EDUCATION LABOUR RELATIONS COUNCIL

RESOLUTION NO 15 OF 1995

PERSONNEL ADMINISTRATION MEASURES

The employer and employee organisations as defined in section 1 of the Education Labour Relations Act 1993, (Act No 145 of 1993), (hereinafter referred to as "the Act"), who are parties to the Education Labour Relations Council established in terms of section 6 of the Act, agree in terms of section 12 of the Act, to the following:

1. that the salaries, salary scales, allowances, and other conditions of employment and service benefits of educators as contained in the enclosed document marked "Annexure 1" shall constitute an agreement of the Council;

2. that the Minister shall determine such salaries, salary scales, allowances, and other conditions of employment and service benefits of educators in terms of section 5(1) of the Educators’ Employment Act, 1994; and

3. that the Minister be requested that the agreement be extended, in terms of section 12(6) of the Act, to apply to all employers and employees.
Signed on this 2nd day of November 1995 at Pretoria.

On behalf of the employer parties:

Signature Party

[Signatures and names]

On behalf of the employee parties:

Signature Party

[Signatures and names]
Personnel Administration Measures (PAM) determined by the Minister of Education in terms of the National Education Policy Act, 1993, the Educators' Employment Act, 1994 (the Act) and the Regulations made in terms of the Act (Regulations).

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

CHAPTER A

SCOPE OF APPLICABILITY, NORMS AND GUIDELINES FOR THE PURPOSES OF ESTABLISHMENT DETERMINATION, RANK DESIGNATIONS AND JOB CONTENTS

1. SCOPE OF APPLICABILITY

(1) This PAM is applicable to educators at schools, technical colleges and institutes, 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.

(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, or to the possible amendment or supplementing of general policy 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 and agreement in terms of the Education Labour Relations Act, 1993.

2. NORMS/GUIDELINES FOR THE PURPOSES OF ESTABLISHMENT DETERMINATION

(1) As regards provision of Educator personnel for each of the provincial education departments the following basis applies:

(a) Laying educator ratios as provided for in respect of the three categories of education institutions. The personnel provision scale in accordance with education policy which is related to pupil/student numbers and which determines the total global provision of the number of Educators.

(b) The approved post level ratio norm (sub-paragraph (2) below which regulates the number of Educators who can be utilised on the various post levels (within the global number) of Educators employed in a provincial education department.

(c) 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...
(i) 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.)

(ii) For the purposes of determining the number of 'posts' on the fixed establishment, substitutes on post level 1 must not be taken into account.

(iii) The distribution of Educators over post levels, including proportional appointments, must be monitored by the relevant provincial education department every quarter/term.

(iv) 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.

(d) 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.

(e) The post level ratio norm shown in sub-paragraph (2) 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.

(ii) The post level ratio norm is as follows:

<table>
<thead>
<tr>
<th>Post Level</th>
<th>Ratio per 1000 Educators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>697.20</td>
</tr>
<tr>
<td>2</td>
<td>182.20</td>
</tr>
<tr>
<td>3</td>
<td>52.50</td>
</tr>
<tr>
<td>4</td>
<td>32.00</td>
</tr>
<tr>
<td>5</td>
<td>25.20</td>
</tr>
<tr>
<td>6</td>
<td>9.60</td>
</tr>
<tr>
<td>7</td>
<td>0.95</td>
</tr>
<tr>
<td>8</td>
<td>0.95</td>
</tr>
</tbody>
</table>

NOTE: IN THE CALCULATION OF THE NUMBER OF EDUCATORS AT EVERY POST LEVEL, FRACTIONS MUST BE OMITTED, E.G. 91.7 = 91. THE FRACTIONS THAT ARE OMITTED MUST BE ADDED TO THE CALCULATED PROVISION OF EDUCATORS AT POST LEVEL 1.
The following rank designations should be used on the post levels as indicated:

<table>
<thead>
<tr>
<th>Rector: College of Education</th>
<th>6 7 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice-rector: College of Education</td>
<td>5 6</td>
</tr>
<tr>
<td>Head of Department: College of Education</td>
<td>4 5</td>
</tr>
<tr>
<td>Associate Head of Department: College of Education</td>
<td>4</td>
</tr>
<tr>
<td>Senior Lecturer: College of Education</td>
<td>3</td>
</tr>
<tr>
<td>Lecturer: College of Education</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principal: Technical College</th>
<th>3 4 5 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Deputy Principal: Technical College</td>
<td>5</td>
</tr>
<tr>
<td>Deputy Principal: Technical College</td>
<td>3 4</td>
</tr>
<tr>
<td>Senior Head of Division: Technical College</td>
<td>4</td>
</tr>
<tr>
<td>Head of Division: Technical College</td>
<td>3</td>
</tr>
<tr>
<td>Principal Lecturer: Technical College</td>
<td>3</td>
</tr>
<tr>
<td>Senior Lecturer: Technical College</td>
<td>2</td>
</tr>
<tr>
<td>Lecturer: Technical College</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principal: School</th>
<th>1 2 3 4 5 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Deputy Principal: School</td>
<td>4</td>
</tr>
<tr>
<td>Deputy Principal: School</td>
<td>3</td>
</tr>
<tr>
<td>Senior Head of Department: School</td>
<td>3</td>
</tr>
<tr>
<td>Head of Department: School</td>
<td>2</td>
</tr>
<tr>
<td>Teacher</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Director: Education</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief Education Specialist</td>
<td>7</td>
</tr>
<tr>
<td>Senior Deputy Chief Education Specialist</td>
<td>6</td>
</tr>
<tr>
<td>Deputy Chief Education Specialist</td>
<td>5</td>
</tr>
<tr>
<td>Assistant Chief Education Specialist</td>
<td>4</td>
</tr>
<tr>
<td>First Education Specialist</td>
<td>3</td>
</tr>
<tr>
<td>Senior Education Specialist</td>
<td>2</td>
</tr>
<tr>
<td>Education Specialist</td>
<td>1</td>
</tr>
</tbody>
</table>

The use of an official rank designation as a domestic job title on other post levels than that in respect of which this specific rank designation has been approved, must be approached with great circumspection.

(4) RANK CODES FOR PERSONNEL PURPOSES — (TABLE LEFT OUT) JOB CONTENTS

The job content for each post level and/or type of post as determined by the needs of the various education institutions, is applicable.
CHAPTER B

CATEGORISATION, APPOINTMENT, ACHIEVEMENT RECOGNITION, REQUIREMENTS FOR APPOINTMENT, DETERMINATION OF SALARIES, CONDITIONS FOR THE ESTABLISHMENT OF POST-LEVEL 6 POSTS, SALARY SCALES AND IMPLEMENTATION MEASURES

1. CATEGORISATION

(1) Principle

Categorisation entails the classification of Educators into different qualification categories. The classification into the various qualification categories is based primarily on the number of recognised prescribed full-time professional or academic years of study at an approved university or training institution and taking into account the level of school education attained. The manner of recognition is prescribed in detail in two documents titled "Criteria for the Evaluation of South African Qualifications for Employment in Education", and "Criteria for the Evaluation of Foreign Qualifications for Employment in Education" compiled and published by the Committee of Heads of Education (CHE). (This principle also includes the allocation of 8 categories.)

Note:

(i) The recognition of diplomas for salary purposes is restricted to not more than two recognised post-Std 10 diplomas, to a maximum of category B.

(ii) The recognition of university degrees also includes equivalent technikon qualifications.

(iii) Existing approved measures that deviate from the categories and minimum requirements for the classification into categories may only be applied when absolutely necessary. (The said measure applies until such time as the system of categorisation is account of qualification could be developed to accommodate all needs adequately.)

(2) Influence of categorisation

(a) Salary scales

(i) General

At categorised post levels a salary scale is allocated to every qualification category. The salary scales at the same post level which are linked to the respective categories may differ as regards the maximum and minimum of the scale.

(ii) Qualifications obtained by serving educators
If a serving educator obtains a qualification, the following steps must be taken:

(a) It must be established whether the qualification obtained results in the educator being classified into a higher qualification category. If so, the qualification category concerned must be allocated.

(b) The salary scale connected with the relevant (higher) qualification category must be allocated. A provision has been made for different salary scales connected with the respective categories on the relevant post level.

(c) In view of the measures in respect of the determination of salaries (paragraph 4 below), it must be established whether the educator qualifies for a higher salary notch.

(ii) Requirements for appointment

(i) Experience

The requirement with respect to experience for appointment at the different post levels, may reduce, the higher the level of the category classification (refer paragraph 2(2)).

(ii) Qualification

Certain qualification categories may be inadequate for appointment to specific post levels.

2. APPOINTMENT

(1) Definition

The concept 'appointment' includes the following:

(a) A person who is employed in a full-time or part-time (pro-rata-basis) capacity.

(b) The first employment of a person as Educator by an education department.

(c) The transfer of an educator from one education department to another with promotion, retention or reduction of post level grading.

(d) The transfer of an educator to a higher, equal or a lower post level grading under the same education department.

(e) The reappointment, after a break in service, of an educator in an education department.

(2) Admission to the Government Service Pension Fund
All educators who are not appointed for a predetermined period of service shall for pension purposes be deemed to be appointed to the permanent establishment in a permanent capacity.

(3) Qualifications

(a) The basic qualification requirements for appointment to an educational post is the possession of a recognised three-year or four-year qualification obtained or being obtained after Std 7. If in cases where candidates do not comply with the requirement and it is nevertheless essential to appoint such candidates these cases are regarded as individual relaxations of the requirements and such persons must be remunerated according to the appropriate lower salary categories.

