
GENERAL NOTICE

NOTICE 180 OF 2012**DEPARTMENT OF BASIC EDUCATION****THE POLICY ON THE ORGANISATION ROLES AND RESPONSIBILITIES OF
EDUCATION DISTRICTS****CALL FOR COMMENTS ON THE POLICY ON THE ORGANISATION ROLES AND
RESPONSIBILITIES OF EDUCATION DISTRICTS**

I, Angelina Matsie Motshekga, Minister of Education, after consultation with the Council of Education Ministers hereby publish the Policy on the Organisation, Roles and Responsibilities of Education Districts for comment.

All interested persons and organisations are invited to comment on the Regulations, in writing, and to direct their comments to –

The Director-General, Private Bag X895, Pretoria, 0001, for attention: Dr F M Nzama
tel. 012 357 4163, email nzama.f@dbe.gov.za, fax 012 323 3253.

Kindly provide the name, address, telephone number, fax number and email address of the person or organisation submitting the comments.

The comments must reach the Department by18 May 2012.....



Angelina Matsie Motshekga, MP

MINISTER OF EDUCATION

DATE: 16/02/2012



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

Department of Education

**POLICY ON THE ORGANIZATION, ROLES AND RESPONSIBILITIES OF
EDUCATION DISTRICTS**

"Better districts, better quality"

Pretoria

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ACRONYMS

ABET	Adult Basic Education and Training
CEM	Council of Education Ministers
DEMIS	District Education Management Information System
ECD	Early Childhood Development
ELRC	Education Labour Relations Council
EMIS	Education Management Information System
HEDCOM	Heads of Education Departments Committee
ICT	information and communication technology
OSD	Occupation Specific Dispensation
PED	Provincial Education Department
PERSAL	the state personnel and salary information system
PFMA	Public Finance Management Act, 1999 (Act 29 of 1999)
PSC	Public Service Commission
SACE	South African Council for Educators
SASA	South African Schools Act, 1996 (Act 84 of 1996)

1. MANDATE AND SCOPE OF THE POLICY

The policy mandate

Education district offices have a pivotal role in ensuring that all learners have access to education of progressively high quality, since district offices are the link between provincial education departments, their education institutions and the public.

This document provides a national framework for the organisation of education districts and outlines the delegated powers, roles and responsibilities of district officials for the institutions within their care.

The document is part of a broader government initiative to improve the capacity of the public service to respond to the challenge of economic development and poverty eradication.

It is also part of a suite of initiatives undertaken by the Ministry of Education, and later advised by the Minister of Basic Education, advised by the Council of Education Ministers, to raise the quality of teaching and learning and provide the resources required to achieve this objective.

Such initiatives include the e-Learning Policy, *Transforming Learning and Teaching through Information and Communication Technologies (ICTs)* (2003), *National Policy Framework for Teacher Education and Development* (2006), the amendments to SASA to create legal provision for the role of public school principals and to define the minimum requirements for public school infrastructure, the Occupation Specific Dispensation for educators and public servants (2008), the *Integrated Strategic Plan for Teacher Education and Development in South Africa, 2011-2026* (2010), *Schooling 2025* and *Action Plan to 2014: Towards the Realisation of Schooling 2025*.

Education districts are part of the provincial sphere of government. They have no original powers or functions prescribed by law but operate in terms of national and provincial legislation and delegations. They are unable to raise their own revenues.

This policy does not propose changing the current legal position of education districts. Its intention is to bring about a common approach to the demarcation, organisation, delegation of powers and resourcing of education districts across all Provincial Education Departments.

In each province education districts are demarcated and named and their staff complements are established by the MEC for Education using powers granted in terms of the Public Service Act, 1994. The powers and responsibilities of district directors are delegated to them by their head of department or conveyed by administrative order. Until now such arrangements have not been made according to a national pattern. Such a template has now been agreed by the Council of Education Ministers and incorporated in this policy for education districts.

Limitations of the policy

The limitations of this policy are acknowledged. Its implementation will not eliminate deep-seated socio-economic inequality among the communities that district offices serve. No education measures on their own can achieve that, though well functioning schools have the historic mission of providing opportunities for learners to rise above their circumstances. On its own the policy cannot provide the conditions to ensure that all schools function well. It is not a substitute for ensuring that all schools meet national standards of infrastructure, services, equipment, learning materials, IT connectivity and teaching quality. The Ministry of Education is committed to achieving such standards as rapidly as possible and other initiatives deal with such matters.

