

EDUCATION LABOUR RELATIONS COUNCIL
Established in terms of the LRA of 1995 as amended



elrc

EDUCATION LABOUR
RELATIONS COUNCIL

COLLECTIVE AGREEMENT NUMBER 5 OF 2006

16 MARCH 2006

**IMPROVED CAREER PATHING FOR
QUALIFIED POST LEVEL 1 EDUCATORS
AND ACCELERATED PROGRESSION FOR
ALL EDUCATORS ON APPLICABLE
SALARY LEVELS**

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COLLECTIVE AGREEMENT NO 5 OF 2006

IMPROVED CAREER PATHING FOR QUALIFIED POST LEVEL 1 EDUCATORS AND ACCELERATED PROGRESSION FOR ALL EDUCATORS ON APPLICABLE SALARY LEVELS

1. PURPOSE OF THIS AGREEMENT

The purpose of this agreement is to make provision for qualified post level 1 educators to progress to salary level 9 without having to be promoted to an available vacant post and for all educators to progress quicker to the maximum of their applicable salary scales.

2. SCOPE OF THIS AGREEMENT

This agreement applies to and binds:

- 2.1 The employer, and
- 2.2 All the employees of the employer as defined in the Employment of Educators Act, 1998 (as amended) whether such employees are members of trade union parties to this agreement or not.

3. THE PARTIES TO COUNCIL NOTE AS FOLLOWS:

- 3.1 Additional funds have been made available by National Treasury to make provision, inter alia, for enhanced career pathing opportunities and accelerated salary progression in education.
- 3.2 A task team of the ELRC considered various scenarios regarding how available funds could be utilised in order to address the issues mentioned in the previous paragraph.

4. THE PARTIES TO COUNCIL THEREFORE AGREE AS FOLLOWS:

- 4.1 That the salary levels applicable to post level 1 educators be extended to include salary level 9. This means that a qualified teacher may progress by means of salary and grade progression to the position of Senior Teacher on salary level 8 and once such a Senior Teacher has completed a period of at least 12 months on the maximum notch of salary level 8, he/she may grade progress to salary level 9 if he/she qualifies for such

grade progression in terms of the performance criteria set out below. Upon grade progression to salary level 9, he/she is known as a Master Teacher. Job descriptions for Senior Teachers and Master Teachers are as set out in Annexure A.

- 4.2 That, with effect from the date on which this agreement is signed, the appointment or re-appointment of an educator from outside education to a post of teacher may not be to a salary that is higher than the maximum notch of salary level 8. Similarly, an educator on post level 2 or higher who accepts a transfer to a post of teacher may not be transferred to a salary that is higher than the maximum notch of salary level 8. After such an appointment and after having qualified for it, the relevant person may progress to the level of Master Teacher in terms of the applicable salary and grade progression measures.
- 4.3 That all educators be allowed to accelerate their progression to higher salary notches based on their consistent good performance. (Note: The measures, which are set out below, in terms of which educators can progress to higher salary notches and levels replace the measures agreed to in Resolution 4 of 2003 in terms of which salary and grade progression has taken place up to 2004. It should further be noted that in all cases progression to a higher notch could only be after a person has served at least 12 months (1 July to 30 June) on a particular salary notch. However, where an educator has progressed to a higher salary notch during the particular year as a result of improved qualifications only, such an increase would not disqualify a person from receiving the progression for which he/she otherwise qualifies.) With effect from 1 July 2005 progression will be as follows:
- 4.3.1 Salary progression after 12 months' performance at the level of "satisfactory": 1 notch increment.
- 4.3.2 Salary progression after 12 months' performance at the level of "good": 1 notch increment.
- 4.3.3 Salary progression after a second period of 12 months' performance at the level of "good": 1 notch increment.
- 4.3.4 Salary progression after a third period of 12 months' performance at the level of "good": 3 notches increment (accelerated progression) which may not be higher than the maximum of the person's current salary level.
- 4.3.5 Three periods of "good" performance for which an educator will receive a 3-notch increment (accelerated progression) do not have to be in consecutive years but must be within a total period of 5 years and must all be after the person concerned has last received accelerated progression or grade progression.
- 4.3.6 After an educator has completed at least 12 months (1 July to 30 June) on the maximum notch of a salary level

and the next higher salary level is also applicable to him/her in terms of his/her qualifications and post, he/she will grade progress to the first notch of the next applicable salary level if he/she complies with the performance criteria as set out below.

