SAOU TRAVELS TO FINLAND

Helsinki, Finland.

According to the PISA report of 2001 Finland obtained the highest results in a critical evaluation of Maths, Science and Reading. In the 2015 PISA report, Finland only reached 6th place. Media reports showed that Finland radically changed its education system to rather focus on skilling learners for the future than to prepare them academically. The new system is a holistic approach. For this reason the SAOU sent a tour group of 14 teachers and 4 SAOU personnel to investigate and research best practices to enrich SAOU’s own training for 2019, and to uplift education in general.

The four focus areas that were investigated by the SAOU delegation were: Best Management Practices, Teaching English as an Additional Language, Maths and Inclusive Education.

MANAGEMENT PRACTICES
i. No minimum experience is needed for appointment as a principal.
ii. However, an additional 18 months study in finance, administration, leadership and law is required from principals.
iii. The Finnish Teachers’ union emphasizes that principals must be teachers first and not administrators who have moved out of other professions.
iv. A non-verified trend seems to be that teachers from the Science field of study tend to become principals.
v. Because of the work pressure, educators do not want to become principals anymore, as is also the trend here in SA.
vi. The biggest stressor for principals is the handling of parents, especially in primary schools.

Hernia, Finland.

SAOU "Mini-MBA"

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SAOU 2018

012 436 0900 | 086 072 6843

SAOU@SAOU.CO.ZA

WWW.SAOU.CO.ZA

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MATHS
There is a lot of focus on the teaching of basic concepts and learners do not progress until the basics have been grasped. Weaker students only do what is required and stronger students are given enrichment work. Teachers therefore have enough time to spend on Mathematical concepts and themes to ensure that learners understand them. Learners do a lot of group work and classes are set up to facilitate the approach. Learners are also given the opportunity to self-discover thus Student Based Learning is the order of the day. The education system focuses on “Learning for life” and not on “learning to pass a test”. Remedial work is done during lessons and no learner feels that s/he doesn’t fit in or can’t keep up. A lot of time and support is spent on a learner who doesn’t understand certain concepts. The learning environment is very relaxed and no one is left behind. Learners are also not humiliated or screamed at. All learners are treated in a positive and encouraging way and therefore learners don’t fear the subject. There are no standardised tests. Only from grade 7 do they get a scale point from 1 to 10 and learners need to get at least a 4 to progress. Learners do get homework but not a lot.

ENGLISH ADDITIONAL LANGUAGE
Finland has two official languages: Finnish and Swedish. All official communication must be communicated in both languages according to their constitution. Therefore there is a strong focus on strengthening the proficiency of both languages. French is often taught as an additional language in schools. English – the Research Team’s focus - is often a second or even third additional language and doesn’t get as much attention in schools as the official languages do. In the past, English was taught from grade 3 as an additional language. However, since the start of the 2018 school year Finland has started teaching English as an additional language from Grade 1. It is important to note that Finland has a wide variety of languages to choose from. In Helsinki alone about 54 languages are spoken. Multi-culturalism is therefore a bigger reality than what is suspected. In the classes that were observed, teachers focussed on the practical aspects of the language and how to communicate successfully. In other validation classes were taught vocabulary through context, storytelling, songs and games. Learners were given the opportunity to complete a story verbally and to complete speech bubbles. Learners were asked open questions and they could complete their own storyline. There was less emphasis on writing and more focus on oral language, especially in the Foundation Phase. Group work is encouraged and learners partnered up to tell a story. Weaker and stronger learners often work together as pairs. Writing skills only get attention from Grade 3.

RECOMMENDATIONS
The focus on language that needs to be spoken and listened to, is commendable and worth following. The South African system can learn from the Finnish way of teaching a child a language that is: The reason you learn a language is to be able to use it. We should use this strategy to teach African languages. South Africa needs to revisit the variety of ways to teach a language effectively. African languages can be a vehicle to teach language and linguistic skills, to develop vocabulary and to prepare our learners to be competent citizens.