What this policy can achieve is nonetheless important. It can ensure that all district offices have the necessary roles, delegated powers, functions,

gorgeous resources and skills to enable them to perform their core functions, and ensure that special support is given to districts where the educational needs are greatest. In conjunction with the other initiatives such measures will promote more equal possibilities of educational success across all districts.

Equity and district organisation

The Constitution protects the citizen's right to education and equal access to government services. The reality is that educational opportunity and educational success are unequally distributed and the intensity and quality of service delivery varies considerably from education district to education district across the provinces. The disparities between high and low achieving districts are gross and unacceptable in democratic South Africa. The disparities are particularly severe in rural districts, especially those that for generations were part of rural homelands that lacked an economic resource basis other than subsistence agriculture, animal husbandry and remittances from absent migrant workers in towns or on mines. Such districts probably constitute the majority of education districts in South Africa.

The condition of district offices is not uniform throughout all provinces or within provinces. Some district offices understand their roles well and perform them to a high level of efficiency. Many do not. Research findings have identified the main limiting factors on districts' effectiveness:

1. Many education districts are responsible for too many education institutions and as a result cannot provide effective services to them.
2. The respective delegated powers, roles, relationships and lines of accountability of provincial head offices, district offices and education institutions are not clearly formulated, understood and exercised.
3. Many district offices do not have the devolved authority to plan and develop their programmes, manage their own budgets and recruit or deploy staff members in their own offices or in education institutions.

District directors need adequate delegated decision-making authority to effect necessary changes that are designed to improve learning performance. The absence of clearly delegated powers causes intolerable bureaucratic delays in service delivery since many decisions cannot be taken promptly but must be referred to higher authority.

4. Districts need more financial resources and the delegated authority to use such resources effectively. Lack of such powers creates uncertainty, impedes delivery and hampers quality management.
5. Post-provisioning is uneven and does not reflect the responsibilities entrusted to district offices. Even when posts have been established many are unfilled. Few staff members have job related training or have been required to meet skills criteria suited to the work they do. Service delivery by many district offices therefore falls far short of what the institutions and the public expect.

In recent years Provincial Education Departments have given increased priority to their district offices and undertaken major restructuring to make them more effective. Until now, however, there has been no common formulation of what a district education office should be or do.

Provincial Education Departments agree that a national policy including indicative national norms for district offices is essential, but it must be designed with full appreciation for the individual needs and characteristics of provincial systems. A uniformly applied norm may itself be inequitable, because local circumstances may require different solutions. While some national norms (such as nomenclature) must be applied in the same way in all provinces, others (such as district size) need to be indicative and applied in an educationally defensible manner depending on the conditions. Impoverished rural districts, especially those with small and dispersed populations, where road and other communications are undeveloped, deserve special consideration. The fundamental criterion is that all district offices must be put

in a position to provide all their education institutions with nationally normed core services.

Scope of the policy

The policy expresses a national vision for education districts in the transformation of the education system, determines a standard nomenclature for district offices and personnel, determines flexible norms for education district and (where relevant) circuit boundaries and sizes, determines standardised roles, powers and responsibilities for district education offices and (where relevant) their circuit offices, determines norms for district post provisioning, and provides a normative guideline for the management and operation of district offices including the support they render to schools.

2. THE CONCEPT OF AN EDUCATION DISTRICT

Levels of education management and accountability

An education district office is the sub-structure of a Provincial Education Department immediately below the provincial head office. A district office receives devolved management authority from a PED in the form of delegations, and is accountable to the PED for the execution of its functions. The district director's formal line of accountability is usually to a Deputy Director-General responsible for District Coordination. In larger provinces the formal line of accountability may be to a Chief Director who is responsible for several districts under the DDG: Provincial Co-ordination.

The District Office represents and exercises the authority of the PED in all day-to-day administrative and professional dealings with schools and ECD centres. It is the public face of the PED in its district area. It delivers services to the education institutions for which it is responsible in its area.

