

The *New* Negotiator

NEW YEAR'S EDITION



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THE YEAR IN REVIEW **Highlights of 2010 – By Cindy Foca**



A bargaining meeting in session at the ELRC

As we usher in the New Year, it is essential that we reflect on the achievements and challenges of yesteryear.

The ELRC concluded a number of significant agreements, chief among these were Collective Agreement No. 1 of 2010 for the FETC sector, *“Establishing parity of salaries of lecturing staff and office-based lecturers employed in the public further education and training colleges with salaries of educators in public basic education.”* The agreement establishes parity between the salaries of lecturing staff and office-based lecturers employed at public Further Education and Training Colleges (FETC), with those of educators employed in public basic education.

The implementation of the agreement was closely monitored in the latter part of 2010 through the training of the Colleges Human Resource Departments and provincial education departments on the business rules of the

collective agreement. Eight provinces have already implemented the process.

Collective Agreement No. 1 of 2010 represents the tireless efforts of all parties in the FETC Bargaining Unit to address inequalities in the sector, and forms part of a two-tier plan to address the conditions of service for lecturers in the FETC sector.

During 2010, parties to the FETC Bargaining Unit also adopted the principle of extending PSCBC Resolution 4 of 2010 (7,5% increase and the R800 housing allowance) to the FETC Sector, including support staff.

An FETC Task Team was also commissioned to analyse and evaluate policy guidelines in relation to the basic conditions of service for the marking of exam scripts in relation to the following issues:

- Centralisation of Marking Centres
- Expenses incurred by the Markers
- Markers working outside of their official working hours
- Internal/External Examinations

The pertinent issues on the agenda of the Bargaining Unit are matters relating to the conditions of service of the FET College lecturers. It is envisaged that these matters will be concluded by the end of March 2011.

Basic education bargaining also recorded significant strides towards improving the quality of education. The conclusion of the work related to the Teacher Development Summit is just one of the milestones that parties to Council have reached. This emanated from Collective agreement No. 2 of 2010 *“Implementation of paragraph 3.2 (appraisal and evaluation) on the*

Teacher Development Summit Declaration of July 2009. In giving effect to paragraph 3.2 of the TD Summit Declaration, this agreement paved the way for the processes of delinking teacher appraisal for purposes of development from appraisal for remuneration and salary progression purposes. To this end, parties to Council are currently working on the proposed "Teacher Performance Appraisal instrument".

A significant achievement for the year under review was the commissioning of research by Council on the investigation of the appropriateness of the current salary structure in public education and development of a proposed model for possible implementation. It is envisaged that the report on this research will assist parties in Council, as currently the major question from stakeholders revolves around the entry salary for educators and how the profession could enhance its capacity through a salary structure, which would be deemed appropriate for the profession.

Activities of basic education bargaining unit continues to be on convening of Task team meetings with a view of expediting the conclusion of the work to be done on the implementation of Collective Agreement no 2 and 4 of 2009. Currently serving on the agenda of these task teams and Council are:

Anomalies and Backlog Task Team

EMS Task Team

Amendments to Tariffs & Other Conditions of Service Regarding Persons who Perform Duties in Respect of Public Examinations Task Team

Job Evaluation Task Team

Teaching and Learning Specialists and Senior Teaching and Learning Specialist Task Team

PAM Task Team

Teacher Appraisal Task Team

1.1 QUALITY LEARNING AND TEACHING CAMPAIGN



The Quality Learning and Teaching Campaign (QLTC) has made a number of significant strides since its launch on 9 October 2008 and will continue to make valuable contributions towards the improvement of public education in South Africa in 2011.

The QLTC has committed itself to the following objectives for 2011:

The national, provincial and districts QLTC teams will visit provinces, districts and schools to determine the level of readiness for the 2011 academic year from 12 January to 28 January 2011.

The QLTC team plans to diagnose and record factors posing challenges to the 2011 academic year from 12 January to 28 January 2011.

The QLTC team aims to promote crime free school environments.

The QLTC team aims to conduct seminars on ways to create human solidarity between department officials, teachers, learners, SGBs, parents, civil society, other government departments and the business sector.

The QLTC team aims to collate data and diagnose the academic challenges of vulnerable learners and marginalised languages. This process will start in January 2011 and will continue throughout the year.

