
1. CORE			
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			
2. OPTIONAL			
3. ADDITIONAL			
4. MOTIVATION FOR CHANGING CORE CRITERIA TO OPTIONAL CRITERIA			

Post Level One educator

Criteria	Definition	Expectation
1. 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 ethics.	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.

Post Level One educator (continues)

Criteria	Definition	Expectation
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.

Post Level One educator (continues)

Criteria	Definition	Expectation
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.
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.

3.2 Need identification and prioritisation form for Head of Department (HOD)

Criteria	Symbols A or B		
	Appraiser	Peer/DP/Prin.	Panel
1. CORE			
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			
3. ADDITIONAL			
MOTIVATION FOR CHANGING CORE CRITERIA TO OPTIONAL CRITERIA			

Head of Department

Criteria	Definition	Expectation
1. 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 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 ethics.	Demonstrates effective ability to encourage, guide and support learners. Self motivated to the extent that it influences other people positively. Notices drive, enthusiasm and tenacity. Encourages staff to achieve excellence in the classroom.

Head of Department (continues)

Criteria	Definition	Expectation
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.
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.

Head of Department (continues)

Criteria	Definition	Expectation
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. Extant 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.
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.

Head of Department (continues)

Criteria	Definition	Expectation
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 colleagues; 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 conflicts; 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		
	Appraiser	Peer/ Dept. Official	Panel
	- rating by appraiser, 2 identified appraisers and members of the panel - needs identification - prioritise the identified needs in the order of importance for the PGP		
1. CORE			
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			
2. OPTIONAL			
3. ADDITIONAL			

MOTIVATION FOR CHANGING CORE CRITERIA TO OPTIONAL CRITERIA

Deputy Principal/Principal

Criteria	Definition	Expectation
1. 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 ethics.	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.

Deputy Principal/Principal (continues)

Criteria	Definition	Expectation
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.

Deputy Principal/Principal (continues)

Criteria	Definition	Expectation
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 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 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.

Deputy Principal/Principal (continues)

Criteria	Definition	Expectation
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 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.

Deputy Principal/Principal (continues)

Criteria	Definition	Expectation
<p>1.16 Establishment and servicing of representative bodies</p>	<p>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 democratic practice.</p>	<p>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.</p>
<p>1.17 Servicing the governing body</p>	<p>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.</p>	<p>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.</p>
<p>1.18 Establishing and maintaining a learning environment</p>	<p>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.</p>	<p>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.</p>

Deputy Principal/Principal *(continues)*

Criteria	Definition	Expectation
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 and 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.

Deputy Principal/Principal (continues)

Criteria	Definition	Expectation
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.

3.4 Needs identification and prioritisation form for office-based educators

Criteria	Symbols A or B		
	Appraisee	Peer/Senior/Outside	Panel
	- 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			
1.1 Human Relations			
1.2 Leadership			
1.3 Communication			
1.4 Record keeping			
1.5 Strategic Planning and Transformation			
1.6 Financial Planning and Management			
1.7 Educational Management Development (EMD)			
1.8 Staff Development			
1.9 Policy assimilation, co-ordination and implementation			
1.10 Research and development			

2. OPTIONAL			
3. ADDITIONAL			

MOTIVATION FOR CHANGING CORE CRITERIA TO OPTIONAL CRITERIA

Office-based educators

Criteria	Definition	Expectation
1. 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 coordinated 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.

Office-based educators (continues)

Criteria	Definition	Expectation
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 and 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.

Office-based educators (continues)

Criteria	Definition	Expectation
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	
Personal 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)

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)

(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?

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?
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.....
6. Is there anything you need that could help you develop your job and become more effective?
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.....
7. Do you receive sufficient support from your colleagues/senior staff/principal/governing body/departmental officials?
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.....
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
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2. Identified Needs
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3. Strengths of the Educator
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4. Suggested Development Programme
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5. Suggested Provider of Developmental Programme
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.....

6. Dates for developmental programme delivery

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.....
.....

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:

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CHAPTER D

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, book-keeping, 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:

Level	Hostel enrolments			
	0-60	61-120	121-300	301 and more
1	12,5%	13,5%	14,5%	15,5%
2	12,5%	13,5%	14,5%	15,5%
3	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:

Function	Percentage reduction
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.

NOTE: A principal of a school who is responsible for the overall control of the hostels (level 1) may not also act as supervisor of a hostel (level 2) and be remunerated in terms of both provisions.

1.3 Acting Allowances

(a) General measures—

- (i) Educators employed on post level 6 and those on SMS do not qualify for the payment of acting allowances.
- (ii) An educator, complying with the minimum requirements in paragraph 2(2) of Chapter B, shall be appointed in writing by the employer to act.
- (iii) An educator may only be appointed to act in a post that is one post level higher than his/her current position.