INCLUSIVE EDUCATION
Basic Education Legislation in Finland determines that:
- Every learner has the right to education in a mainstream school.
- Every learner must be supported in an appropriate manner, which will give him/her access to equal learning opportunities.
- The aim of the Finnish inclusive education system is to support learners with special needs by giving them equal learning opportunities, to maximise their potential and enable them to complete their compulsory school careers with their age cohort within the community where they reside.
- Great emphasis is placed on the early identification of learning- and other barriers. There is extensive additional support for these learners and the focus is on supportive-, co-operative- and team teaching.
- The school / home - relationship and collaboration are extremely important. The school takes responsibility for educating the parents to address the barriers their children may have in the most appropriate way and to make sure that what they do is in support of the Individual Education Plan of the learner.
- There is an inter-sectoral approach to learner support.
- Learner support teams meet on a weekly basis to identify and discuss the special needs of learners with learning barriers and to revise their Individual Education Plans.
- Professional support staff forms part of the learner support teams.
- Each school has at least 2 special needs teachers who focus on the support of learners with special needs. One special needs teacher is appointed for every 100 learners in each school. They sometimes help learners when differentiation takes place within the classroom; or they temporarily withdraw learners from classes for remediation purposes and teach them in smaller groups; or they teach separate classes comprised only of learners with specific special needs. Schools have access to tutors, remedial teachers, psychologists, social workers, counsellors and other professional support staff for 2-3 days on a weekly basis. The support staff is paid by Government from funds allocated to municipalities.

Support is provided on three levels:
- General support: Every learner has the right to general support, guidance and counselling by class teachers or professionals. A learner who is having difficulty can consult the class teacher individually or in small groups.
- Intensified support: This involves special separate support for learning barriers and remedial teaching by class teachers, remedial teachers or special needs teachers.
- Special /High support: Learners are supported in smaller remedi- ally classes: usually 5-7 learners with more than one support teacher. These classes include learners with specific needs such as autistic learners, learners with down-syndrome etc. Evaluation of these learners is done in collaboration with the municipalities and the Department of Education and if really necessary, these learners are referred to specialized institutions. Special schools are, however, being phased out rapidly.
- Learners who are hearing impaired, visually impaired or physically disabled, for example, learners in wheelchairs, are being accommodated in mainstream schools but they all have personal aids that are remunerated by the municipalities from the education budget.
- Note that learners who are withdrawn from mainstream classes and who are attended to in special needs classes, whether temporarily or permanently, are assessed regularly to determine whether barriers have been addressed sufficiently for them to be re-integrated into the mainstream classes.
- Differentiation in order to accommodate learning barriers takes place spontaneously and effortlessly. A range of teaching methodologies/styles are used to cater for all individual learning styles, in addition to the adaptation of ITSM. Differentiated assessment also takes place. Classroom organisation is further used to differentiate and includes all learners. A holistic approach ensures inclusivity. There is no stigma/labelling of learners who receive additional support. According to legislation all learners have the right to equal education and therefore special, differentiated teaching and learning is of utmost importance and it is accommodated naturally in mainstream schools. There is a tolerance among all learners as they all form part of an inclusive system.

Funding of special needs education:
- Learners with Individual Education Plans must have access to ad-
ditional support and resources.
• The numbers of special needs learners in each school are sent to the Department of Education, which is responsible for allocating funds for special needs education to the municipalities.
• Learners with special education needs and Individual Education Plans are allocated 2.5% more of the education budget per learner, than the basic allocation per learner.
• Schools must decide in conjunction with municipalities how these extra funds will be utilized: the appointment of extra class aids, remedial teachers, therapists, psychologists or resources – it may, however, only be used for special education needs. • Special needs teachers are paid more than class- and subject teachers but they must have a specific special need-qualification.