The QLTC team aims to promote department programmes that encourage learners to be committed to learning and improving their performance, the target group being learners on drugs, orphans, child-headed homes, etc.

The QLTC team will meet with the Nelson Mandela Foundation and initiate activities jointly with other NGO's between June and July 2011.

The QLTC team aims to convene Round-table discussions on the challenges around the implementation of the non-negotiables.

The Plan sets three broad outcomes to be achieved over time in order to strengthen teacher development in the country:

A system that reliably allows teachers to identify their own development needs and to access opportunities to address these needs

A strengthened higher education context that is able to provide teachers in sufficient quantities and of sufficient quality to address the needs of the country; and Structures that will allow for continued collaboration in planning, implementing and monitoring teacher development processes.

The Plan places teachers, including school leaders and subject advisors, firmly at the centre of all efforts to improve teacher development and allows teachers to take substantial responsibility for their own development with the support of the Department of Basic Education (DBE) and the Provincial Education Departments (PEDs), the Department of Higher Education and Training (DHET), teacher unions, the South African Council for Educators (SACE) and the Education, Training and Development Practitioners Sector Education and Training Authority (ETDP-SETA).

The approved National Plan for Teacher Development will be launched at the end of February 2011.

1.2 TEACHER DEVELOPMENT



The national Teacher Development Summit of 2009 was a unique event in the teacher development landscape and was marked by collaborative effort and joint commitment from all stakeholders in education to the establishment of a Teacher Development system that is responsive to teacher needs.

The Summit resulted in a Declaration, which called for the development of a new, strengthened, integrated Plan for teacher development in South Africa. The Plan is aligned with policies and processes in the broader teacher education and development context, and in particular with the Department of Basic Education's *Schooling 2025* Action Plan and *Strategic Plan 2010-2013*, and the Department of Higher Education and Training's *Strategic Plan 2010-2015*. It addresses the imperatives that were highlighted in the Teacher Development Summit Declaration.

1.3 TEACHER LAPTOP INITIATIVE



The Teacher Laptop Initiative (TLI), which was launched on 15th July 2010, addresses South Africa's need for a quality education system and forms part of the plan by the DBE and other stakeholders in education to improve the overall

quality of education by making resources available to learners and educators in the public education sector. The rollout launch on the 15th July 2010 at Lotus Gardens Primary School in Pretoria had a key focus on training and development, particularly ICT, computer literacy and pedagogy. The programme for the launch included brief demonstrations on connectivity (Email and Internet) to illustrate the different ways that ICT can be incorporated in the classroom. Teachers were also able to view the wide range of products available to them.

In addition to the national rollout launch, the ELRC also facilitated provincial launches in support of the Provincial Education Departments and the combined teacher unions. All the provincial launches were attended by the MEC and HOD of Education in the provinces, teacher trade union leaders and teachers in the provinces.

Provincial launches:

KwaZulu-Natal's rollout launch took place on the 26th July 2010 at Adams College in Amazintoti

Mpumalanga's rollout launch was held on 2nd October 2010 at Sitintile High School in Nelspruit

Gauteng's rollout launch took place on 26th October 2010

Limpopo's rollout launch took place on 14th October 2010

Western Cape's launch was held on the 30th October 2010

Provincial launches for North West and the Free State are also scheduled for 2011.

All the relevant information regarding the TLI and the different options offered to teachers is available on the TLI website at: www.teacher-laptop.co.za. A frequently asked questions page can also be accessed on the website to answer questions that teachers might have.

NORTH WEST TRAINING FOR PROVINCIAL NEGOTIATORS

By Frederick Moloisi



The ELRC North West Provincial office held its first workshop for negotiators from the 19th to 20th May 2010 in Rustenburg. Negotiators from all parties to the chamber were present. Attendance was mainly according to the vote weights per Combined trade union and all CTU's were well represented including the employer (NW DoE).

The facilitator of the workshop was Professor Manie Spoelstra, who is also the Director of the International Negotiations Academy, the company that was contracted to render the training in all the provinces. The first workshop was mainly an **INTENSIVE NEGOTIATIONS PROGRAM** that was geared towards moving from conflict to compromise.