- (iv) Within fourteen days of notification by the employer, a School Governing Body (SGB)/Council for Further Education and Training institution shall be requested to recommend to the employer the educator to be appointed to act in a higher post.
 - (v) In extraordinary circumstances, the employer may deviate from paragraphs (ii) and (iii) above (including instances where the Governing Body/Council for a Further Education and Training institution fails to make a recommendation).
 - (vi) The acting allowance that will apply is the difference between the acting person's current salary (without benefits) and the commencing notch of the higher post (without benefits) that applies to the position in which the person is acting. Where the acting person's current salary (without benefits) equals or exceeds the commencing notch of the higher post (without benefits) that applies to the position in which the person is acting, the acting allowance that will apply is a notch increase.
 - (vii) Where the acting is to be performed at an institution or office that is geographically removed from the person's current place of work, an applicable subsistence and travel allowance shall also be paid to him/her.
 - (viii) An educator who has been appointed to act in a certain post will be subject to all the responsibilities appropriate to the post for the period during which he/she is appointed.
- (b) Acting allowance for an educator acting in a higher vacant and funded post-
- (i) This measure is effective from 1 January 2002.
 - (ii) An acting allowance may only be paid if the educator is appointed to act for a period longer than six weeks, but limited to a maximum of twelve months.
 - (iii) Compensation shall be backdated to the date on which the educator commenced acting provided that the acting is six consecutive weeks or longer.
- (c) Acting allowance for an educator acting in a higher post where the permanent incumbent is absent-
- (i) This measure is effective from 1 April 2003.
 - (ii) An acting allowance will only be paid to an educator who acts if the period of appointment is longer than twelve (12) weeks, but limited to a maximum of twelve months in a post where the permanent incumbent is absent due to the following:
 - (aa) Maternity leave;
 - (bb) Sick leave;
 - (cc) Study leave;
 - (dd) Suspension; or
 - (ee) Secondment.
 - (iii) Compensation shall be backdated to the date on which the educator commenced acting provided that the acting is twelve (12) consecutive weeks or longer.

[Para. 1.3 inserted by GN 267 of 21 February 2003.]

2.4 Educators who perform educational supervisory duties at institutions for learners with behaviour problems or at special schools dealing with children committed in terms of the Child Care Act during institution closure periods that are outside of scheduled working time

- (a) For each day of at least seven hours that an educator performs duties in respect of the conducting of educational programmes or performing educational supervisory duties at an institution for learners with behaviour problems he or she shall be additionally remunerated at the rate of the educator's current annual salary, without benefits, divided by 365.
- (b) The additional remuneration shall only apply in respect of duties performed on days during an institution closure period that is outside of the scheduled timetable as determined by the Minister.
- (c) Days on which an educator is required to perform duties for a shorter period than seven hours, a *pro rata* portion of the amount calculated in terms of the formula in paragraph (a), shall be applicable. For this purpose the number of full hours that the educator was required to work must be taken into account.

[Para 2.4 added by GN 1400 of 19 December 2001.]

3 ACTING ALLOWANCES

[Paragraph 3 inserted by GN 1400 of 19 December 2001 and deleted by GN 267 of 21 February 2008.]

CHAPTER E

PUBLIC EXAMINATIONS

1 DUTIES PERFORMED IN RESPECT OF PUBLIC EXAMINATIONS

NOTE: The standard tariffs in terms of which the remuneration for the various categories of examination-related work are expressed, are three fixed amounts used to determine a suitable relation between the levels of remuneration for work done on the respective levels. The fact that a specific salary position has been used is of no significance. Any other salary could have been used to arrive at the same results by adjusting the other constant values. Similarly, the other constant values with which the standard tariffs are multiplied to calculate the actual tariffs for the work performed should not be seen as being of any significance, other than determining a suitable relation between the remuneration levels for the various categories of work.

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).

NOTE: This tariff, after the salary adjustments on 1 July 2008, is R123,65.

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.

NOTE: This tariff, after the salary adjustments on 1 July 2008, is R160,75.

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.

NOTE: This tariff, after the salary adjustments on 1 July 2008, is R185,45.

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*

$3 \times (\text{standard tariff}) \times (\text{duration of question paper in hours})$

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. In the case of an examination paper set at national level, at most the equivalent of four examiners may be compensated.

[Para (a) amended by GN 1400 of 19 December 2001.]

NOTE: These tariffs, after the salary adjustments on 1 July 2009, are as follows:

Level	1 Hour	1,5 Hours	2 Hours	2,5 Hours	3 Hours	4 Hours
1	R1 050,00	R1 575,00	R2 100,00	R2 625,00	R3 150,00	R4 200,00
2	R1 365,20	R2 047,80	R2 730,40	R3 413,00	R4 095,60	R5 460,80
3	R1 575,20	R2 362,80	R3 160,40	R3 938,00	R4 725,80	R6 300,80

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

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

NOTE: These tariffs, after the salary adjustments on 1 July 2009, are as follows:

Level	1 Hour	1,5 Hours	2 Hours	2,5 Hours	3 Hours	4 Hours
1	R236,25	R354,40	R472,50	R590,65	R708,75	R945,00
2	R307,15	R460,75	R614,35	R767,95	R921,50	R1 228,70
3	R354,40	R531,65	R708,85	R886,05	1 063,25	R1 417,70