Vocational Pathway for learners who completed basic education up to Grade 9:
• Learners can choose between a general academic secondary pathway (Gr 10 – 12) OR choose the vocational secondary pathway.
• Vocational Education provides for more than 50 vocationally directed qualifications and more than a 100 vocationally directed study or career paths. This can be completed as school-based train- ing or apprenticeships.
• Learners, who are not academically inclined or struggling aca demically, tend to favour the vocational education pathway. Learners who opt for the vocational secondary pathway also have the option to continue studying at a University of Applied Sciences after the completion of Grade 12. The vocational qualification is a 3-year programme that includes at least 6 months’ work experience in the workplace. • These qualifications are developed in conjunction with profession al society and other key role players. The aim is an effective yet flexible transition from school to the labour market.
• Every learner in the vocational stream has an Individual Educa tion Plan. Recognition is given to each individual’s career-based skills, whether they are gained at school level, through work experi ence, studies or other activities.
• The principles of this system are almost identical to the proposed 3 stream model, currently considered by Basic Education for the South African schooling system. There is no stigma/labelling of learners who receive additional support. According to legislation all learners have the right to equal education and therefore special, differentiated teaching and learning is of utmost importance and it is accommodated naturally in mainstream schools. There is a tolerance among all learners as they all form part of an inclusive system.

RECOMMENDATIONS
The South African SIAS policy is definitely based on the Finnish Inclusive model. Ideally, it should work as well as the Finnish mod el but the biggest challenge to the success of the system in South Africa, is the availability of support staff. Support staff like therapist, counsellors, psychologist, nurses and others is critical in order to make inclusivity a reality in South Africa.
• The early identification, intervention and support in respect of learning barriers and other systemic, educational, community and socio-economic barriers are non-negotiable.
• Furthermore, the training of classroom teachers, which, together with support staff, is the pivotal point for the possible success of an inclusive system in the SA system, is non-negotiable. Training focusing on meaningful differentiation, remedial teaching and the practical management/management of learning and other barriers in the classroom.
• Full service schools and resource centres must function in such a way that the necessary expertise can be used effectively by mainstream schools.

WHAT CAN EDUCATORS WHO JOINED THE TOUR ALREADY IMPLEMENT IN THEIR CLASSROOMS?
• Discipline: Educators agreed that they are more positive about discipline and that sometimes a fresh eye is needed to look into situations. A degree of noise level is acceptable, learners do not have to be silent to learn, a relaxed class atmosphere can be positive.
• Competition: South African schools put too much focus on competition. Perhaps we spend too much time preparing for successful competition (academics and extracurricular).
• Assessment: Less formal, less reporting.
• Managing written work, positive commentary.
• Focus on the process of learning rather than assessment of learn ing.
• Cooperation between colleagues and trust in one another.
• Better and more consistent implementation of the SIAS policy and inclusive approach.
• More and better use of group work.
• More frequent feedback between concentration periods.
• Paradigm shift regarding shoes and school uniform - is it possible? What is the precise role of a school uniform? Does it contribute as much to tradition and school pride as we assume? Are there alternatives?
• Educators in Finland are facilitators.
• Focus on empowering learners to work independently.
• To rethink prescriptive in education – Is it possible to give teachers in South Africa more freedom in such a way that it encourages and improves professionalism, work ethics and accountability?
• Finnish learners are exposed to self-development, self-respect and are aware of the benefits of self-employment from an early age.
• Learner participation and reverting back to basics.
• South African schools / classes / educators place too much emphasis on window dressing, colourful posters against walls and uniform book covers (especially in primary schools (FP)).
• Encourage learners to speak other languages.
The SAOU delegation: Louisa Lemmer, Desire Klopper, Paul Sauer, Willem van der Merwe, Marietjie le Roux, Maresa Viljoen, Nelia Colsby, Hendrika Steenkamp, Marina Viljoen, Chenê Armstrong, Marie De Wet, Hanlie Marais, Lara Pienaar, Maria Bekker, Dina Scheepers, Susanna Naude, Suzaan Oltmann, Michele Gilday with Anders Rusk from the Finnish Teachers’ Union (OAJ).