In this first training workshop, negotiators were shown various strategies of negotiating with the aim of reaching compromise rather than having conflicts as different parties in the chamber. In the three days that the training lasted, negotiators were taken through the following topics:

- a. Basic Negotiation Principles
- b. Verbal and non – verbal Communication
- c. How to negotiate for gain and avoid loss
- d. How to establish common grounds during negotiations
- e. Positive persuasion techniques; and
- f. Changing opinions and behaviour.

The second provincial training workshop was held on the 18th and 19th October 2010 with Professor Manie Spoelstra as the facilitator. This second training was called the **ADVANCED NEGOTIATION SKILLS PROGRAM**. The main topics tackled in this workshop were as follows:

- a. Advanced preparations for negotiations
- b. Framing and decision making
- c. Common interests negotiations
- d. The mutual gain approach in negotiations
- e. Windows of power
- f. Complex dispute resolution; and
- g. Dealing with multiparty cases.

Negotiators were trained on how to ensure that provincial chambers run smoothly during negotiations, and negotiators were taught that people should not negotiate from a position but from interest. The win-win situation should always be encouraged and be the desired outcome in every negotiation.

The training assisted all the negotiators, as it was evident in the last two chamber meetings where parties were applying the tactics emanating from the two trainings. In deed one is looking forward to the manner in which parties would approach negotiations in the chamber as from 2011 going forward. One is labouring under the impression that parties would continue to make use of strategies gained in the trainings to enhance debates and negotiations in the chamber.

BARRIERS TO QUALITY EDUCATION

By Bernice Davids

Despite the positive strides made in education, the latter part of 2010 highlighted the barriers to quality education. One of these barriers is gender violence.

The cornerstone of progression in any society is education and it is therefore pertinent to look at the challenges we face in the South African public education sector.

Kofi Anan, former Secretary-General of the United Nations aptly summarised the importance of education when he said, "Education is the single most vital element in combating poverty, empowering women, protecting children from hazardous and exploitative labor and sexual exploitation, promoting human rights and democracy, protecting the environment and influencing population growth. Education is a path towards international peace and security."

South Africa has only recently emerged from a history in which violence was routinely used by the state as a means of exerting power. Years of violent enforcement of apartheid era policies have fuelled a culture of violence. This historical legacy presents a challenge for the government, as violence remains high in many areas and schools are still ill equipped to curb violence. Violence is

often sexualised, with devastating consequences for women and girls who disproportionately bear the brunt for sexual violence, not only in society at large but in schools as well. (Human Rights Watch, 2001)

On 19th November 2010 the Commission for Gender Equality (CGE) together with other Chapter Nine institutions expressed concern at the rising levels of sexual harassment and abuse taking place in South African schools, including related allegations of substance abuse.

At a meeting of the Chapter Nine Forum, the CGE together with the Public Protector were asked to take the lead in monitoring the Jules' High School rape case. The CGE stated that the rape case was merely one incident that received national attention, within a context of widespread sexual harassment and abuse that occurs in schools.

The Department of Basic Education (DBE) issued a statement on 12th November in which it admitted to the challenges in relation to safety in schools. The Department reiterated that there is no place in our schools for violence, drug-abuse, sexual harassment and other criminal acts because they pose a very serious barrier to learning and to the inculcation of values and ethics of a just and caring society.

The DBE issued the *Guidelines for the Prevention and Management of Sexual Violence and Harassment*; they are designed to support schools and school communities in responding to cases of sexual harassment and violence against learners. These guidelines were widely distributed, and set out clearly how public schools should treat victims of sexual harassment and violence and the steps that must be taken to deal with those who have or are alleged to have committed such acts.

Violence in and around schools has both immediate and long-term impacts on the mental and physical well being of learners. A direct impact on education is that the quality of education is threatened through the loss of learning and teaching based on negative impacts on educators, on learners' ability to concentrate, and on damage caused to school property. Ultimately, quality learning cannot take place in an unsafe situation. This manifests itself through learners' self-esteem plummeting; negative impacts on learner performance; increased dropout rates; and negative effects on learners'

social and personal development. Because of the inability to concentrate and the impact on learner self-esteem, learners who are victims or witnesses of violence in schools may no longer see education as a priority. (MIET Africa, 2009)

Legislation

Business Day reported on 9th November 2010 that about 20 teachers in South Africa lost their right to teach after being found guilty of 'bringing the profession in disrepute' and having their teaching licenses revoked, most for sexual abuse, according to the South African Council for Educators (SACE) CEO, Rej Brijraj.