- (c) Translation of question paper and accompanying memorandum
 $1,0 \times (\text{standard tariff}) \times (\text{duration of question paper in hours})$

NOTE: These tariffs, after the salary adjustments on 1 July 2009, are as follows:

Level	1 Hour	1,5 Hours	2 Hours	2,5 Hours	3 Hours	4 Hours
1	R131,25	R196,90	R262,50	R328,15	R393,75	R525,00
2	R170,65	R256,00	R341,30	R426,65	R511,95	R662,60
3	R196,90	R295,35	R393,80	R492,25	R590,70	R797,60

- (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:

Marker:	$0,6 \times (\text{standard tariff})$
Senior Marker:	$0,65 \times (\text{standard tariff})$
Deputy Chief Marker:	$0,7 \times (\text{standard tariff})$
Chief Marker:	$0,75 \times (\text{standard tariff})$

NOTE: These tariffs, after the salary adjustments on 1 July 2009, are as follows:

	Level I	Level II	Level III
Marker	R78,75	R102,40	R118,15
Snr Marker	R85,30	R110,90	R128,00
Dep Ch Marker	R91,90	R119,45	R137,85
Ch Marker	R98,45	R128,00	R147,70

- (e) *Duties performed as Internal Moderator (Including a person appointed to investigate examination irregularities and who is remunerated on an hourly basis):*

$0,75 \times (\text{standard tariff}) \text{ per hour}$

NOTE: These hourly tariffs, after the salary adjustments on 1 July 2009, are as follows:

Level I:	R98,45
Level II:	R128,00
Level III:	R147,70

(f) Remarking of examination scripts on appeal

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

NOTE: These hourly tariffs, after the salary adjustments on 1 July 2009, are as follows:

Level	1 Hour	1,5 Hours	2 Hours	2,5 Hours	3 Hours	4 Hours
1	R13,15	R19,70	R26,25	R32,80	R39,40	R52,50
2	R17,05	R25,60	R34,15	R42,65	R51,20	R68,25
3	R19,70	R29,55	R39,40	R49,25	R59,05	R78,75

(g) Practical and oral examinations

$0,6 \times (\text{standard tariff}) \times (\text{number of hours spent on examining})$ with a minimum remuneration per day based on 3 hours' examining.

NOTE: These hourly tariffs, after the salary adjustments on 1 July 2009, are as follows:

Level	Tariff per hour	Minimum remuneration per day
1	R78,75	R236,25
2	R102,40	R307,20
3	R118,15	R354,45

(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.

$0,9 \times (\text{standard tariff for level D})$ for the invigilator per examination session irrespective of the duration,
and

$0,6 \times (\text{standard tariff for level D})$ for the assistant invigilator per examination session irrespective of the duration.

NOTE: These tariffs are applicable from 1 July 2009:

Invigilator R118,15 per session
Assistant invigilator R78,75 per session

(i) Duties performed as:

Marking centre manager:

0,75 × (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.

NOTE: R128,00 per hour after 1 July 2009.

Deputy marking centre manager:

0,5 × (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.

NOTE: R85,35 per hour after 1 July 2009.

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 × (standard tariff for level II) per script.

NOTE: R0,85 per script after 1 July 2009.

- (i) Duties performed as an *Examination assistant*:
0,2 × (standard tariff for level II) per hour.

NOTE: R34,15 per hour after 1 July 2009.

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.

NOTE: R1,71 per km after 1 July 2009.

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.

NOTE: R85,35 per day after 1 July 2009.

(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.

NOTE: R136,50 per day after 1 July 2009.

(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.

NOTE: R51,20 per day after 1 July 2009.

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 or other curriculum-related experience within the last 5 years at the appropriate level.

[Para (ii) amended by GN 1400 of 19 December 2001.]

(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

NOTE: The State has a discretion whether or not to make funds available for the payment of these awards. It appears as if financial constraints have effectively put an end to the payment of these department-specific awards.

1.1 Purpose

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

1.2 Scope of application

All CS educators on post levels 1 to 6 are eligible for a department-specific award. The award to CS 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 a CS educator.

- (b) The advisory committee is designated by the head of education or by his/her delegate and must include at least two members of the management corps.

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 a CS educator may not, in total, exceed 25% of the pensionable salary notch of the CS educator concerned on 1 April of the relevant financial year.
- (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 CS educator who, because of rationalisation, has been retrenched by the department in which he/she is appointed, before reaching retirement age:

- (a) Payment of pension benefits in terms of the regulations of the pension fund of which the CS educator is a member.
- (b) Payment of the leave credit due to the CS educator, calculated on the basis applicable to retirement on reaching the prescribed age.
- (c) Payment of a service bonus on a *pro rata* basis.
- (d) Continued payment of the monthly house owners allowance for a maximum period of six months after termination of service. Those CS educators who received this benefit and who are re-employed by any government department within the six 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 CS educator who will not have medical aid cover after termination of service, an amount equal to the rand value of government's

- contribution to the applicable medical aid scheme if the person had remained a member of the scheme, for a period not exceeding six months.
- (g) The cancellation of any service commitments that the CS educator may have on termination of service.
 - (h) In cases where the CS educator enjoys the benefit of a motor vehicle scheme, the rules of the scheme must be applied.
 - (i) Application of the rules in respect of resettlement costs.