Roles

District offices are the local hubs of Provincial Education Departments and provide the vital lines of communication between the provincial head office and the education institutions in their care. They have three main roles:

1. Support
 - Providing an enabling environment for education institutions within a district area to do their work in line with education law and policy
 - Assisting principals and educators to improve the quality of teaching and learning in their institutions

- Serving as an information node for education institutions and facilitating ICT connectivity in all institutions within the district
- Providing an enabling environment for the professional development of educators and administrative staff members in line with the OSD (p. 44)

2. Accountability

- Holding education institutions in a district area to account for their performance
- Accounting to the provincial education department for the performance of education institutions in a district area
- Accounting to the provincial education department in terms of performance agreements that stipulate the roles, functions and responsibilities of district officials in line with relevant policies

3. Public information

- Informing and consulting with the public in an open and transparent manner
- Upholding *Batho Pele* principles in all dealings with the public

Standard nomenclature

All PEDs will adopt a standard nomenclature to describe districts and district offices. The following nomenclature and definitions will apply for purposes of this policy.

Education district

All provinces are sub-divided in education districts. An education district is the geographic area within a province which has been demarcated by the MEC for Education of the province for purposes of effective education management and service delivery.

A district is the first level of administrative sub-division within a province. The second level of administrative sub-division within a province is a circuit. A Provincial Education Department may sub-divide its districts into circuits in order to reduce the span of control of a district office and bring services closer to the education institutions. The establishment of circuits is not mandatory. This discretion rests with the PED, and it is exercised after consultation with the Department of Education.

District office

A district office is the management sub-unit of a Provincial Education Department for an education district. It is the headquarters of its education district. It has responsibility for the provision of schools and ECD centres in its district.

Most district offices exercise their management and support to education institutions through circuit offices, which are sub-structures of the district office and carry the front-line responsibility for service provision. Some PEDs may choose to administer education institutions directly from the district office by establishing virtual circuits (circuits without circuit offices) or by other administrative arrangements depending on their circumstances.

District director

A district director (Head of District in terms of the OSD) is the head of an education district office. A district director executes prescribed functions using powers delegated by the head of the Provincial Education Department.

Circuit manager

A circuit manager (Education Institution Manager in terms of the OSD) is the head of a circuit office. A circuit manager executes prescribed functions using powers delegated by the district director.

3. EDUCATION DISTRICT BOUNDARIES AND NORMS

Boundaries

Sensible alignment

Cabinet has resolved that all service departments should endeavour to align their functional boundaries to the constitutionally proclaimed municipal boundaries as determined by the Municipal Demarcation Board, and the Board is charged to assist the process.

Although municipalities have no responsibility for education provision, such alignment is in keeping with the government's wish to streamline and co-ordinate service delivery across the three spheres of government, national, provincial and local.

The alignment of education district boundaries with municipal boundaries is not a simple mechanical process. Alignment for alignment's sake may be counter-productive. Alignment must make educational sense. That is, education district boundaries must meet the test of efficient education service delivery. In particular, education districts must not exceed the maximum permitted size of an education district, expressed in terms of the number of schools within the district.

The appropriate alignment with municipal boundaries in each province will also depend significantly on local conditions such as settlement patterns, social history (including the impact of apartheid Group Areas legislation), terrain, distances, rurality and road links.

Education districts within metropolitan municipalities

Metropolitan municipalities are fully responsible for all municipal functions within their respective areas. They cover major, densely populated

conurbations which are served by large numbers of schools that fall under the respective Provincial Education Department.

It follows that a metro must be sub-divided into several education district areas, none of which must exceed the upper limit of the norm for district size. In terms of the Local Government Municipal Structures Act, 1998 (Act 117 of 1998) metros are sub-divided for purposes of public consultation and efficient administration into wards or sub-council areas as the case may be. Education district boundaries should be aligned with ward or sub-council boundaries, as the case may be, to the extent that it makes educational sense.

Education districts within district municipalities

A district municipal area encloses several local municipal areas, and a district municipal council is primarily responsible for district-wide planning and capacity building for the local municipalities within its area. District municipal areas typically cover large, predominantly rural, geographic areas including small towns and sometimes cities, with large but often dispersed populations which are served by large numbers of schools that fall under the respective Provincial Education Department.