(b) Persons in qualification category A2 who were appointed on or after 1 January 1984 -

(i) may be appointed only at post level 1; and

(ii) may be utilised in secondary schools only if they are in possession of a Std 10 certificate.

(4) Experience

(a) The following experience requirements for appointment at post levels 1 to 6 apply:

<table>
<thead>
<tr>
<th>Post level</th>
<th>CATEGORIES/YEARS OF EXPERIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A2</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
</tr>
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<td>6</td>
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<tr>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>8</td>
<td>12</td>
</tr>
</tbody>
</table>

(b) Actual educator's experience as well as appropriate experience is taken into account for the purposes of appointment at post levels 2 and higher.
(c) For appointment at post levels 2 and higher, the required period of experience is reduced by one year for every achievement awarded.

3. REAPPOINTMENT OF EDUCATORS WHO HAVE RETIRED OR WHO HAVE BEEN RETIRED OR PENSION PREMATURELY

Subject to the general policy prescriptions applicable to the appointment of educators, every reappointment of an educator who has retired or has been retired on pension before reaching his/her retirement age shall be approved by the head of education or by the person to whom he/she has delegated such authority. By reappointment is meant any form of re-employment in a full-time or part-time capacity of an educator who has retired or has been retired on pension prematurely in terms of any of the approved measures. Such approval shall be applicable only to reappointments to educator posts for which the State has accepted financial responsibility.

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

(a) In the case of reappointments, 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 his/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.
The application for reappointment of persons who have retired on grounds 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 (e) and (f).

Subject to the above principles, the consideration of a 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.

4. DETERMINATION OF SALARIES

The method used to determine salaries is known for easy reference, as the notch-per-anum system.

(1) Appointment in posts at post level 1

(a) In cases where no achievement award has been made, the following procedure applies:

(i) The qualification category is determined.

(ii) The standard salary scale connected with the applicable category, indicated as MD in paragraph 6(4), is granted.

(iii) The candidate's recognisable experience is determined.

(iv) (a) Persons other than those referred to in paragraph 6(4)(b)

For each year of recognisable experience, one salary notch above the minimum of the standard salary scale is awarded to a maximum of the applicable salary scale.

(b) Persons classified in qualification category "A"

For each year of recognisable experience after November 1993, one salary notch above the minimum of the standard salary scale is awarded to a maximum of the applicable salary scale.

(b) In cases where achievement awards have been made, the following procedure is followed:

(i) The qualification category is determined.

(ii) The number of achievement awards that have been made is established.

(iii) Depending on the number of achievement awards that have been made, the appropriate salary scale is determined. The salary scales are indicated as M1, M2 and M3.
paragraph 8(4), depending on the number of achievement awards. \( M_1 \) = one achievement award, \( M_2 \) = two achievement awards and \( M_3 \) = three achievement awards.)

(iv) The person's recognizable experience (paragraph 4), is established.

(v) For every year of recognizable experience, one salary notch above the minimum of the appropriate merit salary scale is granted up to the maximum of the relevant merit salary scale.

(2) Appointment in posts at post levels 2 and higher (excluding an appointment contemplated in paragraph 1(5) above)

(a) The qualification category is determined.

(b) The appropriate salary scale connected with the relevant post level is granted.

(c) The candidate's salary notch is calculated in terms of the measures contained in sub-paragraph (7) above as though it were an appointment at post level 1, but the candidate's salary must be further increased by a number of notches that correspond numerically with the post level of the appropriate post level grading. Provided that:

(i) in the case of appointment at a higher post level; and

(ii) in the case of classification into a higher qualification category because of qualifications obtained,

serving educators are granted a salary increase of at least one salary notch in the application of this measure, provided that the salary notch so calculated does not exceed the maximum of the appropriate salary scale.

(d) Should the minimum notch of the appropriate salary scale or higher than the salary notch calculated in terms of (c) above, the candidate is granted the minimum salary notch of the appropriate salary scale.

(e) If the person already receives a personal fixed salary which exceeds the maximum salary notch of the appropriate salary scale, the existing fixed salary is retained as personal and the person receives no salary improvement.

(f) If a serving educator has already been evaluated during a year and would have received an achievement award on the following January, but is promoted before that date to a higher post, the person's salary position must be re-calculated on the date which that person's achievement award would have come into effect as if that person has already received the achievement award.

Note:
It should be noted that the granting of salary notches on obtaining higher qualifications only applies in the case where the qualification obtained results in the classification into a higher qualification category. Special attention must be paid to this measure in the case of 'S' classifications. Thus, for example, salary recognition in terms of this measure, may not be granted to an educator with a category 'CS' classification unless a recognised qualification which is higher than the required qualification for a category 'C' classification is obtained.

(2) Appointment contemplated in paragraph 1(5) above in posts at post levels 2 and higher

(a) The qualification category is determined.

(b) The appropriate salary scale attached to the category and/or post level is granted.

(c) Within the range of the appropriate salary scale the same salary is granted to the person which he received at the termination of his service taking into account general salary adjustments and salary structure adjustments which were implemented in the meantime. Should the person, however, qualify for a more favourable salary in terms of the conditions of appointment in sub-paragraph (2) above, the more favourable salary is granted to him or her and his or her incremental date is determined in terms of the regulations.

(4) Order of career incidents that have a bearing on the determination of salaries

If two or more of the incidents mentioned below come into effect from the same date, the actions in respect of the determination of salaries must be carried out in the following order:

(a) Normal annual salary increment.

(b) Qualification category classification.

(c) Achievement award.

(d) Appointment at a higher post level.

(5) Appointment to a post with a lower post level grading than that connected with the post held prior to the appointment in question (excluding an appointment contemplated in paragraph 1(5) above)

Should an educator apply for and be appointed to a post with a post level grading which is lower than the post level grading which was held immediately prior to the appointment in question, the relevant educator's salary is determined as follows:

(a) If, prior to his or her appointment on him or her existed (higher) post level he or she held a salary grade
corresponding with the salary grading that will be applicable to him or her on appointment at the lower post level.

His or her salary is determined as though he or she remained at the lower post level.

(b) If, prior to his or her appointment at this or her existing (higher) post level, he or she was on a lower post level grading which corresponds with the lower post level grading which he or she is now being appointed

His or her salary is determined as though when he or she was appointed at the higher post level, he or she was appointed at the lower post level.

5. CONDITIONS FOR THE ESTABLISHMENT OF POST LEVEL 8 POSTS

Taking into account paragraphs 2(2) (Post level ratio) and 3 (Rank designations) of Chapter A -

(a) the fixed salary and motor financing scheme applicable to the post class Direct or in the defined management cadre in the Public Service (as indicated in the PARS for the management cadre in the Public Service) as well as the top structure evaluation instrument as coupled measures for the evaluation of staff on the intended post class also apply to post level 8 for educators;

(b) serving staff in the staff class Educator who join post level 8, must as a standard arrangement first confirm in writing that they accept the fixed salary attached to the post level concerned;

(c) post level 8 posts must only be utilised in the colleges and school environment where there are actual management functions applicable;

(d) the utilisation of post level 8 posts must be limited to educative control and auxiliary services and colleges of education; and

(e) the grading of post level 8 is kept on par with the grading of post of director in the rest of the Public Service as an across the board matter.

6. SALARY SCALES

(1) Standard salary scale

On post level 1 the standard salary scales in sub-paragraphs 4 hereunder are indicated as MO.

(2) Key salary scale

The following key salary scales are applicable:

With effect from 1 July 1995

20110 x 1854 - 27534 x 2271 - 33889 x 2709 - 49725 x 2964 - 61581 x 3318 - 78171 x 3444 - 102279 x 3993 - 114258 x 4800 - 131478
### Merit Salary Scale

At post level 1 where achievement recognition is applicable, the salary scales allocated on the grounds of achievement are indicated as M1, M2, and M3 respectively in sub-paragraph (4) below and these salary scales are known as merit salary scales. The 1, 2 and 3 are indicative of the first, second and third achievement awards respectively.

### Post Levels, Qualification Categories, Post Level Gradings

(a) The following is applicable with effect from 1 July 1995.