While the number of teachers struck off the roll in terms of the SACE Act was increasing slightly each year – in 2009 about 16 teachers found themselves jobless for the same reasons – Mr Brijraj attributed this to increased public knowledge of SACE's existence and role and 'more transparency and vigilance' normally. Mr Brijraj said SACE would ensure that teachers who have their certificates withdrawn do not 'slip in quietly to other schools' by impressing on employees, as school principals are legally required to check a teacher's certificate status before signing them on. SACE also made it easier for prospective employers to check a teacher's standing by creating an online mechanism that allows them to do this using the teacher's identity number.

In accordance with current government efforts to improve the justice system and provide support to victims, children required to give evidence in court should receive pre-trial legal counseling and be adequately prepared for trial, and have access to intermediaries who can translate court proceedings into "child-friendly language," and facilities to enable them to give testimony outside the presence of the accused. (Human Rights Watch, 2003)

The South African Constitution of 1996 also addresses in several sections the protection of the rights of children, pertaining both to their education and to their safety. The Constitution provides guarantees to the rights of human dignity, equality and freedom; to a basic education; and to an environment that is not harmful to the health or well being of all citizens.

In terms of education, the Constitution states that:
Every child has the right to basic education and the government has a duty to ensure that all learners enjoy access to education (Section 29)
Every learner has the right to a school environment that is not harmful to his/her well-being.

In terms of protection of children from violence and abuse, the Constitution states that:
Every child has the right to be protected from maltreatment, neglect, abuse or degradation (Section 28)
All persons have the right to freedom and security; the right to be free from all forms of violence; and the rights to integrity, dignity, privacy, and equality, both bodily and psychologically (Section 12).

These rights, which are enshrined in the Constitution, are potentially infringed by incidence of school-based violence.



South African primary school learners

Both in South Africa and internationally, there have been a variety of responses to improving school safety. These include government projects and actions and NGO responses, both locally and internationally.

The QLTC also provides guidelines for prevention and management of sexual violence and harassment in schools. It addresses substance abuse through the creation of educational posters and educators' manuals. This initiative also provides guidelines on the following: drug testing and random searches for schools; implementing CCTV systems in schools; introducing Youth Camps to instill positive values; and creating

extra-curricular activities that address life skills.

In tackling gender violence in schools, a whole school approach involving management, teachers, pupils and the curriculum is necessary to ensure that the messages are consistent and reinforced by teachers and pupils alike. Teachers can be key instruments for change. However, they have their own experiences as gendered beings. To play an effective role in addressing gender-based violence, teachers need to understand and confront their own attitudes and experiences regarding gender and violence. Given that some teachers are perpetrators of abuse, and others may be victims of abuse, it is important that strategies to address gender violence in schools acknowledge and address teachers' experiences as well as students, so that constructive and collaborative relationships can be encouraged. (Unesco, 2007)

The legislation is in place in South Africa to protect the rights of the child and ensures that teachers who are perpetrators of gender violence have their rights revoked to work as teachers. It is however evident with the media reports in 2010, that more has to be done to address gender violence, and the major change in mindset that will translate in behaviour change, has to start in the classroom.

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THE CHANGING FACE OF THE TEACHING PROFESSION IN SOUTH AFRICA

By Bernice Davids

The year 2010 was a challenging year for education in South Africa, following the 2009 matric results that saw pressure being placed on the Department of Basic Education and other education stakeholders to ensure an improvement in the 2010 matric results. The class of 2010 was challenged even more with the extended school holiday during the soccer world cup and the three weeklong public sector strike at the end of August 2010.



A teacher at Lotus Gardens Primary School in Pretoria

The spotlight was firmly placed on the teaching profession and education stakeholders were faced with pressing questions regarding education in South Africa and the challenges facing this noble profession.

Teachers are seen as the “central actors in education, facilitators of learning, bringers of knowledge, brokers of relationships between pupils and the societies in which they live” (Voluntary Services Overseas [VSO], 2002). The challenges we face in the education sector therefore have a ripple effect on all facets of society.

Teachers are the catalysts for the improvement in the quality of education. The role played by teachers in the quality of education received by students is pivotal, and secondly the quality of teachers entering the teaching force is largely dependent on the wage received by teachers. (Voluntary Services Overseas [VSO], 2002).

