

# The *New* Negotiator

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## **The QLTC Business Breakfast**

that took place on 1<sup>st</sup> October 2009 at the Sandton Convention Centre was an auspicious occasion that brought together stakeholders in education and the business community.

*Left: The Kliptown Secondary Choir entertained delegates at the function*

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## **IMPLEMENTATION OF COLLECTIVE AGREEMENT NO. 4 OF 2009 – Finalisation of matters linked to OSD**

**By Heins Worst**

Parties to the ELRC identified an urgent need to conclude discussions and negotiations on matters identified as crucial for the development and provisioning of quality public education emanating from ELRC Collective Agreement No. 1 of 2008 – *The Framework for OSD for Educators in Public Education*.

To this extent, Collective Agreement No. 4 of 2009 – *Finalisation of matters linked to the Occupational Specific Dispensation in Public Education*, was concluded in August 2009 where parties agreed that implementation would take effect retrospectively in accordance with the dates contained in the collective agreement.

Notwithstanding the above, parties also committed to processes relating to the review of the remuneration system for the entire public service as per PSCBC Resolution 2 of 2009 and are bound to PSCBC Resolution 5 of 2009 – *Agreement on Improvement in Salaries for the Financial Year 2009/10*.

According to Resolution 5 of 2009, the annual general salary adjustment with effect from 01 July 2009 shall be implemented on a sliding scale between 13% and 10% for the financial year 2009/10, therefore an average of 11.5% for the financial year 2009/10.

The sliding scale shall be implemented for salary bands, taking into account the revised Occupation Specific Salary structures, equivalent to salary levels 1 to 12+ as per table below:

Salary Levels	Sliding Scale
1	13%
2	13%
3	13%
4	12%
5	12%
6	12%
7	11%
8	11%
9	10.5%
10	10.5%
11	10%
12+	10%

*Level 12+ means employees who are on level 13 and above as a consequence of the OSD implementation and who fall within the bargaining unit.*

The Department of Education is committed to ensure that all payments for the general salary increase are effected by the end of October 2009.

The OSD payments will thus be effected, programmatically at a national level, after the completion of the general salary increase run.

All educators are requested to exercise restraint and patience as the matter is receiving the necessary attention it deserves.

## **QLTC BUSINESS BREAKFAST**

**By Bernice Davids**

The QLTC Business Breakfast that took place on 1<sup>st</sup> October 2009 at the Sandton Convention Centre was an auspicious occasion that brought together stakeholders in education and the business community. The purpose of the QLTC

Business Breakfast was to strengthen the partnership between stakeholders in education and the business community. This joint venture will ensure that their collective quest for a quality education system does not remain an unattainable vision, but a dream that is well within reach.



**Minister of Basic Education, Mrs Angie Motshekga, MP, at the QLTC Business Breakfast**

The Minister of Basic Education, Ms Angie Motshekga, MP, said in her keynote address that government alone cannot resolve the problems that are facing the education system, but that it requires co-ordination at all levels from schools, communities, districts, provincial and national government as well as the private sector.

The Minister emphasised the importance of education, which is a powerful gift that allows the poor to break the chains of poverty, underdevelopment and hardship. She noted that without high quality education, many of our young people are doomed to lives of poverty.



**Delegates of the Business Breakfast**

The QLTC was launched on 9<sup>th</sup> October 2008 and is a joint venture between the Department of Education (DoE), teacher unions, parents, teachers, learners and other stakeholders in education. The campaign calls on all individuals, organisations and communities to assume responsibility for improving the quality of education. Teachers, unions, school governing bodies, learners and the national and provincial education departments have committed to a Code for Quality Education which sets out the responsibilities and discipline required of them.



**Deputy Minister of Basic Education, Mr Enver Surty, MP, at the QLTC Business Breakfast**

The campaign commits all in the education sector to a set of non-negotiables. Teachers must be on time, well prepared for all their lessons and teaching for six and a half hours every day. Learners are also asked to respect their teachers, attend school regularly and do their homework. Parents are asked to supervise and support their children. Principals have to manage their schools and ensure that teaching and learning happens on a daily basis.