CHAPTER 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, 1998, (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

NOTE: See resolution on full-time shop stewards in chapter 5.

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.e. 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 - 3 000	0
3 001 - 5 000	1
5 001 - 8 000	2
8 001 - 12 000	3
12 001 - 17 000	4
17 001 upwards	An additional 1 member for every 6 000 above 17 000 to a maximum of 7 additional members

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)(i) and (ii) 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.

CHAPTER J

LEAVE MEASURES

[Chapter J inserted by GN 1400 of 19 December 2001, as corrected by GN 73 of 25 January 2002.]

DEFINITIONS

- 'education institution'** is a public school, further education and training institution or adult basic education centre as defined in the Employment of Educators Act or any other institution that provides specialised tuition and where learning activities are discontinued during institution closure periods.
- 'institution closure period'** is the scheduled period that education institutions close at the end of each term and during which period teacher and learning activities are discontinued.
- 'institution-based educator'** means an educator who is employed at an education institution and whose normal duties are discontinued during institution closure periods.
- 'office-based educator'** means an educator who is not an institution-based educator.

NOTE: All educators are covered under the definitions of institution-based and office-based educators. An educator will therefore be regarded as either an institution-based or an office-based educator, depending whether or not he/she complies with the definition of an institution-based educator. This will determine what such a person's leave provisions are. It needs to be noted that office-based educators with so-called inspecting or subject advisory duties have the same leave provisions as other office-based educators. Previously, these educators had a different dispensation in terms of regulation 39, which has now been repealed and replaced by these measures.

- 'scheduled working time'** in respect of institution-based educators means --
- (i) all the time during a school-college term, both during and outside the formal school/college day, that institution-based educators must perform duties in terms of the measures in Chapter A; and
 - (ii) days during an institution closure period that have been scheduled by the Minister, in accordance with the National Education Policy Act 27 of

1996, for these educators to report for administrative duties or by the head of a provincial department for these educators to report for in-service training in terms of paragraph 3.2 of Chapter A of these measures.

1 ANNUAL LEAVE: GENERAL MEASURES

- 1.1. Educators are entitled to annual leave with full pay during each leave cycle of 12 months, commencing on 01 January of each year.
- 1.2. An educator retains all her or his leave credit when she or he is transferred within a department or between State departments without a break in service.
- 1.3. Unless indicated otherwise in these measures, days of leave granted in respect of any category of leave, other than annual leave, shall not be deducted from an educator's leave provision in respect of annual leave.
- 1.4. An educator shall not be considered to be on leave if she or he:
 - (a) must appear as a witness –
 - (i) in any court;
 - (ii) in misconduct proceedings or in a misconduct investigation in terms of any law;
 - (iii) at inquest proceedings; or
 - (iv) before a commission or committee appointed by the State or before any committee or institution instituted by or in terms of any Act;
 - (b) appears as defendant or co-defendant in civil proceedings arising from his or her official duties and in which the State or any statutory body or institution has a direct interest;
 - (c) is taken into custody or must appear in any court on a criminal charge and the offence he or she is charged with is withdrawn or if he or she is acquitted of such offence; or
 - (d) Attends or participates in a training programme required by the employer or the professional body with whom s/he is required to register in order to remain registered or with the approval of the employer attends or participates in a training programme or other activity that is in the employer's interest.

NOTE: Attendance of training programmes required by a registration body will not be regarded as leave only to the extent that the training is actually required for registration or for the person to remain registered. Additional training beyond what is required for this purpose is not covered under this definition and must be covered under a leave provision.

2 ANNUAL LEAVE ENTITLEMENT OF INSTITUTION-BASED EDUCATORS

- 2.1. An institution-based educator will be regarded as being on annual leave during institution closure periods that are outside of scheduled working time.

provided that the measures regarding the workload, duties and responsibilities of educators may require such an educator to perform some of his or her normal duties, such as preparation for the new school term or the marking of internal examination scripts, during such periods. However, such an educator will not be required to report at any work place to perform any of these duties.

- 2.2 If, after sufficient notice, an institution-based educator is required by the employer to report for official duty during an institution closure period outside the scheduled working time, s/he will be remunerated additionally for the performance of such duties in terms of the applicable measures in Chapter D or E. Such remuneration will not apply in respect of the voluntary performance of duties by an educator during an institution closure period.