One of the ultra-modern schools visited in Helsinki.
One of the older schools visited in Helsinki.

The SAOU delegation made their way through Helsinki on the ‘OnniBus’.

The SAOU delegation during a presentation done by the Finnish Teachers’ Union.

Wees op die uitkyk vir nuusbriewe in die nuwe jaar oor 2019 se studietoer. Keep an eye on our newsletters early next year for information on our 2019 study tour.
DO YOU KNOW SOMEONE WHO IS A NOVICE TEACHER OR WANTS TO STUDY TEACHING?

VISIT THE SAOU WEBSITE AND CLICK ON THE “YOUR TEACHING CAREER” PORTAL FOR HELPFUL INFORMATION ON EDUCATION DEGREES AND CONDITIONS OF SERVICE FOR THE PROFESSION.

www.saou.co.za
Leiers van skole in Noordwes tydens die SAOU NW se Leiersberaad wat in November by Konka Kampe gehou is.

Carla Lyon (Noordwes Provinsiale Sekretaris) gesels oor die doel van dié unieke beraad.

Myn Subrayan, lewensafrigter en skrywer, blaas bietjie lewe in die leiers by die beraad.

Beraadgangers maak hul tuis tydens Noordwes se Leiersberaad.
Denise Brink (administrator), Trudie van den Berg (administrator), Lizette Brine (shop steward), Cathy de la Harpe (assistant provincial secretary) and Charmaine Trent (professional official) from SAOU Gauteng during the recent SACE Fun Walk.

The top ten walkers for the day. Among them our very own assistant provincial secretary, Cathy de la Harpe.

Click here to view other amazing training opportunities! Remember you can attend any session, anywhere.

Klik hier om ander fantastiese opleidingsgeleenthede te besigtig! Onthou: Jy kan enige geleentheid op enige plek bywoon.
INTERVENTION MEETING WITH THE MINISTER

Minister of Basic Education, Angie Motshekga, welcomed the SAOU and other stakeholders at an INTERVENTION MEETING at the Mmbatho Convention Centre. Delegates of the Provincial Executive Council and the Provincial Secretary of SAOU (NW) were invited to receive feedback from the Minister, Director-General of Basic Education, Mr Hubert Mathanzima Mweli, as well as from MEC Sello Lehari, on the progress made by the Inter Ministerial Task Team in the last 2 months since North West was placed under administration in terms of section 100 of the Constitution. The information shared with the sector highlighted the role of the HOD, the role of the appointed administrator(s), the implementation plans, the purpose of the MOU, as well as a progress report on meetings held with stakeholders and sites visited thus far.

We, as organised labour, welcomed the envisaged actions of the administrative team to focus on important issues, among others, irregular and unauthorised expenditure, the review of controls over curriculum and financial management, the correct costing of infrastructure, nutritional programmes and transport. General concerns have been voiced in terms of the six months’ (only) timeframe for these interventions to be completed and also the lack of directly addressing corruption as a probable cause for numerous tabled issues. The Minister responded sincerely about the challenges that they face due to Cabinet legislative processes and called on all stakeholders to take mutual responsibility to rebuild NWP into the best rural Province of the Republic of South Africa, which we know it can be. We salute the Minister for her open door approach on welcoming all stakeholders to assist her with written suggestions, recommendations and ideas in terms of expediting effective intervention strategies.
GERF kondig ‘n nuwe Kinderpensioenvoordeel aan met effek vanaf 1 Junie 2018 (die Kinderpensioenvoordeel vervang die vorige Weeskindpensioen).

“Kinderpensioen” beteken pensioenuitbetalings wat gemaak word aan wettige kinders van afgestorwe pensioenlede of pensionarisse, d.w.s. ‘n afsterwe van lid van die GERF op / na 1 Junie 2018.