**POST LEVELS, QUALIFICATION CATEGORIES, POST LEVEL GRADINGS, RANK CODES**

<table>
<thead>
<tr>
<th>Post Level</th>
<th>Qualification category</th>
<th>Post Level Gradings</th>
<th>Rank Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A2</td>
<td>20118 (Fixed)</td>
<td>30268</td>
</tr>
<tr>
<td></td>
<td>A1 (M0)</td>
<td>20118 x 1854 - 27534 x 2271 - 29805</td>
<td>30269</td>
</tr>
<tr>
<td></td>
<td>A1 (M1)</td>
<td>21972 x 1854 - 27534 x 2271 - 32076</td>
<td>30270</td>
</tr>
<tr>
<td></td>
<td>A1 (M2)</td>
<td>23826 x 1854 - 27534 x 2271 - 34274</td>
<td>30271</td>
</tr>
<tr>
<td></td>
<td>A1 (M3)</td>
<td>25680 x 1854 - 27534 x 2271 - 36628</td>
<td>30272</td>
</tr>
<tr>
<td></td>
<td>B (M0)</td>
<td>21972 x 1854 - 27534 x 2271 - 38889</td>
<td>30273</td>
</tr>
<tr>
<td></td>
<td>B (M1)</td>
<td>23826 x 1854 - 27534 x 2271 - 38889 x 2709 - 41594</td>
<td>30274</td>
</tr>
<tr>
<td></td>
<td>B (M2)</td>
<td>25680 x 1854 - 27534 x 2271 - 38889 x 2709 - 44307</td>
<td>30275</td>
</tr>
<tr>
<td></td>
<td>B (M3)</td>
<td>27534 x 2271 - 38889 x 2709 - 47015</td>
<td>30276</td>
</tr>
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<td></td>
<td>C (M0)</td>
<td>29805 x 2271 - 38889 x 2709 - 49725</td>
<td>12496</td>
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<tr>
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<td>C (M1)</td>
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<td>12498</td>
</tr>
<tr>
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<td>C (M2)</td>
<td>34347 x 2271 - 38889 x 2709 - 49725 x 2964 - 55633</td>
<td>12500</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>C (M3)</td>
<td>36618 x 2271 - 38889 x 2709 - 49725 x 2964 - 56617</td>
<td>12502</td>
<td></td>
</tr>
<tr>
<td>D (M0)</td>
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<tr>
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<tr>
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<tr>
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<td>12518</td>
<td></td>
</tr>
<tr>
<td>F (M0)</td>
<td>38889 x 2709 - 49725 x 2964 - 61581</td>
<td>12520</td>
<td></td>
</tr>
<tr>
<td>F (M1)</td>
<td>41596 x 2709 - 49725 x 2964 - 61581 x 3318 - 64899</td>
<td>12522</td>
<td></td>
</tr>
<tr>
<td>F (M2)</td>
<td>44307 x 2709 - 49725 x 2964 - 61581 x 3318 - 66217</td>
<td>12524</td>
<td></td>
</tr>
<tr>
<td>F (M3)</td>
<td>47016 x 2709 - 49725 x 2964 - 61581 x 3318 - 71535</td>
<td>12526</td>
<td></td>
</tr>
<tr>
<td>G (M0)</td>
<td>41596 x 2709 - 49725 x 2964 - 61581 x 3318 - 64899</td>
<td>12528</td>
<td></td>
</tr>
<tr>
<td>G (M1)</td>
<td>44307 x 2709 - 49725 x 2964 - 61581 x 3318 - 66217</td>
<td>12530</td>
<td></td>
</tr>
<tr>
<td>G (M2)</td>
<td>47016 x 2709 - 49725 x 2964 - 61581 x 3318 - 71535</td>
<td>12532</td>
<td></td>
</tr>
<tr>
<td>G (M3)</td>
<td>49725 x 2964 - 61581 x 3318 - 74853</td>
<td>12534</td>
<td></td>
</tr>
<tr>
<td>A2</td>
<td>23826 (Fixed)</td>
<td>30277</td>
<td></td>
</tr>
<tr>
<td>A1</td>
<td>29805 x 2271 - 36618</td>
<td>30278</td>
<td></td>
</tr>
</tbody>
</table>
B  
36618 \times 2271 - 38889 \times 2709 - 47016 = 30279

C  
49725 \times 2964 - 61581 \times 3318 = 12538

D  
55653 \times 2964 - 61581 \times 3318 - 71535 = 12539

E  
58617 \times 2964 - 61581 \times 3318 = 74853

F  
61581 \times 3318 - 78171 = 12541

G  
64899 \times 3318 - 78171 \times 3444 - 81615 = 12542

A2  
27534 \text{(Fixed)} = 30280

A1  
34347 \times 2271 - 38889 \times 2709 = 30281

B  
41598 \times 2709 - 49725 \times 2964 = 52689

C  
55653 \times 2964 - 61581 \times 3318 - 78171 \times 3444 - 81615 = 12545

D  
61581 \times 3318 - 78171 \times 3444 = 88503

E  
64899 \times 3318 - 78171 \times 3444 = 88503

F  
68217 \times 3318 - 78171 \times 3444 = 88503

G  
71535 \times 3318 - 78171 \times 3444 = 88503

A2  
32076 \text{(Fixed)} = 30283

A1  
38889 \times 2709 = 47016

B  
47016 \times 2709 - 49725 \times 2964 = 58517

C  
61581 \times 3318 - 78171 \times 3444 = 88503

D  
68217 \times 3318 - 78171 \times 3444 = 95391

E  
71535 \times 3318 - 78171 \times 3444 = 95391

F  
78171 \times 3444 = 12553

G  
78171 \times 3444 = 12553
### Implementation Measures in Respect of Salary Adjustments

(1) The salaries of full-time educators are adjusted in accordance with the adjustment key in the columns below:

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Salary</td>
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<tr>
<td>92/07/01</td>
<td>93/07/01</td>
<td>93/11/01</td>
<td>93/12/01</td>
<td>94/04/01</td>
<td>95/07/01</td>
<td></td>
</tr>
<tr>
<td>102918</td>
<td>108075</td>
<td>108075</td>
<td>126411</td>
<td>126411</td>
<td>131478</td>
<td></td>
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<tr>
<td>102603</td>
<td>107736</td>
<td>107736</td>
<td>107736</td>
<td>113772</td>
<td>119058</td>
<td></td>
</tr>
<tr>
<td>98127</td>
<td>103038</td>
<td>103038</td>
<td>103038</td>
<td>108810</td>
<td>114258</td>
<td></td>
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<tr>
<td>94692</td>
<td>99432</td>
<td>99432</td>
<td>99432</td>
<td>105003</td>
<td>110265</td>
<td></td>
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<tr>
<td>91257</td>
<td>95826</td>
<td>95826</td>
<td>95826</td>
<td>101196</td>
<td>106272</td>
<td></td>
</tr>
<tr>
<td>87822</td>
<td>92220</td>
<td>92220</td>
<td>92220</td>
<td>97389</td>
<td>102279</td>
<td></td>
</tr>
<tr>
<td>84864</td>
<td>89115</td>
<td>89115</td>
<td>89115</td>
<td>94110</td>
<td>98835</td>
<td></td>
</tr>
</tbody>
</table>
(2) The following general rules for the above-mentioned adjustment of salaries apply:

(a) Educators who qualify for salary increments or other increments on the pre-revised salary scales with effect from the implementation date, must, after all the formalities for granting of scale and other increments have been complied with, be granted such salary or other increments in the pre-revised salary scales prior to the adjustment of their salaries on the revised salary scales.

(b) If the salary increment of an educator had been withheld for some reason or, in the case of an educator whose increments date is the implementation date and the increment which would have been due to him on the date of implementation, could not have been granted to him, the salary without the increment must nevertheless be adjusted, but thereafter no increments on the revised salary scale will be granted until such time as the reason for withholding the salary increment has fallen away.

(c) If the promotion of an educator has already been approved, his/her salary determined according to the pre-revised salary scales...
scale and his/her promotion becomes effective from the implementation date (or a later date), the promotion salary is adjusted with effect from the date of promotion.

(d) Serving educators who have not reached the maximum of their pre-revised salary scales, retain their present incremental dates.

(e) In the case of a person not in service and to whom an offer of appointment (or re-appointment if there was a break in service) has been made on or before the date of adjustment, and who assumes duty after the date of adjustment, the salary is determined in accordance with the appropriate revised salary scale. The commencing salary must then be that which applies to the relevant rank or category with effect from the date of adjustment, calculated on the basis of qualifications and appropriate experience. Provided that the commencing salary is not less than that already offered, and provided further that such a person is not placed in a better position than any person already in employment in a corresponding rank.
CHAPTER C

SYSTEM OF ACHIEVEMENT RECOGNITION FOR EDUCATORS

1. BASIS FOR THE EVALUATION OF EDUCATORS AND THE OBJECTIVES OF ACHIEVEMENT RECOGNITION

Effective manpower management is an important tool to identify, develop, and utilise scarce and expensive manpower resources. The evaluation of education personnel is in turn an important component of education manpower management. In order to enable education authorities to keep abreast of the relative merit of education personnel for purposes of, inter alia, personnel development, achievement recognition and promotion, a planned and systematic procedure for personnel evaluation is necessary.

The evaluation of personnel should be aimed at the continuous improvement of education practice. An evaluation system should therefore lead to effective personnel development and personnel utilisation as well as the maximum motivation of personnel.

All evaluation should also lead to assistance, the improvement of the professional equipment of the educator and the identification of leadership potential among educators with a view to the effective application and utilisation of personnel.

The key to reaching the objectives of evaluation lies in the maintenance of the educator's confidence. The evaluation of educators should therefore be based on educational principles; in the professionalism of the educator and his professional development.

Within an ordered procedure for personnel evaluation various measuring instruments are necessary which will make a positive contribution to the process of the evaluation of personnel in an objective, impartial and balanced manner.

The instrument for achievement recognition can also be used in combination with other instruments to -

* identify the successes or shortcomings of the educator with a view to training, development, encouragement and guidance; and

* identify potential for promotion posts.

2. SCOPE OF APPLICABILITY

(1) For the purposes of achievement recognition, educators are regarded as personnel in schools, colleges of education, education auxiliary services and technical colleges/institutes who hold posts at level 1 and who have been classified into qualification categories where merit salary scales apply. Personnel who are appointed in temporary capacity because they do not comply with the minimum
requirements in respect of qualification for appointment as educators are excluded.

(2) Personnel who up to now were part of the system but who do not comply with the requirements laid down -

(a) can, in the case of those who have been classified in Category B, continue to be part of the system, irrespective of whether they are/were employed on the date of implementation of the revised system as regards qualification for the system; and

(b) can, in the case of those who have been classified in a category lower than B, continue to be part of the system provided service has been uninterrupted.