NOTE: Only where an educator is officially appointed to perform any of the categories of duty that are provided in Chapters D and E and for which additional remuneration is provided, such a person will be entitled to such additional remuneration. A teacher who agrees to take learners on an educational or sports tour will normally do it voluntarily and will therefore not qualify for overtime remuneration. Administrative (eg making of a school time-table) and other duties (eg marking of athletic track) that teachers often have to perform during school holidays should as far as possible be restricted to days that have been scheduled for this purpose.

- 2.3 Save for leave accrued in terms of paragraph 5.1, an institution-based educator does not accrue any leave credit for purposes of payments, for carry over to a next leave cycle, or for extending other forms of leave.

3 ANNUAL LEAVE ENTITLEMENTS AND MEASURES IN RESPECT OF OFFICE-BASED EDUCATORS

- 3.1 The main purpose of annual leave is to provide periods of rest to an office-based educator but, subject to these measures, may also be used to extend periods of other categories of leave as provided in these measures.
- 3.2 An application for annual leave may not be unreasonably refused, taking into consideration service delivery requirements.
- 3.3 The full year leave entitlement of an office-based educator is –
- 3.3.1 22 working days in respect of an educator with less than 10 years service;
 - 3.3.2 26 working days in respect of an educator with 10 or more years of service; and
 - 3.3.3 28 working days in respect of an educator appointed prior to 1 July 1966.
- 3.4 An educator who is appointed after the commencement of an annual leave cycle or whose service is terminated during a leave cycle shall, in respect of such cycle, be entitled to annual leave calculated as one-twelfth of the full year entitlement for each completed month of service.

- 3.5 Temporary educators appointed for a fixed period shall be granted annual leave that is proportional to their term of employment at a rate of one-twelfth of their full year entitlement per month of service.
- 3.6 Educators appointed in a part-time or shared capacity shall be granted annual leave that is proportional to their appointment.
- 3.7 For each 15 consecutive days' leave taken without pay, the educator's annual leave entitlement is reduced by one-twelfth.
- 3.8 For the purpose of granting annual leave, working days mean Monday to Friday, excluding public holidays.
- 3.9 At least 10 working days must be taken as leave days during the annual leave cycle.
- 3.10 All leave not taken during a leave cycle must be taken no later than 6 months after the expiry of the relevant leave cycle, whereafter, unused leave credits shall be forfeited.
- 3.11 An employing department must inform office-based educators at the end of each annual leave cycle of the number of leave days that the educator has to his or her credit.
- 3.12 If due to the employer's service delivery requirements an office-based educator's application for leave is denied by the employer and not rescheduled, such leave must, upon request, in terms of paragraph 4, be paid out to the educator at the end of the 6 months' period referred to in sub-paragraph 3.10 above. An educator's request for payment of unused leave credits must be:
- 3.12.1 in writing;
- 3.12.2 accompanied by written proof of refusal of leave by the employer or of instruction to report for duty as the case may be; and
- 3.12.3 lodged by no later than the end of the relevant 6 months' period.
- 3.13 Heads of Department shall, at the end of the relevant 18 months' period, report to the relevant legislature on the number of educators denied annual leave, reasons for such denial and the amount paid in this regard.

4 PAYOUT OF UNUSED LEAVE CREDIT

- 4.1 Office-based educators shall be paid the cash value in respect of unused leave credit upon termination of service and in terms of subparagraph 3.12 above. Other than in cases of termination of service referred to in sub-paragraph 5.2, the payment will be limited to a maximum of 22 working days.
- 4.2 Payment of annual leave credits shall be calculated using the educator's basic salary (with the exclusion of benefits).
- 4.3 When an office-based educator's employment is terminated for any reason other than a reason referred to in paragraph 5.2 and at the expiry of the 6 months period mentioned in paragraph 3.10 above, leave payouts shall be computed in terms of the following formula:

$$\frac{\{(A-B) + (C-D)\} \times E}{261}$$

261

Where:

- A = Educator's pro rata leave entitlement in respect of the previous leave cycle
 B = Leave taken in the previous leave cycle
 C = Pro rata leave entitlement in the current leave cycle

- D = Leave taken in the current leave cycle
 E = Educator's annual basic or pensionable salary as at the last day of duty or at the end of the 6 months period mentioned in 3.10 above, whichever is applicable.

Note: (a) If an educator has been in service for the full leave cycle, his or her pro rata leave entitlement will be equal to the full year entitlement.
 (b) After 30 June, $A - B = 0$.