Wie kwalifiseer vir Kinderpensioen?
- Kinder onder 22 jaar.
- Geen vereistes dat kinders voltydse studente moet wees (18-22 jaar) nie.
- Kwalifiseer tot op ouderdom 22 jaar.

Afhanklike van ‘n lid/ pensionaris van GERF wat op of na 1 Junie 2018 oorlede is.
- Nie meer ‘n vereiste dat die kind ‘n weeskind moet wees nie.
- Gestremde of afhanklike kinders ouer as 22 jaar.

Kinders jonger as 18 jaar: Voordele sal inbetaal word aan sy/haar wettige voog.

Kinders ouer as 18 jaar: Pensioen sal in hulle eie rekening betaal word.

Aansoekvorms is verkrygbaar op GERF se webblad www.gepf.gov.za / VORM = CHP1

Met ingang van 1 Januarie 2019 sal alle opvoeders wat by SARO wil registreer (nuwe registrasies of her-registrasies) ‘n polisieklaring, nie ouer as ses maande, moet indien as deel van die aansoek om registreer by SARO. Indien u slegs ‘n verlore sertifikaat wil vervang en steeds by SARO geregistreer is, sal dit nie nodig wees nie.

Die klaringsertifikaat is slechts verpligtend ten opsigte van nuwe registrasies.
- ‘n Polisieklaringsertifikaat is ‘n amptelike dokument waarin aangedui word of daar enige kriminële oortredings teen enige persoon aangeteken is.

Die uitreiking van ‘n polisieklaringsertifikaat is die uitsluitlike verantwoordelikheid van die SAPS se Strafrekord- en Misdaad- toneelbestuur (CR & CSM).

With effect from 1 January 2019, all applicants seeking SACE Registration, inclusive of SACE Registration Updates and Extensions, irrespective of country of origin, must submit an original Police Clearance Certificate from the South African Police Services (SAPS), not older than six months. Should you only wish to replace a lost certificate and you are still registered with SACE, this clearance will not be required.

The police clearance certificate is required only for new registrations and re-registrations.

A police clearance certificate is an official document stating whether or not any criminal convictions have been recorded against any person. The issuing of a police clearance certificate is the sole responsibility of the SAPS Criminal Record and Crime Scene Management (CR & CSM).
Child’s Pension Benefit

With effect from 1 June 2018 the GEPF introduced a new benefit called Child’s Pension (replaces the current Orphan’s Pension Benefit). “Child’s pension” means a pension payable to an eligible child on the death of a pensioner, who was a member of the fund, i.e. death of an in-service member or the pensioner on/or after 1 June 2018.

Who qualifies for Child’s Pension:
- Children under the age of 22.
- No longer the requirement of full time student for 18-22 years.
- Payable to age 22.
- Member or pensioner of the GEPF deceased on/or after 1 June 2018.
- No longer required to be an “Orphan”
- Over 22 years, disabled and legally dependent on the member or pensioner.
Children younger than 18 years: The benefit will be paid to the legal guardian or legal caregiver.
Children older than 18 years: The benefit will be paid to the child pensioner.

Application forms are available on the GEPF webpage [www.gepf.gov.za](http://www.gepf.gov.za/) / FORM = CHP1

Housing Allowance

PSCBC Resolution 1 of 2018 determines as follows:
1. Discrimination on marital status has been abolished, i.e. death of an in-service member or the pensioner on/or after 1 June 2018.
2. The implementation will be as follows:
   a. Salary levels 1 – 5 (less than R192,666 pa) qualify on 1 September 2018; and
   b. Salary levels 6 – 12 (+ R192,666 pa) qualify on 1 September 2019.
3. The current housing allowance amounts to R1,336.22 pm and will be adjusted annually in terms of the CPI of the preceding 12 months.
4. Trade Unions and the State as employer are currently negotiating the details of the implementation measures that will apply to salary levels 6 – 12.
   As soon as more information is available, members will be informed.
Kan 'n tydelike opvoeder Permanent aangestel word sonder dat die pos geadverteer word?