3. CRITERIA FOR ASSESSMENT

(1) Entitlement

only educators who have completed the prescribed qualifying period and who have distinguished themselves from the majority of their colleagues equal in rank by way of sustained achievement, can be considered for achievement recognition.

(2) Criteria for the evaluation of Educators for achievement recognition

<table>
<thead>
<tr>
<th>Main Criteria</th>
<th>Criteria</th>
<th>&quot;Weight&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task orientation</td>
<td>10</td>
<td>50.98%</td>
</tr>
<tr>
<td>People orientation</td>
<td>6</td>
<td>29.77%</td>
</tr>
<tr>
<td>Personal factors</td>
<td>4</td>
<td>9.75%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

(a) Main criteria

Achievement recognition is based on the proven achievement of the educator with certain personal qualities in obtaining achievement through and with people in a team context, and must therefore be people orientated. With this premise in mind, the evaluation process must be focused on the main criteria which essentially contribute to the educator's education achievement, but which are also measurable in a relative sense. In order of priority, the main criteria for the measuring and recognition of an educator's achievement are task orientation, people orientation and personal qualities which are accommodated under personal factors. The effective weight ratio of the three main criteria to each other is about 6:3:1. This is obtained by after evaluation, multiplying the total number of points of respect of the first five criteria under task orientation by 3 and the total of the second five by 2, while the total number of points under people orientation is multiplied by 2 and the total of the number of points under personal factors is left unchanged.

(b) Criteria
The evaluation of an educator for achievement recognition is done on the basis of the total of the 20 criteria as described in paragraph 3.3.

(3) Instrument for the assessment of the achievement of educators

The definitions and descriptions of the main criteria and criteria on a seven-point scale are as follows:
### Task Orientation: Attitude Towards the Educator's Task in All Its Dimensions

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Definition of criterion</th>
<th>Assessment</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Skill</td>
<td>The degree of professional recognition which he receives as a result of his qualifications, knowledge and experience of his subject or field of work, as well as achievements therein (academic, professional or otherwise).</td>
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<tr>
<td></td>
<td>Does not receive recognition.</td>
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<td></td>
<td>Receives recognition to a limited extent only in certain respects/within a limited group.</td>
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<td></td>
<td>Receives reasonable degree of recognition within his specific subject area.</td>
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<tr>
<td></td>
<td>Receives recognition within his specific subject area.</td>
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<tr>
<td></td>
<td>Receives exceptionally high recognition within work and subject context.</td>
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<tr>
<td>Curricular Effectiveness</td>
<td>This includes teaching preparation, the presentation and delivery of learning material, monitoring, evaluation and follow-up of preparatory activities for teaching itself and all follow-up activities.</td>
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<tr>
<td></td>
<td>Very poor. Does not in any way meet professional standards.</td>
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<tr>
<td></td>
<td>Poor. Generally does not meet professional standards.</td>
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<tr>
<td></td>
<td>Specific deficiencies exist. Does not always meet professional standards.</td>
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<tr>
<td></td>
<td>Good. Generally meets professional standards.</td>
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<tr>
<td></td>
<td>Maintains high professional standards.</td>
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<tr>
<td></td>
<td>Maintains very high professional standards.</td>
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<td></td>
<td>May establish new standards of excellence.</td>
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<td></td>
<td>Serves as an example of outstanding teaching.</td>
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<tr>
<td>Work Achievement</td>
<td>The level of achievement attained in his subject area in terms of reaching educational objectives through his influence on pupils/students, their personal development, subject and overall achievements of pupils/students, their interest shown in their work/the subject and examination results.</td>
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<tr>
<td></td>
<td>Work is very poor/educational objectives are not attained.</td>
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<td></td>
<td>Work is unsatisfactory/educational objectives are not attained.</td>
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<tr>
<td></td>
<td>Work is reasonable, but not consistently educational objectives are attained.</td>
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<tr>
<td></td>
<td>The expected work achievement/educational objectives are largely attained.</td>
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<td></td>
<td>Work achievement is significant/education is attained much more than the expected objectives.</td>
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<tr>
<td></td>
<td>Exceptional work of a high professional standard is performed.</td>
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<tr>
<td></td>
<td>Achievements are attained and standards which would be difficult to improve upon are maintained.</td>
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</tr>
<tr>
<td>Criterion</td>
<td>Definition of criterion</td>
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<td>2</td>
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<td>7</td>
<td>Assessment</td>
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<tr>
<td>Organisation</td>
<td>The proven ability to enable the class/teacher group to function effectively and efficiently (for maximum learning opportunities) through sensible arrangement and determination of priorities for learning and teaching activities. This also relates to the arrangement of class procedures, systematic and ordered actions, the keeping up to date of registers, records, returns, etc.</td>
<td>Teaching is unplanned and disorganised/confused and absence of priorities and system result in a condition verging on disorderliness; organisation is usually poor and does not meet professional standards.</td>
<td>Generally organises learning opportunities badly/in most cases there is no system and disorder prevails/overall there is an absence of priorities/organisation generally does not meet professional standards.</td>
<td>Organises the learning opportunitites of the group reasonably but tends towards poor organisation on occasions/ordinarily is sometimes absent/priorities are not consistently determined and maintained/organisation is not always as required/does not always or in all facets meet professional standards.</td>
<td>Organisation matches requirements/ordinarily is maintained/priorities are determined and pursued/usually meets requirements/professional standards are maintained.</td>
<td>Above-average organisational ability/no- ticeable exceeding of expectations/requirements/really good organisational ability and striving for excellence and truly good organisational ability and striving for excellence in all aspects/organisational standards are always maintained.</td>
<td>Decidedly good organisational ability/noticeable exceeding of expectations/priorities are determined and maintained/ordinarily good organisational ability and striving for excellence/organisational standards are always maintained.</td>
<td>Teaching, learning and all other activities are organised in the most efficient way at all times/excellent organisation produces positive results/high professional standards worthy of imitation are maintained.</td>
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</tbody>
</table>
### Task Orientation - Attitude Towards the Educator's Task in All Its Dimensions (continued)

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Definition of criterion</th>
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<th>5</th>
<th>6</th>
<th>7</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>Professional Attitude</td>
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<tr>
<td>Attitude towards and promotion of the education profession, interest in and devotion to the profession, wideness of reading within subject area and in education in general, involvement in recognised teachers' centres, in service courses, departmental subject meetings, extra-curricular activities and educational research, experimentation, renewal, publications and education marketing. Note: Involvement in associations should not be overdone.</td>
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<tr>
<td>No professional involvement/ detached view of the profession/rejection of profession merely as a source of income</td>
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<tr>
<td>Involvement not handled under compulsion or if it is unavoidable/ has a tendency to make negative remarks about the profession or does not promote the image of education and has a public attitude which is generally unacceptable.</td>
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<tr>
<td>Involvement is somewhat more than is expected/ occasionally leads to pride in his occupation and promotion of the image of education are concerned but no more/ profession expectations are not met.</td>
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<tr>
<td>Maintains a satisfactory degree of involvement, does his job as part of pride in his occupation and association with education/ contributes to the formation of a positive image of education/ obviously meets professional expectations.</td>
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<tr>
<td>Involved to a much greater extent than is expected/ holds position of leader in the organised education profession/ continuously projects a positive image of the profession/ has a great deal of pride in his occupation and feels it is a calling/ renders real and actual service to the education profession.</td>
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<tr>
<td>Very involved in the profession and is an acknowledged leader in the organised education profession/ is totally committed to education and is a born teacher/excellent example of professional standards and practice.</td>
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<tr>
<td><strong>School administration</strong></td>
<td>The proven ability to make timely provision for and request resources such as funds, supplies, and equipment. The effective utilization of available resources, the effective utilization of administrative resources such as, for example, the computer, mostly weak. Provision of resources not done timely. Resources and equipment not effectively utilized.</td>
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<tr>
<td><strong>Is reasonably able to manage administration and the provision and utilization of resources/usually meets requirements.</strong></td>
<td>Administrations are competently run. The provision and utilization of resources/requirements are met.</td>
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<tr>
<td><strong>Above average success with administration and the provision and utilization of resources/dealt and neatness of record keeping are outstanding.</strong></td>
<td>Outstanding success in maintaining administration of a very high standard/excellent provision and utilization of resources.</td>
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<tr>
<td>The establishment and maintenance of an effective filing system, the keeping up to date and neatness of school reports, registers, reports, statistical returns, responsibility and care for provisions and equipment. Administration has further to do with: collection of money, responsibility for money, keeping procedures and requirements for examination and target dates for activities.</td>
<td>Record keeping is weak and inaccurate and frequent carelessness in the keeping of registers and records occurs. Other documentations are merely up to date and neat. Other documentation are usually up to date and neat. Administration not only meets but exceeds requirements. Suits/records are correctly kept. Registers demonstrate great care.</td>
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<tr>
<th>Assessment</th>
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Main criterion
Task orientation - attitude towards the educator's task in all its dimensions (continued)