5 ANNUAL LEAVE ACCRUED PRIOR TO 1 JULY 2000 AND DURING THE PERIOD 1 JULY 2000 TO 31 DECEMBER 2001

- 5.1 Educators shall retain all audited leave credits accrued prior to 1 July 2000. The number of accrued leave days prior to 1 July 2000 shall be converted to working days by multiplying such accrued leave days by 5, divided by 7. During the periods 1 July 2000 to 31 December 2000 and 1 January 2001 to 31 December 2001 all institution-based educators accrued 5 and 10 working days leave respectively or a pro rata number of such days calculated in accordance with paragraph 3.4. Any of these days that were not granted to such an educator since 1 July 2000 shall be added to the number of leave days accrued prior to 1 July 2000.
- 5.2 The payouts in respect of such leave credits shall be made in the event of:
 5.2.1 Death;
 5.2.2 Retirement, including early retirement; or
 5.2.3 Medical boarding.
- 5.3 The leave payout of leave credits in respect of an educator whose service is terminated in terms of 5.2 above is calculated as follows:

$$\frac{\{(A - B) + (C - D) + F\} \times E}{261}$$

Where

- A = Educator's pro rata leave entitlement in respect of the previous leave cycle
 B = Leave taken in the previous leave cycle
 C = Pro rata leave entitlement in the current leave cycle
 D = Leave taken in the current leave cycle
 E = Educator's annual basic or pensionable salary as at the last day of duty
 F = Accrued leave credits in terms of sub-paragraph 4.1 above less all leave taken from these accrued leave credits since 1 July 2000.

- Note: (a) If an educator has been in service for the full leave cycle, his or her pro rata leave entitlement will be equal to the full year entitlement.
- (b) After 30 June, $A - B = 0$.
- (c) The sum total of $A - B$ and $C - D$ may not exceed 22 days.

- 5.4 The Head of Department shall determine whether there are periods which are unaudited and in such instances, the educator's leave payout shall be paid on the basis of 6 days per completed year of service up to a maximum of 100 days in respect of the unaudited leave period. The formula in calculating the payout in respect of these days shall be as per sub-paragraph 4.3 above.
- 5.5 The Head of Department shall determine procedures and measures in keeping with service delivery needs, on how educators will be allowed to utilise their leave credits accrued prior to the applicable dates referred to in paragraph 5.1 above over and above the normal vacation entitlements.

6 NOMINATION OF BENEFICIARIES AND LEAVE PAYOUTS

- 6.1 An educator may, if he or she so desires, designate one or more beneficiaries to whom their leave credits may be paid in the event of their death.
- 6.2 If an educator dies and has not nominated a beneficiary, the leave credits may be paid:
- 6.2.1 In full to the spouse/life partner of that educator; or
- 6.2.2 If there is no spouse/life partner, in equal shares for the benefit of minor and other children (including legally adopted children) of the deceased who, at the time of her or his death, were fully dependant on the educator; or
- 6.2.3 If there are no children, to the educator's estate.

7 ANNUAL LEAVE WITH FULL PAY GRANTED IN EXCESS

- 7.1 An educator may not be granted annual leave with full pay in excess of that which the educator has to his or her credit, including leave credit in terms of paragraph 5.1 above.
- 7.2 If due to a bona fide error, an educator has been granted annual leave with full pay in excess of that which stood to her or his credit at that time, such excess grant must be deducted from the subsequent leave cycle.
- 7.3 If an educator who has been granted excess annual leave with full pay exits the service of the State, such leave granted in excess of what stood to the educator's credit on such last day of duty must be regarded as an overpayment that must be recovered from her or him.

8 NORMAL SICK LEAVE

- 8.1 Educators are entitled to 36 working days sick leave with full pay over a three-year cycle. Unused sick leave shall lapse at the expiry of the three-year cycle.

- 8.2 If an educator is unable to report for duty due to sudden illness, she or he must immediately notify his/her immediate supervisor of her or his inability to report for duty.
- 8.3 Educators who apply for three or more sick leave days must submit a certificate from a registered and recognised medical practitioner as defined by the Health Professionals' Council of South Africa, citing the reason for and duration of absence.
- 8.4 In instances where a pattern in the utilisation of sick leave has been established, a certificate may be required for absences of less than three working days. Notwithstanding the submission of a certificate, the employer may, on the grounds of further medical advice, refuse to grant sick leave for any absence from duty to which the certificate relates, and the absence shall be considered as leave without pay.
- 8.5 For every 15 consecutive days' leave taken without pay, an educator's sick leave entitlement shall be reduced by 1/36th per sick leave cycle.
- 8.6 If an educator falls ill whilst on annual leave with full pay, such leave may be converted to sick leave provided that a certificate from a registered medical practitioner is submitted within 30 days to substantiate the indisposition.
- 8.7 Vacation leave without pay may not be converted into sick leave.

9 TEMPORARY INCAPACITY LEAVE

- 9.1 An educator who has exhausted her or his sick leave credit in a three-year cycle and who, according to the relevant medical practitioner, requires to be absent due to incapacity that is not permanent may be granted additional sick leave with full pay.
- 9.2 Such a condition must have been certified in advance by the attending medical practitioner as a temporary incapacity except where conditions do not permit.
- 9.3 The Head of Department may require the educator to obtain a second opinion before granting approval for additional sick leave. Expenditure in this regard will be met from the departmental budget.
- 9.4 The Head of Department may grant a maximum of 30 consecutive working days leave with full pay during which period an investigation must be conducted into the nature and extent of the incapacity. The investigation shall be conducted in accordance with Item 10(1) of Schedule 8 of the Labour Relations Act, 1995.
- 9.5 On the basis of medical evidence, the Head of Department may approve the granting of additional sick leave days on conditions that she or he shall determine.
- 9.6 If the educator is of the view that she or he has been unfairly treated as regards the granting of additional sick leave, she/he has the right to follow the grievance procedure and the relevant dispute resolution procedures in order to settle the matter.