It follows that a typical district municipal area must be sub-divided into several education district areas, none of which must exceed the upper limit of the norm for district size. Since district municipal areas are already sub-divided into local municipal areas, the appropriate principle would be for a PED to demarcate education district boundaries according to local municipal boundaries, to the extent that it makes educational sense.

District size norms

The appropriate size of an education circuit is best expressed in terms of the number of schools for which a circuit office has responsibility. District offices also have responsibility for other educational institutions, but because schools

comprise by far the greatest component, their number serves as a reliable basis for regulating circuit area size.

In turn, the appropriate size of an education district area is best expressed in terms of the number of education circuit offices for which it is responsible.

Taking all relevant factors, including staff and financial implications, into account, the proposed national norms are as follows:

1. An education district area should comprise no more than 10 education circuits.
2. An education circuit office should be responsible for no more than 30 schools.

It follows that an education district office will be responsible for no more than 300 schools. This norm should guide all districts, whether or not they have circuits.

To guard against the maximum limit becoming the acceptable norm, two other norms are proposed:

3. No PED should exceed an average of 250 public schools per district.
4. The average number of public schools per circuit in a province should not exceed 25.

Implementing the district norms and alignment

The district size norms are expressed as maxima. If a PED currently has fewer than 300 schools per district (or less than 30 schools per circuit and 10 circuits per district) no advantage may be gained from altering the size of districts or changing district boundaries, provided that district and circuit offices are sufficiently staffed and resourced and effectively managed. Other things being equal, it is better for districts to manage fewer rather than more

schools, especially where populations are sparsely settled over wide rural areas, or where populations are dense and schools have large numbers of learners and teachers (as in metropolitan areas). However, if a PED has more districts with relatively fewer schools each it may be difficult to recruit sufficient capable staff members to manage all its district offices and there might be a case for enlarging districts to take in more schools.

In brief, the application of the alignment policy and the national norm for district size must be done by each PED with educational considerations uppermost.

4. EDUCATION DISTRICT ORGANISATION, FUNCTIONS AND DELEGATIONS

Provincial/district co-ordination, support and monitoring

District offices must be progressively organised, staffed and resourced by PEDs to undertake the functions envisaged in this policy, with due allowance for necessary variations among provinces and districts depending on inherited conditions and local circumstances. The appointment and responsibilities of district management and specialist staff must be consistent with the OSD.

District directors operate in terms of delegations from provincial HODs. In their relations with the principals of education institutions and dealings with the public, district directors exercise significant authority. By training and experience they must be equipped to exercise that authority well, and their delegated powers must afford them sufficient discretion to make decisions quickly and execute tasks efficiently.

PEDs cannot micro-manage district offices but in view of the vital roles they play, the co-ordination of their functions, and support for and monitoring of their performance are among the fundamental responsibilities of provincial education departments. Despite their importance the organisational links and communication flows between PEDs and district offices have not been well studied. The level of responsibility for these functions at provincial head offices varies considerably across PEDs. Moreover the wide range of district office responsibilities makes it impractical and undesirable for all communications with PEDs to flow through a single administrative channel. Subject advisers, for example, must have direct contact with and receive direct advice from provincial head office curriculum and assessment specialists. The organisational links between provincial head offices and district offices are therefore complex, and it is unclear whether district offices are in general well served by them or find them cumbersome, confusing and a source of delay.

The DBE will engage with PEDs and district directors to achieve a common appreciation of the importance of this matter and a common approach to the organisational difficulties involved in providing optimum PED support to district offices and achieving optimum accountability from them. The outcome is unlikely to be a single nationally applicable template. Several well-considered models to suit different provincial circumstances might be a better alternative.

District organisation and functions

Each district office should be organised in teams to deliver a core basket of services. The precise composition of each team and its functions may vary from district to district but they will tend to resemble the following template:

District Curriculum Support Team

Core functions:

- Curriculum Management, Development and Support including Management of Learning and Inclusive Education
- Professional Development of educators

District Management Support Team

Core functions:

- Institutional Management, Development and Support
- Monitoring the performance of education institutions
- Information and Communications Technology for e-Education and administrative support

District Learner Support Team

Core functions:

- Education Specialised Programmes

District Operations Team

Core functions:

- EMIS

- Human Resources; and
- Financial and Supply Chain Services

These operational matters are essential back office functions of a district, which may be managed by a district office directly or by the PED on its behalf, depending on a district office's capacity.