<table>
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<tr>
<th>Criterion</th>
<th>Definition of criterion</th>
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<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>Communication</td>
<td>The ability to listen. The proven ability to be aware of what other people are saying, to apprehend their thoughts and perspectives, to evaluate and interpret. The proven ability to communicate clearly and convincingly with others. The ability to use language appropriate to the development level of pupils. The skill to transfer knowledge in the classroom situation, the use of teaching aids, the image which is projected, as well as the non-verbal communication which is used (eye contact, facial expressions and gestures).</td>
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<td></td>
<td>Does not have the ability to listen to others or to hear what they are saying. Cannot make himself understood/ability in the language medium of the institution or component is poor; does not get through to the pupil in the classroom situation/personal image leaves much to be desired.</td>
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<td></td>
<td>Generally poor ability to listen to others and to make himself understood/weak verbal communication ability which is negatively perceived in the classroom/image is generally not acceptable.</td>
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<td></td>
<td>Reasonable ability to listen to others/reasonable ability to make himself understood, but some times fails short of the mark/language ability is some times inadequate/communication does not always succeed in the classroom/situation/acceptable image.</td>
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<td></td>
<td>Acceptable listening and expressive ability/handles the class situation well/achieves meaningful transfer of knowledge/positive and attractive image.</td>
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<td></td>
<td>Good listening and expressive ability/very good contact with and transfer of knowledge to pupils or students/serves as an example of a professional educator.</td>
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<td></td>
<td>Exceptional listening and understanding ability/exceptional verbal communication ability/a good speaker and writer/ability to achieve exceptional contact with pupils/or admirable educator who handles his professional task in a masterful way.</td>
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<tr>
<td>Attitude to pupils/students</td>
<td>This centres on human ethics, the point of departure regarding people, respect for people and the value attached to people, as well as the sympathy, respect and empathy with which one deals with each human being as the pinnacle of God’s creation. In the teaching situation it has to do with the creation of relationships of trust, understanding and authority. The acknowledgment, acceptance and educational approach to the uniqueness of every pupil/student in the judicious handling of the pupil/student.</td>
<td>Pupils/students are disregarded/they are dealt with as numbers which are mostly a nuisance/remote relations are maintained/actions are autocratic/reations are poor throughout.</td>
<td>Pupils/students are disregarded/pupils are sometimes not treated as unique individuals/disturbed relations are often found/not everyone is treated in the same way/there is no openness in relations/often poor relations.</td>
<td>Pupils/students are sometimes disregarded/pupils are sometimes not treated as unique individuals/disturbed relations are sometimes found/pupils are sometimes not all treated in the same way/there is sometimes a lack of openness in relations/often poor relations.</td>
<td>Human relations, particularly with pupils, are realistic and satisfactory/there is a healthy balance between openness and the maintenance of authority/pupils are treated as unique human beings/disturbed relations are seldom found/reactions can be regarded as satisfactory and constructive.</td>
<td>Relationships with pupils are good/there is free interaction between educator and pupils. No really disturbed relations are known/is a popular educator who attracts pupils and is even approached for advice on personal problems.</td>
<td>Relevant are a strong point/relations with pupils in particular are very good/he is open to people and pupils feel attracted to him and can identify with him/his excellent human relations give even promising results in the class situation/his professional relationship with pupils serves as an example to others/pupils place great deal of trust in the educator; it comes to the solving of personal problems.</td>
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X2
Main criterion

People orientation - disposition with regard to all people in the exercise of the educator's task (continued)

<table>
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<tr>
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<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude to staff</td>
<td>This centres on human ethics, the point of departure regarding people, respect for people and the value attached to people, as well as the sympathy, respect and equality with which one deals with each human being as the principle of one's creation in relations between colleagues. It has to do with acceptance, cooperation, support and inter-colleague loyalty. It mainly has to do with the ability to function in interpersonal relations and actions within the school context in such a way that he makes a contribution towards the attainment of educational and other aims within an effective group.</td>
<td>A detached person who withdraws from his colleagues/ is always in conflict with others/ has no understanding of the points of view of others and always wants to dominate/ is an unpleasant person whom he puts off others/ he can only function on his own/relations are poor throughout.</td>
<td>Finds it difficult not to be detached and sceptical towards colleagues/ conflicts with others/ strong individually conscious/ often an unpleasant person, especially towards those he does not know/ finds it difficult to function within a team/relations are often poor.</td>
<td>Sometimes experiences problems with detachment, scepticism and involvement towards colleagues/ there is sometimes conflict which can be directly ascribable to firm sometimes stubborn and self-willed/ not really a team person but manages to function within a team/relations sometimes tense and disturbed.</td>
<td>Relations with colleagues are satisfactory/ good/ dealings with conflict are good/ for many a true friend and a pillar of strength/ works in a team but is not a leader/ succeeds reasonably in maintaining working relationships with colleagues.</td>
<td>Relations with colleagues are good/ dealings with conflict are good/ for many a true friend and a pillar of strength/ works in a team but is not a leader/ succeeds reasonably in maintaining working relationships with colleagues.</td>
<td>Succeeds very well in building and maintaining healthy relations with colleagues/ a respected and valued colleague/ leader in interpersonal relations and team leadership/ his forte is human relations, with much proof of success/ sets new and high professional standards.</td>
<td>Exceptionally good relations with colleagues/ a respected and valued colleague/ leader in interpersonal relations and team leadership/ his forte is human relations, with much proof of success/ sets new and high professional standards.</td>
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</tbody>
</table>

X2-
### Main criterion

People orientation = disposition with regard to all people in the exercise of the educator’s task

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<tbody>
<tr>
<td>Attitude to education authorities</td>
<td>The manner in which he conducts himself towards his superiors in the context of work in a professional way with trust in his own abilities, knowledge, and competence. Also the proven ability to convince his superiors of the validity of his points of view for the sake of promoting education. The proven ability to adapt himself to his points of view, taking into account the maintenance of good relations with superiors in the workplace without undue subservience. More specifically, the bearing of professional norms and codes, cooperation and loyalty to the employer, the way in which authority is accepted, and professional integrity. Note: It is important to make provision for criticism of the employer as long as it is constructive.</td>
<td>Almost no self-confidence in himself/does not respect working norms</td>
<td>Poor self-confidence/possesses no powers of persuasion</td>
<td>Sometimes poor self-confidence/possesses no powers of persuasion</td>
<td>Sometimes good self-confidence/possesses some powers of persuasion</td>
<td>Has a reasonable amount of self-confidence/possesses some powers of persuasion</td>
<td>Has excellent confidence in himself/possesses high powers of persuasion/possesses high confidence in himself</td>
<td>Exceptionally good self-confidence/possesses high powers of persuasion/possesses high confidence in himself. Projects himself effectively and very well to superiors in an acceptable manner. Assumes the leadership role in convincing superiors of the merits of maintaining professional and working norms. Authority/loyalty towards superiors is excellent.</td>
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</tbody>
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Note: It is important to make provision for criticism of the employer as long as it is constructive.
Main criterion

People orientation = disposition with regard to all people in the exercise of the educator’s task

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</thead>
<tbody>
<tr>
<td>Attitude to parents</td>
<td>Approachability, attitude, friendliness, helpfulness, politeness, accessibility as far as parents are concerned. Action concerning parents and judicious dealing with parents. Co-operation with parents in the education of their children. Contact and liaison with parents on personal and informal levels, providing advice and help, and making educational team work possible. Note: The definition of the term &quot;parents&quot; may give rise to problems with certain population groups who have a far wider concept for this relationship. &quot;Parents&quot; could then refer to other than biological parents. In such cases, &quot;parents&quot; indicate those that accept direct responsibility for the raising and education of the child.</td>
<td>In general it is unable to build up and maintain meaningful relations with parents. Often cannot maintain relations with parents. Unapproachable, detached and unsympathetic. Cannot understand, interpret or help to solve parents' problems. There is often conflict with parents. Relations with parents are poor/liaison with parents is often neglected.</td>
<td>Often cannot maintain meaningful relations with parents. Is unapproachable, detached and unsympathetic. Sometimes cannot understand, interpret or help to solve parents' problems. There is often conflict with parents. Relations with parents are poor/liaison with parents is often neglected.</td>
<td>Sometimes cannot maintain meaningful relations with parents. Is sometimes unapproachable, detached and unsympathetic. Sometimes cannot understand, interpret or help to solve parents' problems. There is sometimes conflict with parents. Relations with parents may be poor/liaison with parents is sometimes neglected.</td>
<td>Maintains satisfactory relations with parents/sympathetic, approachable. Help is given to parents on a good basis. Can understand parents' problems well. Identifies with them and helps with problems, solving conflicts for parents. Liaison with parents is reasonably good.</td>
<td>Maintains good relations with parents/sympathetic, approachable. Help is given to parents on a good basis. Can understand parents' problems well. Identifies with them and helps with problems, solving conflicts for parents. Liaison with parents is reasonably good.</td>
<td>Maintains very good relations with parents/sympathetic, approachable. Help is given to parents on a good basis. Can understand parents' problems well. Identifies with them and helps with problems, solving conflicts for parents. Liaison with parents is exceptionally good.</td>
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<td>Exceptionally good relations with parents/Extremely approachable, helpful and sympathetic/Very successful in understanding parents' problems, identifying with them and helping, to solve them/Very good at preventing conflict and at making creative use of conflict/liaison with parents community is exceptionally good.</td>
</tr>
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</table>
Main criterion

People orientation = disposition with regard to all people in the exercise of the educator’s task

<table>
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<tr>
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<th>Assessment</th>
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<tbody>
<tr>
<td>Attitude towards the community</td>
<td>Is negative towards the community, often isolates himself and criticises everyone in the community, not sensitive to the norms and customs of the community.</td>
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<td>Poor</td>
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<td>Is often negative to the community, has an extended system of relationships which may include a great many people that see themselves as members of one family, can give the concept other meanings.</td>
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<td>Poor</td>
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<tr>
<td></td>
<td>Is sometimes negative to the community, often isolates himself and criticises everyone in the community, not sensitive to the norms and customs of the community.</td>
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<td>Poor</td>
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<td>Satisfactory attitude to the community, shows excellent sensitivity to the norms and customs of the community.</td>
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<td>Satisfactory</td>
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<td>Good attitude to the community, shows very sensitive to the norms and customs of the community.</td>
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<td>Good</td>
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<td>Exceptionally good attitude to the community, extremely sensitive to the norms and customs of the community.</td>
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<td>Exceptional</td>
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Note: The concept ‘community’ normally refers to a group of people who live within a defined geographical area where they fulfill most of their activities. Population groups that have an extended system of relationships which may include a great many people that see themselves as members of one family, can give the concept other meanings. In such cases, ‘community’ means all those who have a direct or indirect interest in the education provided by a particular school.
Main criterion
People orientation = disposition with regard to all people in the exercise of the educator's task

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</table>
| Creation of The tone and spirit which climate exists in a school and which forms the internal social environment within which teaching takes place. This includes elements such as neatness, attractiveness, originality, ingenuity and creativity, especially where the use of suitable pictures, illustrations, diagrams and cuttings is concerned. Also especially the attitude prevailing in the class/school, the relations between pupil and educator, pupil/student control, willingness to learn and work together.