Beslis. Die Hoof van Onderwys in 'n provinsie kan Art. 6B gebruik, waar tydelike opvoeders na 'n seker tyd (gewoonlik 12 maande) ongeschakel word na 'n Permanente pos. Die Beheerliggaam van die skool doen gewoonlik die aanbeveling. Die toepassing van die aspek wissel van provinsie tot provinsie to.v. die tydperk wat die onderwyser in die tydelike substantiewe/ vakante pos moet wees.

Wat is 'n Dienessertifikaat?

ONTHOU: 'n Dienessertifikaat is jou verantwoordelikheid. By bedanking moet jy aandring by die werkgewer op 'n bewys van diens (Departement/ Beheerliggaam/ Privaatskool). By hertoetreding moet jy dit weer by die nuwe werkgewer indien.

Op die Dienessertifikaat moet die volgende inligting verskyn:

- Onthoud dat jy jou Dienessertifikaat moet hou as bewijs van jou tydelike of permanente ongeskiktheid. Dit is belangrik om jou Dienessertifikaat te hou en dit op te behold vir toekomstige verlof.

Is buitemuurs verpligt? My Hoof sê dat ek 'n dag of twee se verlof kan kry as ek die plaasvervanger uit my eie sak sal betaal. Kan ek dit doen?

Indien jy van 'n plaasvervanger betrokke skool moet die Privaatskool of Beheerliggaam periodie van diens, (dag, maand, jaar) asook Grade/ leerareas/ vakke aangedui word. Maak seker dat daar aangewys is dat jy nie onbetaal verlof geneem het nie. Skoolstempel en handtekening van Beheerliggaam voorhier en Skoolhoof. Indien jy onseker is oor jou salaris, versek me 'n dientrek (4.3.1) vanaf die Distrikskantoor en die SAOU sal die salariskerf vir jou kontroleer.

Ek wil bedank die Onderwys. Wat is die kennisgewing tydperk?

Die Wet op Indiënsemie vereis 'n kwaaltaal (ongeveer 90 dae) kennisgewing. Tydelike personeel kan 30 dae kennis gee. Die DVo kan ook toestemming gee dat dit korter kennisgewing kan geskied. Maak seker dat die skoolhoof die bedanksingsvorm na die DVo stuur om sodanige die Pensioenuitbetalingsvorms te bekom. U sal nie aansoek doen vir die pensioenuitbetaling nie - dit geskied nie automaat nie. Onthou: dring altyd aan by die DVo vir 'n Dienessertifikaat.

Met al my jare diens by die DVo en na my diensonderbreking, wil ek graag weet of ek op die regte salarisskaal is. Was die diens Beheerliggaam/ Privaatskool of die DVo?

Die voltooiing van hierdie aansoekvorm is u eie verantwoordelik en jou verantwoordelikheid. Verskaf die volgende inligting in die aansoekvorm:

- Skool: die skool se naam en lokasie
- Pos: die pos se naam en lokasie
- Diensjaars: die gesamentlike diensjaars van die skool en die DVo
- Salaries: die salariskerf van die skool en die DVo
- Plek van diens: die plek van diens
- Skoolhoof: die skoolhoof se naam en handtekening

Hoe doen ek aansoek om Tydelike Ongeskiktheidsverlof?

Die voltooiing van hierdie aansoekvorm is u eie verantwoordelik en jou verantwoordelikheid. Verskaf die volgende inligting in die aansoekvorm:

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Met al die verskil in diensvervanger, kan ek kry wat deur die plaasvervanger uit my eie sak betaal word. Kan ek dit doen?