Delegations

The roles and functions of a district office have one overriding purpose, which is to advance the implementation of quality education and improved service delivery in all education institutions. As described in chapter 1, the three principal roles of a district office are to give support, to require accountability and to inform and be informed by the public. Delegation is the crucial legal instrument by which a Provincial Education Department empowers a district director to execute the functions that a district office must perform in order to fulfil its roles. The district director is accountable to the Head of the PED in terms of such delegations and the district director's performance agreement.

In turn, a district director must ensure that a circuit manager receives the appropriate delegations to fulfil the functions entrusted to the circuit office, and the circuit manager is accountable for them to the district director.

Two principles are paramount. Firstly, no function must be ascribed to a district or circuit manager without an accompanying delegation of power. Secondly, no function should be ascribed or delegation made in the absence of appropriate funding and other relevant resources, such as personnel, ICT connectivity or access to PERSAL.

The following are some of the key delegations that are essential to district effectiveness:

1) Human Resource Management

- a) Power to appoint any person or to promote or transfer any educator (including substitutes), officer or employee from Post Level 1 up to School Principal.
- b) In the case of a new school, power to appoint, promote or transfer in a temporary capacity to any post on the educator establishment until the relevant governing body is established.

2) Administration

- a) Power to discharge an educator on account of misconduct or unfitness for his/her duties or incapacity to carry out those duties efficiently
- b) Power to institute disciplinary proceedings and impose (implement) a sanction in accordance with the disciplinary code and procedures.
- c) Power to dissolve an ineffective governing body
- d) Power to withdraw, on reasonable grounds, a function from a governing body

3) Financial Management

- a) Power to manage the assets and liabilities of the PED in the district, including the safeguarding and maintenance of assets
- b) Power to procure goods and services, including equipment, up to a value of R500 000
- c) Power to take effective and appropriate disciplinary steps against any official in the service of the department, trading entity or constitutional institution who –
 - i. Contravenes or fails to comply with a provision of the PFMA;
 - ii. Commits an act which undermines the financial management and internal control system of the department, trading entity or constitutional; or
 - iii. Makes or permits an unauthorized expenditure, irregular expenditure or fruitless and wasteful expenditure.

Delegations must be:

- In writing

- Clear and precise
- Appropriate to the function concerned
- Consistent with the appropriate education law and the PFMA
- Accompanied by sufficient resources
- Accessible to the public

Batho Pele

In their dealings with the public the staff of district offices are required to exhibit the *Batho Pele* principles which involve consultation with clients, setting and keeping to service standards, increasing access to services, ensuring courteous behaviour, providing the required information to the public, acting openly and transparently, redressing sub-standard performance and ensuring value for money.

In undertaking their responsibilities, district staff members are subject to the Code of Conduct for Public Servants or the SACE Code of Professional Ethics for educators, depending on their employment category.

5. STAFFING DISTRICT OFFICES

Principles

The main consideration in establishing post provisioning norms is to ensure that each district has the capacity to bring effective professional and management services to schools and other educational institutions in order to help them improve the quality of teaching and learning.

Districts vary in their educational needs as well as in their physical and social characteristics. Equity in the distribution of staff support to institutions is therefore the overall principle that guides the norms in order to achieve quality education for all learners.

This will be achieved in two ways: firstly, by ensuring that all education districts in all provinces have at least the minimum staffing level required to effectively deliver essential support to schools and other educational institutions, thus setting minimum standards; and secondly, by taking into account contextual factors that impact differently on different districts.

The essential level of support is described by the basket of educational services that a district must provide to the institutions under its care.

The model of post provisioning must incorporate the norms governing the sizes of districts and circuits. It must benefit from good practice in successful education districts. The proposed norms must be tested against provincial realities with the advice of knowledgeable provincial and district directors and must be intelligible, credible and affordable. Part of the methodology must involve calculating the staff complement required to enable the optimum number of visits to be made by teams from the district or circuit offices to an institution per term.