Note: Physical aspects must not be over emphasised. The emphasis should fall on the attitude towards study between teacher and pupil. | The class/school is un-inspiring and dull/careless and learning is negative/little co-operation between educator and pupils | Class/school is unacceptable/unattractive/ | Good/room is attractive/ | Class/school is very neat/unattractive | Class/school is very neat/unattractive/ |
| The class/school is un-inspiring and dull/careless and learning is negative/little co-operation between educator and pupils | The class/school is unsatisfactory/attitude of room is acceptable/ | Good/room is attractive/ | Class/school is very neat/unattractive | Class/school is very neat/unattractive/ |
| The class/school is unsatisfactory/attitude of room is acceptable/ | The class/school is unacceptable/unattractive/ | Good/room is attractive/ | Class/school is very neat/unattractive | Class/school is very neat/unattractive/ |
| The class/school is unacceptable/unattractive/ | Good/room is attractive/ | Class/school is very neat/unattractive/ | Class/school is very neat/unattractive/ | Class/school is very neat/unattractive/ |
**Main criterion**

**Personal factors** = factors present in the person which must be considered as his own unique characteristics, abilities and realities

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<tbody>
<tr>
<td>Initiative/creativity/innovation</td>
<td>The extent to which he comes up with workable new ideas and uses them to attain educational aims more effectively. Search for professional growth, willingness to initiate, consider new developments and implement them in the teaching situation where possible. The ability, when methods and means are not available, to seek, test and implement solutions. Willingness to experiment and change.</td>
<td>Shows no initiative/ completely set in his ways/strongly set against any change/ shows no professional growth/very limited initiative, if any, is taken/ unwillingness to experiment or change.</td>
<td>Shows little initiative/ strong tendency to stick to established usage/ set against any change/ shows little professional growth/ limited initiative is taken/ unwillingness to experiment or change.</td>
<td>Shows limited initiative/ shows tendency to stick to established usage/ sometimes shows signs of being set against any change/ sometimes tends to become professionally rigid/ only occasionally takes the initiative/ tends to show unwillingness to experiment or change only occasionally. Below average.</td>
<td>Initiative meets expectations/is reasonably willing to relinquish existing ineffective usage and to change/professional growth is good and above average/creativity is shown/ attitude to experiment and change meets expectations.</td>
<td>Shows good initiative/ willing to relinquish existing ineffective usage and to change/professional growth is good and above average/creativity is shown/ attitude to experiment and change meets expectations.</td>
<td>Shows excellent initiative/ attitude to renewal is very difficult to improve on his initiative/ attitude to renewal is very good and his ability to innovate/is a leader in experimentation and improvement of experiments. Good results.</td>
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</table>
Main Criterion

Personal factors = factors present in the person which must be considered as his own unique characteristics, abilities and realities

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<tbody>
<tr>
<td>Study/self-development</td>
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<td>The extent to which he is willing and able to acquire and apply knowledge regarding professional, educational and administrative matters by means of in-service training, refresher courses, formal courses, informal courses (internally or externally) or study for a degree. It has to do with preparedness, self-development and job specialisation.</td>
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<tr>
<td>Is not at all interested in self-development/very limited knowledge of new developments in his subject or in education/does not keep up to date in his subject or developments in education/does not attend any courses or conferences/does not consider studying further.</td>
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<td>Poor self-development/very limited knowledge of new developments in his subject or in education/seldom attends conferences or courses/limited study is undertaken, if any. Shortcomings exist. Below average.</td>
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<tr>
<td>Self-development is limited only knowledge of new developments in his subject or in education/seldom attends conferences or courses/limited study is undertaken, if any. Shortcomings exist. Below average.</td>
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<tr>
<td>Self-development is good / well up to date in his subject and developments in education/regularly attends conferences or courses/takes the lead in subject conferences and courses/takes the lead in subject conferences/very eager to learn/eager to learn/above average.</td>
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<tr>
<td>Self-development is very good/well up to date in his subject and developments in education/regularly attends conferences or courses/takes the lead in subject conferences and courses/takes the lead in subject conferences/very eager to learn/eager to learn/above average.</td>
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<td>Self-development is exceptional/could only be bettered with difficulty/is an expert in his subject and developments in education/takes the lead in subject conferences and courses/takes the lead in subject conferences/very eager to learn/eager to learn/above average.</td>
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XI-
Main criterion

Personal factors - factors present in the person which must be considered as his own unique characteristics, abilities and realities

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<tbody>
<tr>
<td>Leadership</td>
<td>The ability to analyse situations, consider alternative actions, help determine aims, help a group to decide on a plan of action and bring the plan to fruition. It also has to do with the determination of norms, the division of work, communication and group unity in line actions. Leadership includes the extent to which a group of people wish to depend on the insight, point of view, judgement and will of an individual to lead them to achieve certain aims.</td>
<td>Is haphazard and directionless/note not able to make a choice and decide on a course of action/often exercises no influence on a group of people/people take no notice of his views/ is isolated within the group if he shows signs of leadership it is usually poor.</td>
<td>Is haphazard and directionless/often not able to make a choice and decide on a course of action/often exercises no influence on a group of people/people take no notice of his views/is often isolated within the group if he shows signs of leadership it is usually not acceptable and lacks of leadership.</td>
<td>Is sometimes haphazard and directionless/sometimes not able to make a choice and decide on a course of action/sometimes exercise no influence on a group of people/people sometimes take no notice of his views/is sometimes isolated within the group if he shows signs of leadership it is usually not acceptable and lacks of leadership.</td>
<td>His ability to plan is up to standards/above average in his ability to lead others in an acceptable way/deciding on a course of action/some time exercising no influence on a group of people/people sometimes take no notice of his views/is sometimes isolated within the group if he shows signs of leadership it is usually not acceptable and lacks of leadership.</td>
<td>His ability to plan is up to standards/above average in his ability to lead others in an acceptable way/deciding on a course of action/some time exercising no influence on a group of people/people sometimes take no notice of his views/is sometimes isolated within the group if he shows signs of leadership it is usually not acceptable and lacks of leadership.</td>
<td>Very good at analysing situations/has excellent ability very successfully to go to the heart of a matter, solving problems/has excellent ability to analyse situations/has excellent ability very successfully to go to the heart of a matter, solving problems/has excellent ability very successfully to go to the heart of a matter, solving problems.</td>
<td>An exceptionally dynamic leader/has already been admired/has excellent ability very successfully to go to the heart of a matter, solving problems/has excellent ability very successfully to go to the heart of a matter, solving problems/has excellent ability very successfully to go to the heart of a matter, solving problems.</td>
</tr>
</tbody>
</table>

x1
Main criterion

Personal factors - factors present in the person which must be considered as his own unique characteristics, abilities and realities

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Definition of criterion</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>View of life and of the world</td>
<td>The personal and character traits of the educator. His ethical norms and standards. The personal image he projects and the role model he provides for pupils/students.</td>
<td></td>
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<tr>
<td></td>
<td>Someone whose norms of life, values and/or morals are under suspicion. A poor role model for the youth. An embarrassment at all times to the profession. A personal image which is not all acceptable in education.</td>
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<tr>
<td></td>
<td>Someone whose norms of life, values and/or morals are often suspect. Often a poor role model for the youth. Often an embarrassment to the profession. A personal image which is unacceptable in education.</td>
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<tr>
<td></td>
<td>Someone whose norms of life, values and/or morals are times suspect. Sometimes a poor role model for the youth. Sometimes an embarrassment to the profession. A personal image which is unacceptable in education.</td>
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<tr>
<td></td>
<td>Someone whose norms of life, values and/or morals are commonly expected of an educator. An educational role model for the youth.</td>
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</tr>
<tr>
<td></td>
<td>Someone whose norms of life, values and/or morals are much higher than those commonly expected of an educator. A most acceptable professional role model for the youth.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Someone whose norms of life, values and/or morals are higher than those commonly expected of an educator. A person whose professional standards are much higher than those expected to be followed. A personal image in education which is exemplary at all times. A personal image which is better than that which is accepted in education.</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Someone whose norms or life, values and/or morals are much higher than those expected to be followed. A personal image in education which can serve as an example to others.</td>
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</tbody>
</table>

Assessment X = Total X 100

20%
Cut-off to be considered for achievement recognition

To be considered for achievement recognition, an educator must -
(a) obtain at least 245 out of 287 points (that is about 85%); and
(b) also qualify therefore according to a general judgement.