4.3.7 After receiving grade progression or accelerated progression, an educator will only qualify for a further accelerated progression after a further 3 years of "good" performance.

4.4 The implementation of the accelerated progression described in the previous paragraph over the first three years, based on 1 year's (the period of performance evaluation directly preceding the date of accelerated progression) "good" performance, will be as follows in respect of all educators who were in service on 1 July 2005 and who remain in service until the date on which accelerated progression becomes applicable:

Based on an educator's salary notch position as on 1 July 2005, before salary or grade progression, accelerated progression as described below will apply as follows:

Notch positions 13 to 16: 1 July 2005;
 Notch positions 6 to 12: 1 July 2006;
 Notch positions 1 to 5: 1 July 2007.

The adjustments will be as follows:

1 July 2005: All educators, excluding those on salary levels that are higher than what is applicable to their posts and qualifications, who have completed at least 12 months on the applicable notches will progress as follows:

Current notch (As on 1 July 2005 before progression)	Progress to notch
1 to 12	2 to 13 respectively (1 notch increments)
13	16
14 (educators on post level 1 on salary level 7 or lower)	Grade progression, if applicable, otherwise 16
14 (educators on post level 1 on salary level 8 and educators on higher posts levels)	16
15 (educators on post level 1 on salary level 7 or lower)	Grade progression, if applicable, otherwise 16
15 (educators on post level 1 on salary level 8 and educators on	16

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Current notch (As on 1 July 2005 before progression)	Progress to notch
higher post levels)	
16	Grade progression, if applicable

1 July 2006: All educators, excluding those on salary levels that are higher than what is applicable to their posts and qualifications, who have completed at least 12 months on the applicable notches will progress as follows:

Notch as on 1 July 2006 before progression	Progress to notch
1 to 6	2 to 7 respectively (1 notch increments)
7	10
8	11
9	12
10	13
11	14
12	15
13	16
14	16
15	16
16	Grade progression, if applicable

1 July 2007: All educators who have been in service since 1 July 2005 and who have completed at least 12 months service on their current notches and who have not received accelerated progression or grade progression in 2005 or 2006, progress 3 notches but not higher than the maximum of their current salary levels. Those on the 16th notch may grade progress if they qualify and if the next salary level is applicable.

- 4.5 An educator who otherwise qualified for accelerated progression in any of the three phasing-in steps but whose performance for that particular year was not at the level of "good" will qualify for such accelerated progression one year after the particular year if his/her performance for that particular year is at the level of "good". Such person who did not qualify in the year of phasing in as set out in paragraph 4.4 and who also do not qualify during the year after will only qualify for accelerated progression once he/she has completed a full cycle of three "good" performances.

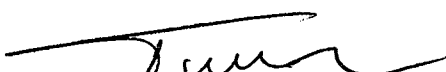
- 4.6 With effect from 1 July 2008 accelerated progression will apply to educators who, during the past five years, have performed at the level of "good" for 3 years since they last received grade progression or accelerated progression.
- 4.7 All educators entering the service after 1 July 2005 will qualify for their first accelerated progression after having completed three years' of "good" performance after their last grade progression.
- 4.8 Grade progression will, on 1 July 2005, take place as indicated in paragraph 4.3, but with effect from 1 July 2006 only after completion of 12 months' (1 July to 30 June) service on the 16th notch of an applicable salary level.
- 4.9 Accelerated progression on 1 July 2005 will be based on the IQMS performance evaluation results obtained during the 2005/06 financial year and will be paid within a particular province once the results are available. Should it become evident that a particular province will not be able to complete this exercise in time to effect the payments before the end of the financial year, the employer will present to the unions, a possible solution to the situation for consideration.
- 4.10 The performance requirements for salary and grade progression will be as follows:

4.10.1 Salary progression (1 notch increment): Satisfactory performance. In terms of the IQMS it means at least the following scores:

School-based Educators	FET College-based Educators
Post-level 1: 56	Post level 1: 56
Post level 2: 84	Post level 2: 80
Post levels 3 and 4: 104	Post levels 3 to 5: 96

4.10.2 Accelerated salary progression (three notches increment): Three years "good" performance (1 year during phasing in period): In terms of the IQMS it means at least the following scores:

School-based Educators	FET College-based Educators
Post level 1: 78	Post level 1: 78
Post level 2: 118	Post level 2: 112
Post levels 3 and 4: 146	Post levels 3 to 5: 134



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4.10.3 Grade progression (Post level 1 educators progressing to salary level 9): At least the following levels of performance as evaluated in terms of the IQMS:

School-based Educators	FET College-based Educators
Post level 1: 84	Post level 1: 84
Post level 2: 126	Post level 2: 120
Post levels 3 and 4: 156	Post levels 3 to 5: 144

4.10.4 Grade progression (All other cases): Performance at the level of "good". In terms of the IQMS it means at least the scores as indicated in paragraph 4.10.2.