10 PERMANENT INCAPACITY

- 10.1 Educators whose degree of incapacity has been certified by a competent medical practitioner as permanent shall, with the approval of the Head of Department, be granted a maximum of 30 working days paid sick leave, or

such additional number of days required by the employer to finalise processes mentioned below.

- 10.2 The employer shall, within 30 working days, ascertain the feasibility of:
- 10.2.1 Alternative employment; or
 - 10.2.2 Adapting duties or work circumstances to accommodate the educator.
- 10.3 An educator, whose degree of incapacity has been certified as permanent but who can still render a service, may, in terms of the applicable measures, be redeployed horizontally with retention of her or his benefits.
- 10.4 If the redeployment necessitates reallocation to a job of a lower grading, such action should be explained well in advance and the continued utilisation of such an educator should, in this regard, be with her or his consent.
- 10.5 In instances where the educator's redeployment entail retraining, the employer shall take requisite resources (time and financial) and potential returns into consideration before approving redeployment.
- 10.6 The redeployment of an educator's services should ensure the optimal utilisation of her or his competencies and should not compromise service delivery.
- 10.7 If the employer or the educator is convinced that the educator will never be able to render an effective service at her or his level or rank, the educator may proceed with an application for termination of service due to ill health.

11 LEAVE FOR OCCUPATIONAL INJURIES AND DISEASES

- 11.1 Educators who, as a result of their work, suffer occupational injuries or contract occupational diseases, shall be granted occupational and disease leave for the duration of the period they cannot work.
- 11.2 If an educator suffers a work-related injury as a result of an accident involving a third party, the Head of Department shall grant her or him occupational injury leave provided that the educator:
- 11.2.1 Brings a claim for compensation against the third party.
 - 11.2.2 Undertakes to use compensation (in terms of the Compensation for Occupational Injuries and Diseases Act of 1993) received to recompense as far as possible for the employer's contribution to the cost arising from the accident.
- 11.3 The Head of Department shall take reasonable steps to assist an educator to claim compensation according to sub-paragraph 11.2 above.

12 SPECIAL LEAVE FOR QUARANTINE PURPOSES

- 12.1 Special leave with full pay may be granted to an educator who has been exposed to a medical condition that requires such person to be placed under quarantine.
- 12.2 Application for such leave must be accompanied by a certificate from a medical practitioner stating the period of quarantine as well as the reasons necessitating such leave.

13 MATERNITY LEAVE

- 13.1 An educator is entitled to 4 consecutive months' maternity leave on full pay to commence at least 14 days prior to the expected date of birth but not later than the actual date of birth in a case of a premature confinement.

NOTE: Unless the leave is interrupted in terms of paragraph 13.5, the period of paid maternity leave extends until the day, four months later, that numerically precedes the date on which the leave period commenced or the first working day thereafter if such a day is not a working day. No other form of leave or institution-closure period that falls within this period will alter the date on which the period ends.

- 13.2 Maternity leave may be extended upon application by one or more of the following:
- 13.2.1 the granting of sick leave as a result of a medical complication;
 - 13.2.2 the granting of up to 184 consecutive days unpaid leave; and
 - 13.2.3 the granting of annual leave, including leave accrued in terms of paragraph 5.1, if applicable.
- 13.3 An Educator who experiences a miscarriage, still birth or termination of the pregnancy after starting paid maternity leave, shall be eligible for six consecutive weeks paid maternity leave, whereafter sub-paragraph 13.2.1 shall apply in the event of a medical complication.
- 13.4 For at least six weeks after the birth, no educator may commence with normal official duty unless the attending practitioner certifies that the educator is fit to do so.
- 13.5 Where it is practically feasible and subject to paragraph 13.4, an employer may allow an educator to interrupt her maternity leave by letting her return to work temporarily if the baby is hospitalised for a period longer than a month during the maternity leave due to premature birth or illness.

14 ADOPTION LEAVE

- 14.1 An educator who adopts a child that is younger than two years, qualifies for adoption leave to a maximum of 45 working days whereafter sub-paragraphs 13.2.2 and 13.2.3 shall apply.
- 14.2 If both spouses or life partners are employed in the Public Service, both partners qualify for adoption leave provided that the combined leave taken does not exceed 45 working days.