The Minister pointed out that business has vested interests in education as education contributes towards the development of human resources for economic development, but that this relationship had to be strengthened even more. The QLTC calls on the business community to sustain its support for education and invest in large-scale programmes integral to the process of system development.

The SMS line set up for the QLTC was also launched at the Business Breakfast. South

Africans can now send their education good news stories directly to the Minister of Basic Education. Comments on well functioning schools can be sent to the Minister using the phrase GOOD NEWS, followed by a remark to 32727. MTN will administer the initiative and each SMS will cost R1.

The General Secretary of the ELRC, Mr M Govender said in his opening address that the presence of prominent leaders in education as well as business at the Breakfast was a clear testament of our commitment to the establishment of an education system that is of the best quality and can compete on the international stage. The QLTC Business Breakfast established the foundation of a partnership that will guarantee significant contribution towards the improvement of public education in South Africa.

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## **TEACHER UNION CONFERENCES:**

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## **SADTU CHARTS WAY FORWARD AT NGC**

The South African Democratic Teachers Union (SADTU), held its National General Council in September at the Kopanong Conference Centre, Benoni where it, among others, reasserted itself as a union that is committed to education transformation.



**SADTU President, Mr Thobile Ntola addressed the NGC**

In his opening address, SADTU President Thobile Ntola said that no transformation of society would take place if education was not transformed and if SADTU, as the revolutionary union of teachers, was not taking a lead.

“When we think now we should begin with the end, think of a win situation for us as teachers and society as a whole,” Ntola said. He warned against bureaucracy and liberalism saying the two were enemies of democracy. Ntola urged SADTU members to take interest and be central in all activities taking place in the management of education to ensure that resources were not used for issues that were not a priority.

The conference was addressed by both ministers of education – Higher Education and Training Minister, Dr Blade Nzimande, MP, and Minister of Basic Education, Ms Angie Motshekga, MP. Members from the Tripartite Alliance – ANC Deputy Secretary General (DSG) Thandi Modise, Cosatu President Sdumo Dlamini and SACP Central Committee member Crosby Moni also addressed the conference. The keynote speaker, Ms Thandi Modise (DSG), reminded teachers of the critical role they played in society.

“The teacher is a guide; the teacher is a parent; the teacher is a marriage counsellor; the teacher is a moulder of young minds, the determiner of the future. The teacher is a role model that is why some of us are hard on teachers,” Modise said.

“We need to be able to say mediocrity should not be tolerated,” she said. Modise told the teachers that the organisation and society expected them to be on time and exemplary.

“Teachers must be on time, teachers must teach, they must not leave school before the end of school hours,” she said.

Modise questioned the teachers who taught in township schools but sent their own children to schools in the former white suburbs.

“If you don’t have confidence in what you are teaching in the township schools, should you be teaching my children?” she asked.

She urged teachers to promote a non-racist and non-sexist South Africa. Modise said teachers should pay attention to the language they use when addressing boys and girls, and begin to

speak equally to all children. She said today’s teachers were also faced with the challenge of teaching children of different sexual orientation. “Building a non-racist and non-sexist South Africa must start in the classroom,” Modise said.

The NGC also paved a way for SADTU’s national congress due to take place in 2010.

Resolutions taken regarding the congress and the renewal of the organization included:

- ❖ SADTU should prioritise the goal of emancipation of women. This begins with the development of the girl-child; and continues with affirmative action, and support for female comrades and leaders with the objective of achieving 50:50 representation in the leadership structures of the Union at the 2010 National Congress;
- ❖ Develop constitutional amendments to reflect the decision to grow the Union beyond its current base of professional teachers to include all employees in the education sector

Four new leaders were elected into positions that were left vacant when some members were deployed to serve as members of parliament after the national elections in May. They are: Mugwena John Maluleke as General Secretary; Magope Maphila was elected Deputy President; Nkosana Dolopi was elected Deputy General Secretary and Dorcus Sekabate Vice President for Gender.