For example, in a circuit of 30 schools, the minimum standard for a Circuit Manager could be that 30 school visits should be made per month, the length of each visit depending on need. Assuming 20 working days per month, the equivalent of 15 would be spent on fieldwork and five on office administration. The minimum standard for a Subject Adviser could be two visits per school per term, and one cluster meeting per term.

Where functions delegated to a district are not covered by the model, PEDs could allocate additional staff members based on the same principles.

The district post provisioning norms for educator staff must be established using tools provided in the Personnel Administrative Measures determined by the Minister in terms of the Employment of Educators Act, 1998 (No. 76 of 1998) and the Occupation Specific Dispensation agreed in the ELRC (Collective Agreement No. 1 of 2008).

The model

The model has two components: the *parameter* by which the staffing level of a particular function is expressed, and the *factor* that takes into account the context or circumstances of a particular district. Since schools are the most numerous education institutions in any district, the norming principles considered here apply to them. Similar principles will apply to ECD centres.

Parameters

The nature of a function will determine the parameter that will be used to express staffing needs of that function. Since districts exist to serve schools, staffing needs will be expressed in terms of the number of learners, educators or schools to be served, depending on the function. For instance staffing needs for curriculum services are best expressed by the number of learners or educators to be served. Functions relating to school governance and management are better expressed in terms of the number of schools to be served.

Factors

Factors are expressed as weights to ensure that the distribution of staff among districts is equitable. A number of potential factors have been considered and two salient factors have been selected in order to keep the model simple and functional without compromising the equity principle:

- **Distance.** The distances that district officials need to travel to schools. This factor takes into account the geographical features and population density of different provinces. This factor will contribute a maximum of 10% additional posts.
- **Poverty.** Schools serving poor communities require additional support to ensure quality education. The poverty factor, related to poverty quintiles, will contribute a maximum of 5% additional posts.

The tables show the different weights allocated to each factor in relation to the magnitude of their potential impact on the staffing needs of districts.

Distance factor

Average distance from the District office to schools	
Range (kms)	Weighting
121-150	1.10
91-120	1.08
61-90	1.05
31-60	1.02
0-30	1

Poverty factor

Range	Weighting
Quintile 1,2 and 3*	1.05
Quintile 4 and 5	1

*District with more than 70% of schools in quintiles 1-3.

CONCLUSION

The education district development guideline will not achieve the desired results on its own. It needs to be vigorously implemented by the Department of Basic Education and Provincial Education Departments.

Three documents accompany this guideline:

Annexure 1: Minimum requirements for appointment of district-based professional staff (Annexure A on the OSD Collective Agreement 1 of 2008);

Annexure 2: Job descriptions for office-based staff (Extract from Annexure A of Collective Agreement 1 of 2008); and

Annexure 3: Roles and Responsibilities of subject Advisors.

The guideline's implementation and impact must be monitored and evaluated. The true test of success will be a progressive improvement in the support given by PEDs to district offices; in the support given by district offices to education institutions; and progressive improvement of teaching and learning in all education institutions for which district education offices are responsible.

Annexure 1:

Minimum requirements for appointment of district-based professional staff (Annexure A on the OSD Collective Agreement 1 of 2008)

Collective Agreement 1 of 2008: Annexure A

JOB TITLE	EDUCATIONAL QUALIFICATION	STATUTORY REQUIREMENTS	COMPETENCIES AND SKILLS		EXPERIENTIAL COMPETENCY
			FUNCTIONAL FIELD	GENERIC	
Principal	1. Basic 4 year diploma/degree in education 2. Recognized Professional Qualification	Registration with SACE as Professional Educator	1. Good knowledge of teaching as provided for in the professional qualification 2. Exceptional Management skills 3. Exceptional leadership skills	1. Good co-curricular skills 2. Exceptional people management skills 3. Exceptional people management skills 4. Exceptional administrative skills 5. Exceptional communication skills 6. Good knowledge of applicable educator legislation	A minimum of 9 years of actual teaching experience of which at least 2 years as HOD and 2 years as DP (PI principal excluded) or equivalent managerial experience.
6.2 Office-based					
6.2.1 Office Based Management for Schools					
Circuit Manager	Basic 4 year diploma/degree in education REQV 15 or an equivalent qualification	Registration with SACE as Professional Educator	1. Competent manager in curriculum delivery and good knowledge of strategic levers to do so. 2. Competent advisor and monitor of policy implementation 3. Good understanding of matrix management	Generic Skills: 1. Leadership 2. Communication 3. Financial planning and management 4. Strategic planning and transformation 5. Policy development 6. Researching 7. Curriculum developing 8. Staff developing 9. Organising	12 years experience in the education of which a minimum of 3 years management experience.