To ascertain that teachers perform at their best and uphold the principles of the profession, they have to be compensated adequately and should be afforded the stature and respect in society that befits the profession.

A profile of the South African teaching force

In 1999, the South African teaching force was approximately 25% more feminine than the rest of the South African labour force (Crouch, 2001). Indeed, the September round of the 2006 Labour Force Survey (LFS) indicated that this gap had grown to almost 30%. In terms of educational attainment, South African teachers are considerably more educated than the remainder of the labour force, as teachers had roughly 56% more education than other employed workers in 1999 (Crouch, 2001). By 2006 this gap had narrowed to approximately 44% - primarily as the result of improvements in the educational attainment of the rest of the labour force and not as a result of deterioration in the attainment of teachers.

Age is a further characteristic according to which South African teachers differ from the rest of the labour force. The South African non-teaching labour force is decreasing in age (on average), while the average age of South African teachers is increasing. In terms of participation of the population in the teaching force, white participation in the teaching profession has increased substantially since the country's transition from apartheid in 1994, while that of black workers has declined. (Crouch, 2001).

The most important problems experienced by teachers, include:

Poor conditions of service, including perceived low salaries and poor benefits, inadequate incentives, unprofessional treatment, lack of development opportunities and insufficient support. Disintegration of discipline. There is also a growing destructive subculture impacting

on school life with incidences of vandalism, intimidation, rape and learner violence, which is often fuelled by drugs. Lack of facilities. Large class sizes. Poor parental participation; and Role conflicts.

Teacher salaries in South Africa: A historical overview

Edupol (1993) reports that between 1988 and 1992, average basic teacher salaries increased by 124% in nominal terms or 30.3% in real terms. However, this increase was not uniform, with certain categories of teachers receiving substantially higher increases than others. (Edupol, 1993).

The year 1986 saw the equalisation of salary scales between black and white teachers, with gender differences being eliminated in 1992 (Edupol, 1993). The overall objective of government policy was to bring salary scales for the entire teaching force in line with those of white male teachers. Average salaries were therefore not equal across race and gender groups (although they were still closer together) and in 1992; the salary for black female teachers was approximately half of what it was for white male teachers (who constituted 7.3% of all teachers in 1992); (Edupol, 1993).

The post-apartheid equalisation of teacher pay therefore resulted in a substantial increase in teacher salaries. In fact, black teachers who had attained four years of post-secondary education experienced real pay increases in the region of 25% in the mid-1990s (Gustafsson and Patel, 2008). South Africa therefore experienced an abrupt increase in the unit cost of teachers post-1994, creating considerable constraints for the public education system.

The public sector strike in 2010

Despite strides made in 2008 to establish a fair remuneration structure for teachers in South Africa, teachers embarked on a 20-day strike in August, proving that the salary structure does not remedy the problems faced with teacher remuneration.

Public service union members embarked on a strike that severely disrupted schools and

hospitals. The strike followed the unions' rejection of government's offer of a 7% wage increase and R700 housing allowance. They unions instead demanded a 8.6% wage increase and a R1000 housing allowance back dated to 1 April 2010, instead of 1 July 2010, as the state had offered. The strike was ultimately suspended on 6th September 2010. The government's final offer was a 7.5% wage hike and a R800 monthly housing allowance.

A teacher's view on the teaching profession

Enock Shishenge is a 32-year-old teacher at Eqinisweni Secondary School in Thembisa. He teaches Arts and Culture, Technology and Xitsonga and is also a writer of learner textbooks. He feels that the teaching profession has lost the dignity that it once had.

"They used to say teaching is the mother of all professions; teaching is a noble profession; teachers are the pillars of each nation and other related good sounding phrases. Given all these labels, teachers are supposed to be respected people in their respective communities, but that is no longer the case.

For one to be respected, one need to lead a life that is honourable, but what is honourable if a teacher still rents a back yard room? Nothing! It is very painful to note that we still have teachers today who stay in shacks. Teachers do not qualify to buy bond houses because they get a lesser salary, but at the same time, they do not qualify to get an RDP house. If I am a teacher and my learners know that I am staying in a shack or back room, they will obviously gain apathy for teaching as a profession. These learners begin to think teaching is a passport to poverty. The teaching profession is very unattractive at the moment", said Mr Shishenge.