Achievement recognition cycle

The qualifying period to be considered for achievement recognition is two years' actual service on 1 January of the year in which the allocation is made. All approved leave with pay and a maximum of 30 days without pay, unless, in his opinion, the head of education approves a longer period in specific cases, count as fully qualifying for the period of two years to be considered for achievement recognition; on the understanding that the leave without pay is not due to unauthorised absences or irresponsible conduct.

Reassessment

An educator who, in a specific year, only just fails to obtain the required rating for achievement recognition, must be considered for possible achievement recognition in the following year.

Parties involved in the process of evaluation

In order to prevent the evaluation being done by one person only and with a view to increasing the reliability of evaluation, the acceptance of the system by those to whom it applies, as well as for the purposes of moderation -

- the evaluation of the educator must be done by a group of selected, trained and experienced evaluators and the educator must be familiar with the measuring instrument;
- the evaluation must be done by an evaluation committee consisting of at least two persons;
- the educator must have personal or written access to the evaluators to state and substantiate his or her own achievements, or he/she may be represented by a colleague;
- the head of the institution or office must, in conjunction with the evaluation committee, consider all the facts, the points allocation of the evaluation committee as well as inputs made by the educator or his/her representative and then award a final point under each criterion;
- a person, preferably more senior that the head of the institution or office, appointed by the education head for this purpose, must moderate and certify the points allocation of the institution or office; and
the head of the institution or office and where possible and necessary, the moderator and members of the evaluation committee must then conduct a professional evaluation conversation with the educator and provide feedback on strong and weak points and assist through professional advice in creating a development plan, according to which weak points can be eliminated.

Considering his progress according to the said development plan, the educator can request to be evaluated in the mean time as to to measure his progress with a view to the next evaluation according to the normal achievement recognition cycle as mentioned in 3.5.

4. **BASIS OF RECOGNITION**

The benefits of achievement recognition must be granted from a common date, namely 1 January.

The award can take place after at least two years' actual service an biennially after that, on the understanding that such awards cannot be made to the same person more than three times.

Each achievement recognition must be accompanied by the granting of merit salary scale.

5. **STATISTICS IN RESPECT OF ACHIEVEMENT AWARDS**

For the purpose of promoting co-ordination and standardisation, it is essential that the following statistics in respect of achievement award be compiled annually:

(a) Number of educators who have completed the required period of service to be considered for achievement assessment.

(b) Number of educators actually assessed with a view to achievement recognition.

(c) Number of educators to whom the benefit of achievement recognition has been granted, and how many of these educators have received this award for -

(i) the first time;
(ii) the second time; and
(iii) the third time.

6. **AWARDING OF ACHIEVEMENT AFTER A BREAK IN SERVICE IN CASES WHERE ACHIEVEMENT WAS RECOGNISED BUT NOT BEING PUT INTO OPERATION**

Recognition of proven recognised achievement may be put into operation at the discretion of the head of education after a break in service not exceeding a period of two years.

7. **GENERAL**

Successful application of the system of achievement recognition for educators depends largely on the extent of co-ordination between educational institutions. To ensure the successful application of the
system, it is essential for the parties involved in the process of assessment to be familiar with the system. The respective educational institutions must therefore take appropriate steps, within their specific circumstances, to ensure that the persons involved in the application of the system are properly trained and familiar with the system.
CHAPTER D

RENUMERATIVE PAYMENTS OVER AND ABOVE SALARIES

1. DIFFERENTIATED ALLOWANCE

(1) Educators who on 1 October 1984 held the post of Inspector, Schools excluding those who on 1 April 1981 chose to be remunerated according to personal fixed salaries, receive a non-pensionable allowance of R1 015 per annum up to and including the salary notch of R81815. When advancing to the notch R85059 p.a. the allowance decreases to R819 per annum and, on the person reaching the salary notch of R95503 it falls away completely. The salary notches referred to here are the revised salary notches.

(2) Educators responsible for a section of agriculture, e.g. agronomy, cattle-breeding, etc., receive a non-pensionable allowance which is equal to the difference between the notch on the key scale applicable to the educator and the following higher notch on the key scale.

2. ALLOWANCE TO EDUCATORS WHO PERFORM SUPERVISORY DUTIES AT HOSTELS

(1) 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:

(a) 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.

(i) General

(aa) Responsible for every aspect of the hostel's activities in accordance with the relevant department's policy.

(bb) Determines policy in respect of the educational, economic and administrative matters within the framework as prescribed by the department concerned.

(cc) Exercises the necessary control to ensure that the policy is implemented.

(ii) Educational

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

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:

(aa) Recommendations in respect of the appointment of staff.

(bb) Periodic reports and recommendations in respect of buildings, equipment, etc.

(cc) General management of staff.

(dd) Handling of applications for admission of boarders.

(ee) Collection of boarding fees.

(ff) Compilation of duty sheets for staff.

LEVEL II

Normally every hostel has a supervisor on level II.

General

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

Educational

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

Economic

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

Administrative

Responsible for all administrative duties necessary for the efficient running of a hostel. This includes inter alia, the following:
(aa) Recommendations in respect of the appointment of staff.

(bb) Periodic reports and recommendations in respect of buildings, equipment, grounds, etc.

(cc) Management of staff.

(dd) Handles applications for admission of boarders.

(ee) Collection of boarding fees.

(c) **LEVEL III**

The number of persons that are utilised at this level is directly related to the number of hostel enrolments. These persons concerned perform educational and other duties such as:

(i) Carrying out the educational programme.

(ii) Maintenance of general discipline in the hostel, neatness of boarders, their rooms, the buildings and grounds.

(2) **Grading scales**

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

<table>
<thead>
<tr>
<th>Range</th>
<th>0 - 60</th>
<th>61 - 120</th>
<th>121 - 300</th>
<th>301 and more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I</td>
<td>12.5%</td>
<td>13.5%</td>
<td>14.5%</td>
<td>15.5%</td>
</tr>
<tr>
<td>Level II</td>
<td>12.5%</td>
<td>13.5%</td>
<td>14.5%</td>
<td>15.5%</td>
</tr>
<tr>
<td>Level III</td>
<td>12.5%</td>
<td>12.5%</td>
<td>12.5%</td>
<td>12.5%</td>
</tr>
</tbody>
</table>

(b) Where, in terms of approved educational policy in respect of post-provision scales, weighting on the actual pupil number 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 (a).

(3) **Basis for remuneration**

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Hostel enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-60</td>
</tr>
<tr>
<td>I</td>
<td>12.5%</td>
</tr>
<tr>
<td>II</td>
<td>12.5%</td>
</tr>
<tr>
<td>III</td>
<td>12.5%</td>
</tr>
</tbody>
</table>
(b) 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 (1) above are performed:

<table>
<thead>
<tr>
<th>Function</th>
<th>Percentage reduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational</td>
<td>50%</td>
</tr>
<tr>
<td>Administrative</td>
<td>25%</td>
</tr>
<tr>
<td>Economic</td>
<td>25%</td>
</tr>
</tbody>
</table>

(4) Rounding off of non-pensionable allowances

The amount determined in terms of item 3(3) must be rounded off to the nearest higher five cents per month.

3. COMPENSATION FOR EXAMINATION-RELATED WORK

With the approval of the head of education an educator may receive compensation for specified categories of examination-related work. This compensation is derived from 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 instructions. Offerings at a level lower than that mentioned in (b).

Standard tariff = 0.10% of the scale average of the standard salary scale attached to category D at post level 1, rounded off to the nearest five cents.

(b) **Level II:** Examination-related work in respect of instructional offerings for Std. 10, N3 and N4.

Standard tariff = 0.13% of the scale average of the standard salary scale attached to category D at post level 1, 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 (b).

Standard tariff = 0.15% of the scale average of the standard salary scale attached to category D at post level 1, rounded off to the nearest five cents.

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

(2) For each of the following categories of examination-related work the corresponding compensation in terms of the applicable standard tariff as defined in (1), may be paid:

(a) Setting of question paper and accompanying memorandum
   (with effect from 1 January 1994)
5 x (standard tariff) x (duration of question paper in hours)

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

(b) Moderating of question paper and accompanying memorandum
    1.6 x (standard tariff) x (duration of question paper in hours)

(c) Translation of question paper and accompanying memorandum
    1.0 x (standard tariff) x (duration of question paper in hours)

(d) Marking of examination scripts and control marking by the chief examiner

In this case one of the following two bases, as approved by the head of education, may be used:

(i) 0.05 x (standard tariff) x (duration of question paper in hours) x (number of scripts for the question paper marked) with a minimum compensation based on the marking of 10 scripts

OR

(ii) 0.6 x (standard tariff) x (number of hours spent on the marking of scripts):

    Provided that in the opinion of the head of the education department a satisfactory marking pace is maintained in the latter case.

(e) Moderating of scripts

0.05 x (standard tariff) x (duration of question paper in hours) x (number of scripts moderated for the question paper) with a minimum compensation based on the moderating of 20 scripts.

(f) Remarking of examination scripts on appeal

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

(g) Practical and oral examinations

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

(h) Work done as chief examiner
The chief examiner who accepts responsibility for a group of examiners receives 10 per cent of the total amount paid to his/her examiners including himself/herself for marking (excluding control marking) in order to compensate him/her for his/her additional responsibilities, duties and administrative work.