4.10.5 For an office-based educator to qualify for salary progression, accelerated salary progression or grade progression his/her performance must have been on a level which is equivalent to the applicable level described above.

4.11 It is further agreed that a task team will be established to investigate the following issues:

4.11.1 Anomalies that may exist with regard to salary and other benefits.

4.11.2 The salary positions of educators in relation to those of other employees of the State. This would include the opportunities and the rate at which educators are able to progress to higher salary levels in comparison with other State employees.

4.11.3 Job evaluations of educator posts.

4.11.4 The salary and career positions of under- and unqualified educators in relation to those of qualified educators.

4.11.5 The salary positions of educators on post levels 2 and higher in relation to the improved position of post level 1 educators.

4.11.6 Impact of different learner-educator ratios on school grading norms.

5. DISPUTE RESOLUTION

Any dispute about the interpretation or application of this agreement shall be resolved in terms of the dispute resolution procedure of the Council.


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6. DEFINITIONS




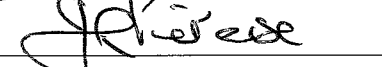
- 6.1 "salary level" means salary level as defined in Resolution 4 of 2003.
- 6.2 "salary progression" means salary progression as defined in Resolution 4 of 2003.
- 6.3 "grade progression", means grade progression as defined in Resolution 4 of 2003.
- 6.3 "Council" means the Education Labour Relations Council.
- 6.4 "employee" means an educator as defined in the Employment of Educators Act, 1998, as amended.
- 6.5 "employer" means the employer as defined in the Employment of Educators Act, 1998, as amended.

Thus done and signed at Centurion on this 16th day of March 2006 by:

ON BEHALF OF THE STATE AS EMPLOYER

DEPARTMENT	NAME	SIGNATURE
EDUCATION	D. Hendrick	

ON BEHALF OF THE EMPLOYEE PARTIES

TRADE UNION	NAME	SIGNATURE
NAPTOSA	H. HENDRICKS	
NATU	BP MPUNGOSE	
SADTU	T.W. Nxesi	
SAOU	J. R. PIETERSE	

ANNEXURE A

Job Descriptions for Senior Teachers and Master Teachers**a) Senior Teacher**

- (a) JOB TITLE: Educator - public school
- (b) RANK: Senior Teacher
- (c) POST LEVEL: 1 (Salary level 8)
- (d) THE AIM OF THE JOB:

To engage in class teaching, including the academic, administrative, educational aspects and to organise extra and co-curricular activities so as to ensure that the education of the learners is promoted in a proper manner and act as mentor to less experienced teachers, students and interns (if and when applicable).

- (e) CORE DUTIES AND RESPONSIBILITIES OF THE JOB:

The duties and responsibilities of the job are individual and varied, depending on the approaches and needs of the particular school, and include, but are not limited to, the following:

(i) TEACHING

- To engage in class teaching which will foster a purposeful progression in learning and which is consistent with the learning areas and programmes of subjects and grades as determined.
- To be a class teacher.
- To prepare lessons taking into account orientation, regional courses, new approaches, techniques, evaluation, aids, etc. in their field.
- To take on a leadership role in respect of the subject, learning area or phase, if required.
- To plan, co-ordinate, control, administer, evaluate and report on learners' academic progress.

- To recognise that learning is an active process and be prepared to use a variety of strategies to meet the outcomes of the curriculum.
- To establish a classroom environment which stimulates positive learning and actively engages learners in the learning process.
- To consider and utilise the learners' own experiences as a fundamental and valuable resource.

(ii) EXTRA- & CO-CURRICULAR

- To assist the HOD to identify aspects which require special attention and to assist in addressing them.
- To cater for the educational and general welfare of all learners in his/her care.
- To assist the Principal in overseeing learner counselling and guidance, careers, discipline and the general welfare of all learners.
- To share in the responsibilities of organising and conducting extra and co-curricular activities.