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Collective Agreement 1 of 2008: Annexure A

6.2.2 Office-based Specialists					
Education Specialist	Basic 4 year diploma/degree REQV 15 or an equivalent qualification in the learning/subject area/phase	Registration with SACE as Professional Educator is preferred	Roles of: 1. Leader 2. Communicator 3. Financial planner and manager 4. Strategic planner and transformer 5. Policy developer 6. Researcher 7. Curriculum developer 8. Staff developer 9. Organiser	Generic Skills: 1. Leadership 2. Communication 3. Financial planning and management 4. Strategic planning and transformation 5. Policy development 6. Researching 7. Curriculum developing 8. Staff developing 9. Organising	6 years experience in the educational field
Senior Education Specialist	Basic 4 year diploma/degree REQV 15 or an equivalent qualification in the learning/subject area/phase	Registration with SACE as Professional Educator is preferred			8 years experience in the educational field
Deputy Chief Education Specialist	Basic 4 year diploma/degree REQV 15 or an equivalent qualification in the learning/subject area/phase	Registration with SACE as Professional Educator is preferred			10 years experience in the educational field
Chief Education Specialist	Basic 4 year diploma/degree REQV 16 or an equivalent qualification in the learning/subject area/phase	Registration with SACE as Professional Educator is preferred			12 years experience in the educational field

Annexure 2:

Job descriptions for office-based staff (Extract from Annexure A of Collective Agreement 1 of 2008)

Annexure A12**OFFICE BASED EDUCATORS**

(1) JOB TITLE: Education Specialist/SES/DCES/CES:

(2) POST LEVEL: 2/3/5/6

(3) AIM OF THE JOB

The core process in education is curriculum delivery and the strategic levers for curriculum delivery are INSET, EMD and enabling functions. The aim of jobs at offices is to facilitate curriculum delivery through support in various ways. Offices will be managed in compliance with applicable legislation, regulations, ELRC Collective Agreements and personnel administration measures.

(4) THE CORE RESPONSIBILITIES

In executing tasks, educators must be mindful of their role in education transformation, redress and equity.

The duties and responsibilities of the job are individual and varied, depending on the nature of the responsibilities attached to each post. These include but are not limited to subject advisory services, administration and policy development processes. It remains the responsibility of immediate supervisors to develop specific responsibilities and duties for each post on the basis of job content as may be applicable. The duties and responsibilities for incumbents of these posts include, but are not limited to, the following:

(a) LEADERSHIP

- i. To provide an environment that creates and fosters commitment and confidence among colleagues and educators, while promoting the values of fairness and equity in the workplace.
- ii. To assist educators to identify, assess and meet the needs of learners (provide professional leadership).
- iii. To disseminate and encourage the application of good practices in all areas of work.
- iv. To implement systems and structures and present innovative ideas that are congruent with policy frameworks and plans.
- v. To create and maintain sound human relations among colleagues and enhance the spirit of co-operation at all levels.



Collective Agreement 1 of 2008: Annexure A12

(b) COMMUNICATION

- i. To communicate effectively, both orally and in writing, with principals, other staff, parents, School Governing Bodies (SGBs), external agencies and the Department as well as to ensure timeous feedback from institutions.
- ii. To consult with all stakeholders on decisions that affect them.
- iii. To explain the objectives of any intervention/s to learners, educators and others.
- iv. To chair workshops, case conferences and meetings when needed.
- v. To serve on recruitment, promotion, advisory and other committees as required.
- vi. To assist in the development of the use of information (statistics/surveys) and communications technology as a means of gathering and disseminating information about learners.
- vii. To liaise with other education offices for the purpose of co-ordination.
- viii. To liaise with other relevant Government Departments, for example Department of Health and Welfare, Public Works, etc., as required.
- ix. To maintain contacts with sports, cultural and community organisations.