(c) Work done as local secretary

The local secretary receives compensation for his/her responsibilities in respect of the administration of all examination sessions for a particular examination. This compensation is based on the number of candidates entered for the examination irrespective of the number of subjects for which the candidate have entered, i.e.,

\[ 0.25 \times \text{(standard tariff for Level I)} \times \text{(number of candidates entered for an examination)} \]

with a minimum compensation per examination based on candidates.

(j) Invigilation work

\[ 0.9 \times \text{(standard tariff for Level I)} \]

for the invigilator per examination session irrespective of the duration.

AND

\[ 0.6 \times \text{(standard tariff for Level I)} \]

for the assistant invigilator per examination session irrespective of the duration.

4. MEASURES IN CONNECTION WITH EDUCATORS WHO ARE PAID ON A PER-HOUR BASIS FOR TUITION, FULL-TIME EDUCATORS WHO PERFORM PAID OVERTIME DUTIES OR EDUCATORS WHO ARE APPOINTED ON A PROPORTIONAL BASIS

(1) Per-hour tariffs

The following tariffs are applicable in respect of formal tuition contact hours:

(a) Tuition in an educational context up to and including Std. 1 (excluding in respect of self-financing courses):

(b) Qualifications M + 3 years and higher

Formula: Maximum of the standard salary scale connected with category D at post level 7

rounded off to the nearest five cents
(a) **Qualifications lower than N + 3 years**

*Formula:* Maximum of the standard salary scale connected with the applicable category at post level 1

\[ \text{Formula: Maximum of the standard salary scale connected with the applicable category at post level 1} \]

900

rounded off to the nearest five cents.

(b) **Tuition in an educational context beyond Std 10 (excluding in respect of self-financing courses)**:

*Formula:* Maximum of the standard salary scale connected with Category D at post level 2

\[ \text{Formula: Maximum of the standard salary scale connected with Category D at post level 2} \]

900

rounded off to the nearest five cents.

*Comments:* Persons who, on a personal basis, are at present receiving higher tariffs than those indicated, retain these as personal until they are superseded by the tariffs as per formula.)
(2) Measures in respect of full-time educators who are paid on a per hour basis or full-time educators who perform overtime duties

(a) In principle the existing practices whereby full-time educator receive additional remuneration on a per-hour basis or overtime remuneration, must be phased out as soon as possible.

(b) Overtime remuneration/remuneration on a per-hour basis to full-time educators for tuition over and above the normal timetable load can be made only if:

(i) the required authorisation has been specifically given; and

(ii) such tuition does not prejudice any obligations, including the normal timetable load, that is expected from the educator; or

(iii) such an educator must conduct tuition during his vacation leave or on a part-time basis because a substitute is not available or after the head of the Department has satisfied himself/herself that no other arrangement is possible.

(c) Existing authorisations remain in force for the time being but under no circumstances may the measure contained in item (i) above be interpreted as being an extension of the existing authorisation for overtime remuneration or additional per-hour payment. Attention is again directed to the fact that additional payment, in whatever form, has to be discontinued as soon as possible.

(3) Educators who are appointed on a proportional basis

(a) Pro-rata remuneration basis

The following formula applies:

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

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

(b) Recognition of experience

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

\[ \text{Number of hours per week for which appointed} \times 365 = \text{equivalent number of days full-time experience} \]
49

c. Other aspects

In the case of part-time appointments, not only basic remuneration
must be calculated on a pro-rata basis, but also all other
remunerative payments.

5. NON-PENSIONABLE ALLOWANCE PAID TO EDUCATORS AT POST LEVEL 1 WHO PROVIDE
TUITION AT THE ADULT TRAINING CENTRE, WESTLAKE AS WELL AS AT THE ADULT
TRAINING CENTRE, RUN AS A SECTION OF THE VEREENIGING TECHNICAL COLLEGE

A non-pensionable allowance which is equal to the difference between the
current salary notch of the educator and the following higher salary notch
on the key salary scale, is paid to educators who were in service on 1
October 1984 and are still in service. This allowance is therefore not paid
to educators who were/are appointed after 1 October 1984.
CHAPTER 6

SERVICE BENEFIT AWARDS

1. DEPARTMENT-SPECIFIC AWARDS

(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.

(2) SCOPE OF APPLICATION

All CS educators on post levels 1 to 9 are eligible for a department-specific award. The award to CS educators on post level 8 must however be granted with prudence, since a Director in the Public Service does not qualify therefor.

(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.

(4) CONDITIONS

(i) 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.

(ii) The total amount expended by an education department or 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.

(iii) The size of the award must relate to the need identified.

(iv) 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.
(v) The award must, in the opinion of the head of education or a delegate, be in the interest of the particular educational department or the State.

(vi) 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 (e), together with the function.

3. **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 utilization of these awards.

2. **REirement Package**

The following retirement benefits will apply to a CS educator who, because of rationalization, 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 the house owners allowance for the remaining period of the six months.

(e) Continued occupation of official quarters, where possible, for 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 V

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

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) 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 6
TIME OFF AND SECONDMENT

1. INTRODUCTION

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


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.

3] That the amount of time off and the frequency thereof should at all times be reasonable and fair.

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) Applications for time off must be considered on its merits and the principle of reasonableness and fairness must apply.

(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 organisation concerned and the responsible personnel offices.

2. **TIME OFF**

A. **TIME OFF FOR COLLECTIVE BARGAINING PURPOSES**

(1) **ENTITLEMENT**

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

(2) **PROVISIONS**

(a) Identified representatives must give their supervisor reasonable notice of meetings to be attended and proof that they have been nominated to attend such meetings.

(b) Confirmation of meeting must be submitted by the representative to his or her supervisor for record and auditing purposes.

(c) 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.

(d) In addition, representatives are allowed a maximum of additional school day per event, which should be regarded as a 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 hour required.

(3) **PAYMENT FOR TIME OFF**

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

B. **TIME OFF FOR EMPLOYER ORGANISATION DUTIES**
(1) **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.

(2) **PROVISIONS**

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

(i) representing members in good standing during:
   - disciplinary hearings
   - grievance and dispute procedures
   - retrenchment/redundancy procedures
   - dismissals;

(ii) attending labour relations training; and

(iii) attending, participating in and organising workplace forums.

(b) 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.

(3) **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.
C. **TIME OFF FOR EMPLOYEE ORGANISATION ACTIVITIES**

1. **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.

2. **PROVISIONS**

The following employee organisation activities are provided for:

(a) 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.

(b) Meeting full-time officials, by arrangement and agreement between the employee organisation and employer, to discuss bona fide employee organisation matters.

(c) Voting during employee organisation elections where voting cannot take place outside working hours.

(d) Voting in respect of procedural/lawful strike actions.

3. **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.

D. Where there is a dispute relating to time off, the provisions of the Constitution of the ERC will apply. Time off with full pay is permitted for employee organisation members/representatives to engage in this process.

**SECONDEMENT**

4.1 **ENTITLEMENT**

The employer recognises the need for employee organisation
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 FTRA 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 distract 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 one year:

<table>
<thead>
<tr>
<th>NUMBER OF AUDITED EMPLOYEE ORGANISATION MEMBERS</th>
<th>NUMBER OF MEMBERS TO BE ALLOWED TO BE SECONDED TO FULL-TIME POSITIONS IN AN EMPLOYEE ORGANISATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 3000</td>
<td>0</td>
</tr>
<tr>
<td>3001 - 5000</td>
<td>1</td>
</tr>
<tr>
<td>5001 - 8000</td>
<td>2</td>
</tr>
<tr>
<td>8001 - 12000</td>
<td>3</td>
</tr>
<tr>
<td>12001 - 17000</td>
<td>4</td>
</tr>
<tr>
<td>17001 upwards</td>
<td>AN ADDITIONAL 1 MEMBER FOR EVERY 6000 ABOVE 17000 TO A MAXIMUM OF 7 ADDITIONAL MEMBERS</td>
</tr>
</tbody>
</table>
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. The full amount owing to the relevant employer will be disbursed monthly from the amount accrued to employer organisations from the levies raised.

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

ANNEXURES
AGREEMENT: SPECIAL LEAVE FOR STUDY PURPOSES

1. I, ___________________________ (full name)
   hereby undertake towards the head of the education
   department of the _____________________________
   (name of education department)
   immediately after expiry of the period of special leave for study pu ___,
   granted to me in terms of general education policy for the period __________
   to serve in an education department (hereinafter referred to as my serv-
   ice 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 I
   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 authorized 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
   abovementioned period of special leave for study purposes on a pro rate 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
AGREEMENT: SPECIAL LEAVE FOR MILITARY TRAINING

1. I, __________ (full name), hereby undertaken towards the head of the education department of the __________ (name of the education department) immediately after expiry of the period of leave for my initial continuous compulsory national service/home guard training granted to me in terms of general education policy for the period __________ to __________ to serve in an education department (hereinafter referred to as my service obligation) for a continuous period of __________ days.

2. I hereby declare that I understand that authorised leave with full or partial pay normally counts as service towards the fulfilment of my service obligation and that, if leave without pay is granted to me before my service obligation is fulfilled, my service obligation will be extended by the number of days equal to the periods for which leave without pay was granted to me.

3. I hereby further undertake, if in any manner whatsoever, except in the event of my death, or as a result of my permanent disability not caused by me, I fail to fulfil this agreement fully, irrespective of whether such failure is the result of discharge owing to misconduct, to immediately repay on written request the service bonus and salary which I received during the above-mentioned period of special leave for military training on a pro rata basis together with the interest thereon at the interest rate as prescribed in the Financial 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