Indien jy van 'n plaasvervanger betrokke skool moet die Privaatskool of Beheerliggaam Hoofde en Distrikdirekteure moet die oorplasing goedkeur. Geen Onderwyser mag 'n werknemer nie langer as 45 uur per week werk. In terme van die Wet op Basiese vakke kry 35 uur per week. In terme van die Wet op Basiese vakke aangedui word. Maak seker dat daar aangewys is dat jy nie onbetaal verlof geneem het nie.

Hoe doen ek aansoek om Tydelike Ongeskiktheidsverlof?

Die voltooiing van hierdie aansoekvorm is u eie verantwoordelik en jou verantwoordelikheid. Verskaf die volgende inligting in die aansoekvorm:

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Hoe doen ek aansoek om Tydelike Ongeskiktheidsverlof?

Is dit korrekt?

Die toestaan van Tydelike ongeskiktheidsverlof is nie 'n outomatiese toegewing nie. By bedanking moet jy aandring by die werkgewer op 'n bewys van diens. By hertoetreding moet jy dit weer by die nuwe werkgewer indien.

Wat is buitemuurs verpligtend? My Hoof verwag dat ons ook naweke en vakke aangedui word. Moenie seker of jy elke drie maande ingehandig word vir die goedkeuring van jou diensverlof nie. Verskaf die volgende inligting in die aansoekvorm:

- Skool: die skool se naam en lokasie
- Pos: die pos se naam en lokasie
- Diensjaars: die gesamentlike diensjaars van die skool en die DVo
- Salaries: die salariskerf van die skool en die DVo
- Plek van diens: die plek van diens
- Skoolhoof: die skoolhoof se naam en handtekening

Hoe doen ek aansoek om Tydelike Ongeskiktheidsverlof?

Dit is moontlik, maar werk duur uit aangesien u self verantwoordelik sal wees vir u, asook die werkgewer se pensioenbydrae. Ingevolge die GEPF kwotasie, mag jy nie verantwoordelik sal wees vir die pensioenbydrae nie. Maak seker dat jy die GEPF kontakt vir 'n kwotasie begraaf.

Was die diens Beheerliggaam/ Privaatskool of die DVo?

Die Hoof van Onderwys in 'n provinsie kan Art. 6B gebruik, waar tydelike opvoeders na 'n seker tyd (gewoonlik 12 maande) ongeskakel word na 'n Permanente pos. Die Beheerliggaam van die skool doen gewoonlik die aanbeveling. Die toepassing van die aspek wissel van provinsie tot provinsie to.v. die tydperk wat die onderwyser in die tydelike substantiewe/ vakante pos moet wees.

Wat is buitemuurs verpligtend?

Indien jy van 'n provinsie na 'n ander provinsie oorgeplaas word, kan jy dit alleenlik doen as jy die briefe van beide skole het. Beide skole se Beheerliggaame, Hoofde en Distrikdirekteure moet die oorplasing goedkeur. Geen Onderwyser kan diens aanvaar in 'n ander provinsie alvorens goedkeuring op skrif deur beide provinsies gegee is nie.

Hoe doen ek aansoek om Tydelike Ongeskiktheidsverlof?

Indien jy van 'n provinsie na 'n ander provinsie oorgeplaas word, kan jy dit alleenlik doen as jy die briefe van beide skole het. Beide skole se Beheerliggaame, Hoofde en Distrikdirekteure moet die oorplasing goedkeur. Geen Onderwyser kan diens aanvaar in 'n ander provinsie alvorens goedkeuring op skrif deur beide provinsies gegee is nie.
Can a temporary teacher be permanently appointed without the past being advertised?

Certainly. The Head of Education in a Province may use Art. 68 where temporary educators can be converted to permanent status after a certain period of time (usually 12 months). The Governing Body of the school must make the recommendation to the HOD. The application of this rule differs from province to province concerning the applicable service. This may be 1-3 years. The approval is subject to the denial of the DoE. The application must be accompanied by a letter that the temporary educator has not received acceptance or rejection of the application, if the approval is submitted. A further requirement will be that this temporary educator should have been appointed in a vacant substantive post.