**From left: SACE CEO, Mr Rej Brijraj, SADTU KZN Provincial Secretary, Mr Mbuyiseni Mathonsi, Director-General of Basic Education, Mr Duncan Hindle and ELRC General Secretary, Mr M Govender**

Resolutions adopted on matters dealing with education included:

- ❖ To prioritise the issue of school safety, to better understand the challenges we are facing, and to develop comprehensive policies and implement measures to combat these problems.
- ❖ To call for the FET Act to be repealed and the FETC (Further Education and Training Colleges) sector brought back under the authority of the state to ensure good governance, quality education and centralized bargaining in the sector. This is part of the plan to widen training options for the youth through relevant curricula within an expanded integrated post-school education system
- ❖ To restate our enthusiastic support for the Quality Learning and Teaching Campaign, and in particular to commit ourselves to the non-negotiables, including that teachers must be on time, on task, thoroughly prepared and behave professionally in accordance with our code of conduct at all times.
- ❖ The Union unequivocally condemned the minority of teachers whose bad behaviour – particularly sexual abuse of learners - brings the profession into disrepute.
- ❖ To engage the Department of Education to ensure that they meet their undertakings in terms of the Quality Learning and Teaching Campaign, including: to provide basic infrastructure, manageable class sizes, learning materials and teacher development and support.
- ❖ To fully support the Teacher Development post-Summit process in the belief that well-trained and motivated educators are key to quality education. Teacher evaluation must go hand in hand with teacher development to improve the quality of teaching and learning in the classroom. This requires that the present IQMS (Integrated Quality Management System) be streamlined and effectively implemented. Expanded teacher training and development also requires that colleges of education be reopened
- ❖ To work to strengthen SACE (South African Council for Educators) for the purposes of providing relevant CPTD (Continuous Professional Teacher Development), as well as to support the EDTP-SETA for purposes of facilitating skills development.

- ❖ To support attempts to increase and strengthen the use of African languages in the education system



## **SAOU 14<sup>th</sup> School Principal Symposium**

The Suid-Afrikaanse Onderwysers Unie (SAOU) School Principal Annual Symposium took place on 02 September 2009. SAOU President; Dr Jopie Breed said in his opening address that the symposium was an important event as its objective is to empower school principals for their tasks as education leaders and provide a platform where stakeholders in education can address the problems facing the South African education system.



**SAOU President, Dr Jopie Breed and ANC General Secretary, Mr Gedwe Mantashe at the 14<sup>th</sup> School Principal Symposium**

Dr Breed noted that there had been a lot of changes in education over the years, but most of them were good in theory and not in practice. The symposium also provided an opportunity for education stakeholders to exchange ideas on best practices in education with the international delegation who attended the symposium, as well as the leadership of the ANC.

Dr Breed reminded those in attendance of the important role that SAOU was playing in transforming education in South Africa. SAOU has

had meetings with political parties, with political leaders, with various education officials as well as leaders in the Afrikaans community, to ensure that they make a positive and informed contribution to education in our country.

The union is on record with its views on teacher training, teacher development as well as quality in education. They also have strong views with regard to the governance and funding of schools.

The union showed its dedication to transformation in education by participating in the Teacher Development Summit (29 June to 02 July 2009), it also serves on the Steering Committee and the Technical Sub-committee for the Quality Learning and Teaching Campaign. The union also sent its own delegation to Geneva in November 2008 to attend a conference on Inclusive Education.

SAOU pledged its support to the country's leaders in their endeavours to address the real problems in education. The SAOU President encouraged leaders to prove that education is a major priority and this should be reflected in the salaries and working conditions of educators.

Mr Gwede Mantashe, the ANC General Secretary addressed the symposium on behalf of the leading political party, the ANC. He said that education was the number one priority of the ANC and this is reflected in the statistics that shows the change in the education landscape under the leadership of the ANC.