15 FAMILY RESPONSIBILITY LEAVE AND SPECIAL LEAVE FOR URGENT PRIVATE AFFAIRS

- 15.1 An educator shall be granted 3 working days leave per annual leave cycle if:
- 15.1.1 the educator's spouse or life partner gives birth; or
 - 15.1.2 the educator's child, spouse or life partner is sick.
- 15.2 An educator shall be granted 5 working days leave per annual leave cycle if:
- 15.2.1 the educator's child, spouse or life partner dies; or

- 15.2.2 the educator's immediate family member dies.
- 15.3 An institution-based educator may, during a scheduled working period, be granted special leave to attend to an urgent private matter, the nature of which is such that it warrants such an educator's absence from work.
- [Para 15.3 amended by GN 244 of 1 March 2002.]
- 15.4 The number of leave days taken in terms of sub-paragraphs 15.1 and 15.2 shall, in respect of an office-based educator, not exceed five working days in an annual leave cycle.
- 15.5 The number of leave days taken in terms of sub-paragraphs 15.1 to 15.3 shall, in respect of an institution-based educator, not exceed 12 working days in an annual leave cycle.
- 15.6 An educator who has used all his or her leave in respect of subparagraphs 15.1 to 15.3 may apply to:
- 15.6.1 Use available annual leave, including leave accrued in terms of paragraph 5.1; or
- 15.6.2 Use up to 184 calendar days of unpaid leave.

16 SPECIAL LEAVE FOR PROFESSIONAL AND PERSONAL DEVELOPMENT AND FOR RELIGIOUS OBSERVANCES

- 16.1 Special leave with full pay may be granted to an institution-based educator
- (a) to engage in activities aimed at his or her professional development;
- (b) to engage in activities aimed at his or her personal development where such personal development is also in the interest of the employer; or
- (c) for a religious observance.
- 16.2 The total number of leave days granted to an institution-based educator in terms of paragraph 16.1 may not exceed 3 working days per annual leave cycle.

NOTE: The reason why this provision is made only for institution-based educators is that office-based educators may use their normal annual leave provision for this purpose. Institution-based educators do not have annual leave that may be used during scheduled working time.

17 SPECIAL LEAVE FOR STUDY PURPOSES

- 17.1 Special leave may be granted to an educator for an approved course of study and for a period approved by the employer, on conditions as approved by the employer, including leave with full or partial pay or without pay.
- 17.2 If special leave with full or partial pay for study purposes is granted to an educator in terms of sub-paragraph 17.1 the employer may call for periodic progress reports in respect of the educator's studies and such educator shall enter into an agreement with the employer in a form approved by the employer in terms of which he or she undertakes to serve the employer immediately after completion of the period of special leave for study purposes for a period (hereinafter referred to as the service period) equal to at least the period for which special leave for study purposes on full pay has

been granted to him or her, or for a service period proportional to the person's pay during the period of special leave for study purposes, as the case may be.

18 SPECIAL LEAVE FOR EXAMINATION PURPOSES

An educator may be granted special leave for examination purposes with full pay for each day on which such educator sits as a candidate for an examination approved for this purpose by the employer plus one additional day of special leave for study purposes for each such day of examination which may be taken on the working days immediately prior to the days of examination.

19 SPECIAL LEAVE FOR PARTICIPATING IN SPORTING, CULTURAL AND OTHER EVENTS

Special leave for a period and on conditions approved by the head of a department, in terms of policy of such department, may be granted to an educator for participating in sports, cultural, local council and other relevant activities. Participation for which leave may be granted may include representation of the country, province or other comparable level as an actual participant, referee, adjudicator, course or group leader, or for participating in or attending a relevant conference, meeting or other event approved for this purpose by the employer.

20 SPECIAL LEAVE IN EXTRAORDINARY CIRCUMSTANCES

- 20.1 Subject to section 14 of the Act and notwithstanding any disciplinary measures that may apply, unauthorised absence by an educator shall be regarded as special leave in extraordinary circumstances and shall be without pay unless the employer in a specific case determines otherwise.
- 20.2 If, in the opinion of the employer, circumstances justify it, it may grant or place an educator on special leave in extraordinary circumstances for any reasonable purpose and for any reasonable period, and such leave shall be without pay unless the employer determines otherwise.

21 UNPAID LEAVE

- 21.1 If an educator has utilised all her or his accrued annual leave, the Head of Department may grant her or him unpaid leave up to a maximum of 184 consecutive days.
- 21.2 Absences from work due to arrest, imprisonment or appearance in court on a criminal charge that leads to a conviction must be recorded as unpaid leave.

22 UNPAID LEAVE FOR CONTINUITY OF SERVICE

- 22.1 Unpaid leave for a maximum of 120 consecutive days may be granted to an institution-based educator who was previously employed as an institution-based educator by the same or another education department for the purpose of retaining the continuity of the educator's service.

- 22.2 The unpaid leave shall commence on the day immediately following the date on which the educator last received salary from his or her previous employer and shall expire on the day preceding the date of assumption of duty with the present employer.
- 22.3 The limitation of 120 days referred to in sub-paragraph 22.1 shall not apply to an educator in cases where the period concerned extends from the day immediately following the last day of a term to the day immediately preceding the first day of the term after a full term has elapsed.
- 22.4 Where unpaid leave for continuity of service has been granted to an educator, the service of the educator is regarded as continuous for all purposes of determining his or her period of service.

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.....

WITNESSES:

- 1.
- 2.

Signature of Educator