He said that because there are children with parents who are teachers, they could see the struggle their parents are facing, such as teachers not being able to afford University fees for their children's' studies. He said not many learners are taking studies in education and this puts the whole system in jeopardy. Mr Shishenge said in conclusion, "how do I encourage my learners to take education as their future career if I am suffering? As an educator staying in a very tiny back room I am left with no option but to lead the life contrary to the perceived standard of a

professional teacher. There is no liberty without shelter."

The effects of the strike on the teaching profession

The media reported extensively on the 20-day long strike action. One undisputed fact was that this was the most violent strike action, and this consensus shifted the intended purpose of the strike, which was to highlight the grave dissatisfaction of public servants with the salary structure in place.

The Pretoria News reported on 20 August that the strike turned violent on its second day, protestors armed with knobkerries manhandled staff and forced them to leave some Joburg hospitals. Others disabled a special X-ray machine and at least one ambulance was prevented from entering a hospital as strikers stoned police. Across Pretoria, incidents of violence and intimidation against pupils and teachers were escalating at former Model C schools, forcing pupils to wear civilian clothes to school instead of their uniform.

Yusyf Abramjee, Head of News and Current Affairs at Primedia Broadcasting, wrote in the Pretoria News of 4th August 2010: "... thousands of school children are suffering because of the strike. We are weeks away from the final matric exams. Yet, teachers have downed chalk. I agree that teachers and other government employees need to be better paid. But the unions are using injudicious tactics. Education is fundamental to the success of any society. Yet our so-called educators are setting a bad example by leaving school children unattended at this critical time of the year."

Bishop Clyde NS Ramalaine, wrote in the Pretoria News of 1st September, "Freedom is never cheap and should not be cheapened by a deliberate misunderstanding of what constitutes rights. Sixteen years into our democracy, there is a grave need to educate, train and advocate the intrinsic relationship between rights and responsibilities. While I would be the first to defend the right to strike, I think it is time to reflect on what has become organised labour's most powerful weapon. The strike is felt in all sectors that engulf the public sector domain. Hence, while the strike may benefit the civil servants aiming to bring the country to a standstill, hospitals are reporting patients dying and pupils are being short-changed

by those who simply just don't care. It is places like Soweto, Eldoradopark, Mitchell's Plain, Zwelelitsha, Kagiso and others that feel the brunt of the impact, while private schools and hospitals function without issue."

The National Association of Parents in School Governance (NAPSG) also tried to co-opt university students and retired teachers on 17 August 2010, to help in filling the void left by striking teachers. NAPSG President, Mahlomola Kekana said, "For many of these kids, especially from townships, the only chance they have in life is a senior certificate. Their greatest fear is a protracted strike, similar to the one in 2007, which crippled the economy and did irreparable damage to pupils."

The 6th of January 2011 was to be a day that would prove the devastating effects that the strike of 2010 had on matric results. Basic Education Minister Angie Motshekga said that her department had no intention of adjusting the 2010-matric results and they would be a true reflection of learners' achievement, said the department's spokesperson, Mr Granville Whittle.

The class of 2010 proved critics wrong and achieved a pass rate of 67.8%. Minister Angie Motshekga described the pass rate as a 'remarkable achievement'. Gauteng emerged as the top-performing province with a 78.6% pass rate.

South African learners proved that they can perform under pressure, but the pressing issue of teacher dissatisfaction with remuneration remains.

The plight of the South African teacher was made clear with the strike of 2010, but the manner in which their dissatisfaction with working conditions and remuneration was expressed, further damaged the image of the profession in the country.

The strike action of 2010 highlighted the fact that there are major challenges facing the teaching profession. It is crucial that we restore the honour of this profession, by ensuring better working conditions for teachers and by implementing a remuneration structure that compliments the qualifications and prominence of teachers in society.

The ELRC started the process to address the grave issue of teacher remuneration. The work of the salary structure task teams in the ELRC was concluded during the first quarter of 2010, resulting in the council giving effect to Collective Agreement No. 4 of 2009, by appointing a service provider to investigate the appropriateness of the current salary structure in public education. The comparative research study will look at existing salary models in developing countries and developed countries. This detailed report will offer a proposed model for possible implementation.

The improvement of education from primary level up to matric level is dependent on dedicated and motivated teachers at the helm of this transformation process.

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