During this time, South Africa moved closer to achieving the universal access with 98% of children between the ages of 7 and 15 being in school. The ANC's focus for the next five years will be on the improvement of the schooling system. Mr Mantashe said that the schooling system must prepare the child for possible entry into the labour market with relative ease or proceed to higher education with the necessary confidence.

Mr Mantashe highlighted the negative effects of the Bantu education policy on South Africa's education system. As a consequence of this policy, 64% of white learners had mathematics as a subject in matric and 97% of those passed it. 70% of Indian learners participated and 74% of those passed the subject. 45% of Coloured learners participated and 74% of those passed.

24% of African learners participated and 15% of them passed.

These numbers further explained the shortage of Mathematics and Science teachers in our society, in general, and in the township and village schools in particular. Mr Mantashe said this shortage contributed to the quality of education learners from these areas receives.

He also commented on a recent report on the time spent in class by teachers in various sections of society. This report shows that there is no qualitative time spent on teaching in the majority of black schools, and this defeats the objective of building an equal society where race will be no factor in assessing the individual.

Mr Mantashe said that if we are to change the state of our education system, then more teachers from urban schools must volunteer to go and teach in black schools in the township and in rural villages. This can make a visible impact on closing the gap and minimise the need for importing more teachers while our own are laid off. He said we must break the chain of poverty at household level by giving many children from poor families basic education.



## **NAPTOSA GAUTENG ANNUAL CONFERENCE**



**From left to right: Ms A Ceresto (Chairperson of NAPTOSA, Gauteng), Dr Denis Goldberg, Mr E Ramasehla (President of NAPTOSA)**

The National Professional Teachers' Organisation of South Africa (NAPTOSA) held its annual conferences in each of its provinces during September 2009. The purpose of these conferences was to consider the views of its

members on matters affecting teachers as well as give direction to leaders. The Gauteng conference addressed some of the demands which teachers and the education system face, such as OSD and the implementation of OBE.

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## ***AT LAST, A REAL TEST OF QUALITY***



*By Thabo Mobogoane and Martin Gustafsson. Mobogoane is an education economist at JET Education Services. He writes in his personal capacity.*

If one were to say that 2009 represents a historic year in understanding quality in South Africa's schools, most education commentators would probably not know what you were talking about. This is in fact the first year ever that we will have accurate information on whether primary schools are improving, getting worse or staying the same. Coincidentally, two results will be released this year. The 2007 grade three results from the Systematic Evaluation will be comparable with those of 2001, and the 2007 grade six results from the Southern and Eastern African Consortium for Monitoring Educational Quality (Sacmeq) will be comparable with those of 2000. One would have expected a bit more nail biting anticipation of these events.

In recent years awareness has taken root that poor educational quality in our schooling system is a serious national problem, which we need to solve. That we have arrived at this realisation is a good thing. What is needed now among education commentators is a better awareness of how educational quality is measured, so that we can have an informed debate on non-governmental programmes designed to measure quality and tackle its absence.

Work by educationists such as Eric Hanushek and Ludger Woessmann, who have used data from international school testing programmes to indicate how sensitive economic growth is to a sound basic education, are part of the reason why educationists, and often non educationists, are

paying closer attention to the measurement of educational quality. The fact that we have done badly in the international tests has been reported on rather well, often with the additional spice of some bashing of the schooling system. Yes, we came bottom in 2003 grade eight Trends in International Mathematics and Science Study (Timss) – not bottom of the world as some have put it, but bottom among the 20 developing nations that take education seriously enough to participate in Timss (in Africa our co-participants were Botswana, Ghana, Egypt and Morocco).

In the regional 2000 grade six Sacmeq mathematics test, we fared better than Namibia, Malawi and Zambia, somewhat worse than Botswana, but much worse than Kenya (where government's annual spending per learner is about a quarter of what it is in South Africa). The reasons for our underperformance are to a large degree in our historically black schools, where even if post apartheid policies now rule, most teachers, at least 80%, received the bulk of their training under apartheid. But a curious fact that seems to elude most commentators is that even the historically advantaged segments of our society appear not to fare well. We saw this pattern again in the recent 2006 grade five Progress in International Reading Literacy Study tests, where our best 10% of learners scored on average 570, about the same level as the 10% best in Iran, but well below the top 10% in Trinidad and Tobago (598), Rumania (621), not to speak of the top performers of developed countries such as the United States (650) and New Zealand (663).