(iii) ADMINISTRATIVE

- To co-ordinate and control all the academic activities of each subject taught.
- To control and co-ordinate stock and equipment which is used and required.
- To perform or assist with one or more of other non-teaching administrative duties such as:
 - secretary to general staff meeting and/or others
 - fire drill and first aid
 - timetabling
 - collection of fees and other monies
 - staff welfare
 - accidents

(iv) INTERACTION WITH STAKEHOLDERS

- To participate in agreed school/educator appraisal processes in order to regularly review their professional

practice with the aim of improving teaching, learning and management.

- To contribute to the professional development of colleagues by sharing knowledge, ideas and resources.
- To remain informed of current developments in educational thinking and curriculum development.
- To participate in the school's governing body if elected to do so.

(v) COMMUNICATION:

- To co-operate with colleagues of all grades in order to maintain a good teaching standard and progress among learners and to foster administrative efficiency within the school.
- To collaborate with educators of other schools in organising and conducting extra and co-curricular activities.
- To meet parents and discuss with them the conduct and progress of their children.
- To participate in departmental committees, seminars and courses in order to contribute to and/or update one's professional views/standards.
- To maintain contact with sporting, social, cultural and community organisations.
- To have contacts with the public on behalf of the principal.

(vi) MENTORING

- To act as mentor and coach for less experienced teachers
- When and if required, to act as head of a subject, phase or grade as support to the relevant Education Specialist (HoD).

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b) Master Teacher

- (a) JOB TITLE: Educator - public school
- (b) RANK: Master Teacher
- (c) POST LEVEL: 1 (Salary level 9)
- (d) THE AIM OF THE JOB:

To engage in class teaching, including the academic, administrative, educational aspects and to organise extra and co-curricular activities so as to ensure that the education of the learners is promoted in a proper manner, to act as mentor to less experienced teachers, students and interns (if and when applicable), to participate in and facilitate professional development activities and to provide management support to the management team of the school when and if required.

- (e) CORE DUTIES AND RESPONSIBILITIES OF THE JOB:

The duties and responsibilities of the job are individual and varied, depending on the approaches and needs of the particular school, and include, but are not limited to, the following:

(i) TEACHING

- To engage in class teaching which will foster a purposeful progression in learning and which is consistent with the learning areas and programmes of subjects and grades as determined.
- To be a class teacher.
- To prepare lessons taking into account orientation, regional courses, new approaches, techniques, evaluation, aids, etc. in their field.
- To take on a leadership role in respect of the subject, learning area or phase, if required.
- To plan, co-ordinate, control, administer, evaluate and report on learners' academic progress.
- To recognise that learning is an active process and be prepared to use a variety of strategies to meet the outcomes of the curriculum.

- To establish a classroom environment which stimulates positive learning and actively engages learners in the learning process.
- To consider and utilise the learners' own experiences as a fundamental and valuable resource.

(ii) EXTRA- & CO-CURRICULAR

- To assist the HOD to identify aspects which require special attention and to assist in addressing them.
- To cater for the educational and general welfare of all learners in his/her care.
- To assist the Principal in overseeing learner counselling and guidance, careers, discipline and the general welfare of all learners.
- To share in the responsibilities of organising and conducting extra and co-curricular activities.

(iii) ADMINISTRATIVE

- To co-ordinate and control all the academic activities of each subject taught.
- To control and co-ordinate stock and equipment which is used and required.
- To perform or assist with one or more of other non-teaching administrative duties such as:
 - secretary to general staff meeting and/or others
 - fire drill and first aid
 - timetabling
 - collection of fees and other monies
 - staff welfare
 - accidents
- To engage in management tasks in support of the school management team.
- When and if required, to act as head of a subject, phase or grade as support to the relevant Education Specialist (HoD).

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(iv) INTERACTION WITH STAKEHOLDERS

- To participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management.
- To contribute to the professional development of colleagues by sharing knowledge, ideas and resources.
- To remain informed of current developments in educational thinking and curriculum development.
- To participate in the school's governing body if elected to do so.

(v) COMMUNICATION:

- To co-operate with colleagues of all grades in order to maintain a good teaching standard and progress among learners and to foster administrative efficiency within the school.
- To collaborate with educators of other schools in organising and conducting extra and co-curricular activities.
- To meet parents and discuss with them the conduct and progress of their children.
- To participate in departmental committees, seminars and courses in order to contribute to and/or update one's professional views/standards.
- To maintain contact with sporting, social, cultural and community organisations.
- To have contacts with the public on behalf of the principal.

(vi) MENTORING

- To act as mentor and coach for less experienced teachers.
- To collaborate with and support teachers regarding instructional procedures and personal growth.