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2018 EDUCATION INDABA

By Bernice Loxton



The ELRC hosted the second annual Education Indaba on 28th and 29th August 2018.

The event is an annual dialogue on critical issues in public education, with the aim of finding collective solutions to improve the quality of education in public schools.

The Indaba was attended by the Director-General of Basic Education; all the Heads of Provincial Education Departments; the Department of Higher Education and Training (DHET); the Principals and representatives of teacher unions in the ELRC (SADTU and CTU-ATU) as well as the National Education Collaboration Trust (NECT) and Save the Children South Africa.

The 2017 Education Indaba participants adopted a Declaration, which resolved that work streams would be established under the stewardship of the ELRC to execute the tasks emanating from the

resolutions taken at the 2017 Education Indaba in relation to Post Provisioning Norms (PPN) and Early Childhood Development (ECD)/Grade R.

The two work streams reported on the progress made with regard to the key recommendations from the first Education Indaba.

At the 2018 Indaba, the PPN work stream recommended an overhaul of the existing PPN and proposed a re-imagined PPN, which relates to an ideal establishment that speaks to poverty redress and affordability, as well as ensures effective curriculum delivery.



Mr. P Present, PPN Work Stream Facilitator

The ECD/Grade R Work stream proposals focussed on the revision of the current PPN model to include:

- Grade R
- Upgrading of Grade R qualifications
- Reskilling of educators



Dr L Govender, ECD/Grade R Work Stream Facilitator

The work stream also stressed that the current Personnel Administrative Measures (PAM) provisions should become applicable to Grade R educators.

The inputs from the Department of Basic Education, the teacher unions, the South African Democratic Teachers Union (SADTU) and the combined teachers union in the ELRC (CTU-ATU), as well as that from the Department of Higher Education and Training (DHET), reiterated the recommendations of the two work streams.



Mr. HM Mveli, Director-General of Basic Education

The Department of Basic Education's key priorities for the sector centres on improved quality of teaching and learning through the development, supply and utilisation of teachers; the provision of adequate, quality infrastructure and improved assessment for learning. The Director-General of Basic Education, Mr HM Mveli also emphasised the importance of expanding access to ECD (0-4) and improving the quality of Grade R.

In relation to PPN, he proposed a radical transformation of the PPN that responds to the skills for a new future.



Mr. M Maluleke, General Secretary of SADTU

SADTU's inputs focussed on the formalisation of working conditions for ECD Practitioners; support staff for schools and the review of collective agreements dealing with recruitment and promotion. The General Secretary of SADTU, Mr M Maluleke, also advocated for mother tongue education and the permanent appointment of temporary teachers.



Mr. C Klopper, CTU-ATU

The CTU-ATU emphasised the need to review the post distribution model and to expedite the process to finalise the draft collective agreement on temporary educators. Mr C Klopper, who

delivered inputs on behalf of CTU-ATU, in addition stressed the importance of transparency where assessment is concerned.



Ms. Z Adendorff, Department of Higher Education and Training

The DHET presentation focussed on the Department's role in teacher education, specifically in relation to Grade R and ECD qualifications. The overall aim of the Department is to strengthen the capacity and capability of the teacher education system to produce and develop sufficient teachers. As part of ongoing policy development, the Department has introduced the Early Childhood Care and Education (ECCE) qualification, which is a first in the history of ECD in South Africa.



Ms. NO Foca, General Secretary of the ELRC

The General Secretary of the ELRC, Ms NO Foca, introduced the concept of a 'new normal of labour peace'. This advanced thinking in relation to the challenges in education, was echoed by all the stakeholders who participated in the Indaba.

The role of the Council to maintain labour peace in public education, is to extend beyond this scope through the collaborative efforts of stakeholders in education to ensure that the vision to 2030, as outlined in the National Development Plan, is realised.

The 'new normal' embraces the changes in education and other segments of society, as exemplified by the 4th industrial revolution that has to be considered in our plans and endeavours to attain the goals set for public education.

A firm decision was taken at the 2018 Education Indaba that the PPN and ECD/Grade R work streams should continue with its work in the 2018/19 financial period, to actualise the vision of the Indaba participants.

ELRC 24TH AGM GALA EVENT By Bernice Loxton



The ELRC's 24th Annual General Meeting (AGM) Gala event celebrated the Council's achievements for the 2017/18 financial period.

One of the noteworthy achievements for this period is the clean audit report that the Council received. This is a great accomplishment, as the Council continues to ensure that it operates within the bounds of good corporate governance practices, despite its delisting as a public entity.

The distinguished guests who attended the event included the Director-General of Basic Education; the Heads of all nine Provincial Education Departments; Principals and representatives of the teacher unions in the ELRC (SADTU and CTU-ATU); other bargaining councils in the public sector; the CEOs of other education bodies and the Department of Justice and Constitutional Development.

The keynote speaker of this event was Dr Vijay Reddy, Distinguished Research Specialist at the Human Sciences Research Council (HSRC).

Dr Reddy's discussion focussed on schooling around the world and specifically in South Africa, and explored the evolution of education. Her presentation paid homage to iconic South African figures who shaped our history.

Education as a struggle is etched in our past through historic images such as the Hector Peterson picture of 1976.



Dr V Reddy, Distinguished Research Specialist, HSRC

Dr Reddy emphasised the important role that parents play at the start of our educational journey. She pointed out that the foundation phase is critical, particularly from Grade RR to Grade 3.

Dr Reddy demonstrated, through images, how classrooms differ across the world in terms of class size and resources. Despite these differences, the one factor that was clear in these contrasting images, was the burning desire of children to learn and teachers to teach, even in war torn countries.



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