In the Hanushek and the Woessmann model, the quality of South Africa's basic education, across all socio-economic strata, stands out as the Achilles heel of our economic development. Our educational quality indicators appear much less healthy than other key indicators such as our governance, saving and competitiveness indicators. The quality of our schools is too big an issue to be just an education issue.

Government's focus on the quality problem has improved, with the past few years or so seeing the launching of a number of ambitious intervention programmes focusing specifically on what learners learn. Despite the widely reported problem of near-dysfunctional pockets in the provincial education bureaucracies, the fact that more than 95% of the country's schools are subject to the same set of national policies means

good interventions can by education standards, have a relatively quick impact.

Not only have we become accustomed to participating in international testing programmes, we also have a national testing programme, started in 2001, that has been run three times and reached relative maturity. This programme, the Systemic Evaluation, is the only accurate gauge the country has of whether or not educational quality in schools is improving. That it should rarely be mentioned in our national education debates is not a good sign.

The famous matric exam pass rate, which is lavishly reported upon, is in fact a rather poor indicator of educational quality, not just because examination standards might intentionally or unintentionally change over time, but also because the profile of the youths who do not write the examinations changes from year to year, as do the subject combinations of those who do write. One is therefore comparing apples with pears.

Examination systems are good at giving people qualifications, but they are rarely reliable measures of the educational quality trend. The Systemic Evaluation, on the other hand, tests a sample representing all learners, at the primary level (which is of course where the quality problem starts), using tests that are comparable across time. It is programmes such as these that have become the gold standard in the more educationally ambitious developing countries in recent years.

*Permission to publish this article was granted by the authors, Martin Gustafsson and Thabo Mabogoane.*

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## **STEPS TO RID 109 SCHOOLS OF WEAPONS**

**By Aldi Schoeman**

A total of 109 schools in the Western Cape will receive metal detectors in a bid to rid schools of weapons. This project was announced on 14 September 2009 at the Saint Andrews Comprehensive Secondary School in Elsies River. The provincial Minister of Education, Mr Donald

Grant said it was unfortunate that the department had to make this kind of investment, but that teachers and learners were entitled to a safe learning environment. The Western Cape region alone had 60 stab incidents from January to July this year. The 109 schools will each receive two of the hand devices that are worth R1000 each.

Mr Kelvin Malan, a teacher at the school that also acts as a security guard explained that appointed security guards would search learners with metal detectors in the mornings. Random searches will then be conducted during the day. Grant said that when the metal detector's alarm goes off, the learner would have to take out the weapon that set off the alarm. The school principal or security guard would consequently be informed of the incident. The principal or deputy principal could then search the learner in a private room, but would have to be the same sex as the learner.

According to provincial guidelines for the use of these metal detectors, dangerous weapons or confiscated drugs, can be handed over to the police. Ms Bonagh Casey, spokesperson for the Western Cape Department of Education said that the schools could confiscate weapons that are not illegal. The school's code of conduct would dictate whether or not the weapon would be handed back to the learner. The provisional guidelines stipulate that disciplinary action can be taken against a learner with a dangerous weapon found in his/her possession.

Acting Head of Department, Western Cape, Mr Brian Schreuder, said it is not only the responsibility of the department of education to combat violence in schools. "A school is a microcosm of society. We have violence in schools because we have violence outside the school. I hope we can progress to the point where communities protect our schools. Teachers and learners will then not be harassed and threatened with violence." Seven schools received their metal detectors on 14 September; the rest of the schools in the region will receive theirs in October.

*Permission to publish this article was granted by the editor of Die Burger. The article was translated from Afrikaans to English. Original title: "Stappe om 109 skole wapenvry te maak", 15 September 2009.*

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