Are co-curricular activities compulsory? My Principal also expects us to work weekends and holidays at school fundraising events.

No. An educator must be at the workplace at least 7 - 9 hours a day, i.e. 35 hours a week. In terms of the Basic Conditions of Employment, an employee may not work longer than 45 hours a week. If these events fall during weekends and holidays at school fundraising events.

I was offered a Post Level 1 teaching post at another school. The new Principal is still awaiting my approval of transfer/appointment letter. My current Principal gave me permission to start work at the new school. Is this correct?

No. Under no circumstances may any departmental educator/official move from their current post, to another without an Appointment letter from the specific province’s HOD or his/her delegate. If you are transferred from one province to another, you can do so only if you have the approval letters of both schools. Both schools’ Governing Bodies, principals and District Directors must recommend the transfer. No educator is allowed to assume duties in another province before written approval by both provinces has been received.

Can I buy back time for retirement?

This is possible but can be very expensive because you are held responsible for the entire outstanding amount, which includes the departmental share. You can contact the GEPF for a quote and decide accordingly whether it will be worth it or not.

What is a Certificate of Service?

REMEMBER: A Certificate of Service is your responsibility. At the time of resignation insist that the employer issues a Certificate of Service (Department / Governing Body / Private School). Upon re-entry submit it again to the new employer.

The Service Certificates must contain the following: On the letterhead of the school e.g. the Governing Body / Private School Service period - day, month, year to date, Grades / learning areas / subjects taught; make sure that it indicates that you have not taken unpaid leave; School stamp and signature of Governing Body Chairperson / Chairman of the Board and Principal. If you are unsure about your salary, request a service record (4.3.1) from the District Office and the SAOU will check it for you.

CONTACT US WITH YOUR QUESTIONS

012 436 0900 / 086 072 6843
MARCH IS SGB ELECTION MONTH.
THEY FORM AN INTEGRAL PART OF SCHOOL MANAGEMENT.
YOUR VOTE MATTERS!

MAART IS BL VERKIESINGSMAAND.
HULLE IS ‘N INTEGRALE DEEL VAN SKOOLBESTUUR JOU STEM MAAK ‘N VERSKIL!

HAPPY HUMAN RIGHTS DAY!
GELUKKIGE MENSEREGETEDAG!

Happy Freedom Month
Gelukkige Vryheidsmaand
#April2018

For to be free is not merely to cast off one’s chains, but to live in a way that respects and enhances the freedom of others - Nelson Mandela.

LIEFDE WORD TUISGEBAK IN ‘N MA SE HART

CELEBRATE MOMS THIS MAY

Celebration Dad... Thank you, to all the out there... Celebrate fathers with us this June.

Rose is rooi, viooltjies is blou. My pa is wraggies’n SUPERCOOL out
Pay it forward for 67 minutes? Let’s make it the whole of July!

Wees die verandering wat jy in die wêreld wil sien...

HAPPY WORLD TEACHER’S DAY!

Kweek bewustheid vir al die pa's, broers, seuns en vriende in jou lewe.

SUPPORTING MOVEMBER

Together we can make a difference for men’s health – in prostate cancer, testicular cancer, mental health and suicide prevention.

ONTSNAP UIT DIE STILTE

Salueer die oorlewendes en onthou dié wat die stryd verloor het tydens die 16 Dae van Aktivisme teen geslagsgeweld, maar wees hul stem vir 365 dae van die jaar...

WISHING YOU A WONDERFUL FESTIVE SEASON AND A NEW YEAR OF PEACE AND HAPPINESS.

MAG DIÉ FEESTYD MET LIEFDE, VREDE, VREUGDE EN TEVREDENHEID VIR JOU EN JOU GESIN GEVUL WORD.