(c) FINANCIAL PLANNING AND MANAGEMENT

- i. To undertake activity-based costing (ABC) for planned projects/activities.
- ii. To prioritise activities in terms of costs and educational needs in preparation for strategic planning.
- iii. To plan budgets in terms of a medium term expenditure framework (MTEF).
- iv. To manage projects within the set budget.
- v. To advise principals and school management teams on the planning, utilisation and monitoring of budgets in order to meet school objectives.
- vi. To maintain records to disseminate information for financial accountability.

(d) STRATEGIC PLANNING AND TRANSFORMATION

- i. To analyse the external environment and internal work environment.
- ii. To identify the needs of clients (learners, educators, others).
- iii. To prepare strategic plans with the intention of achieving the goals of the Department.
- iv. To prepare management plans to achieve targets as well as the needs of clients (educators, learners and others).
- v. To provide guidance to institutions on strategic planning.
- vi. To support and co-operate with principals, staff and SGBs in whole school development.

(e) POLICY

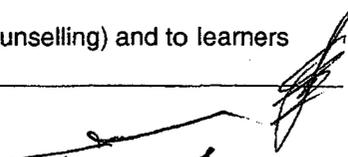
- i. To formulate policy for operational reasons.
- ii. To analyse policy.
- iii. To implement policy.
- iv. To monitor and evaluate policy implementation.
- v. To provide guidance to institutions on policy formulation and implementation.

(f) RESEARCH AND DEVELOPMENT

- i. To keep abreast of the latest research in the field of education.
- ii. To undertake small scale as well as large scale research to improve service delivery and policy formulation.
- iii. To encourage and support research initiatives with Universities and other Agencies.
- iv. To apply research findings after carefully analysing the context.
- v. To maintain a database of learners/educators' needs e.g. professional development needs of educators.

(g) CURRICULUM DELIVERY

- i. To assist in equitable deployment of staff and resources to facilitate teaching and learning.
- ii. To provide pastoral support (guidance and counselling) and to learners whenever requested by institutions.



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- iii. To maintain effective partnerships between parents and school staff to promote effective teaching and learning.
- iv. To develop systems for monitoring and recording progress made by learners towards achievement of targets set.
- v. To support initiatives to improve numeracy, literacy and information technology as well as access to the wider curriculum.
- vi. To facilitate curriculum development at institution/ District/ Provincial/ National level.
- vii. To provide guidance/assistance in learner assessment.
- viii. To promote the National campaign on Culture of Teaching, Learning and Service (COLTS).

(h) STAFF DEVELOPMENT

- i. To assess professional development needs by using questionnaires, informal methods and developmental appraisal.
- ii. To support/plan staff development activities based on needs and which are congruent with the principles and values of the applicable policy frameworks and plans.
- iii. To contribute, to implement and participate in staff development programmes.
- iv. To evaluate success/problems of staff development programmes in terms of the goals of the institutions/Department.
- v. To assist in capacity building programmes for SRC's, School Management Teams (SMTs) and SGBs.
- vi. To provide support for professional growth of educators within an appraisal programme.
- vii. To participate in agreed educator appraisal processes in order to regularly review their professional practice.

(i) GENERAL

- i. To keep and update records of the office, district or area under his/her control.
- ii. To ensure that Departmental circulars and other information received which affect colleagues or their work are brought to their notice as soon as possible.
- iii. To handle all correspondence referred to his/her office.

Annexure A11**Office-based Management for Schools: Circuit Manager**

(1) JOB TITLE: Circuit Manager (CM)

(2) THE AIM OF THE JOB:

- i. To support school principals, school management teams and school governing bodies in the management, administration and governance of schools.
- ii. To monitor the effective management, administration and governance of schools.
- iii. To facilitate curriculum delivery through support in various ways.

(3) CORE DUTIES AND RESPONSIBILITIES OF THE JOB:

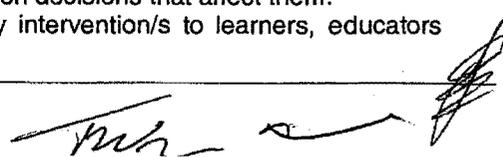
The duties and responsibilities of the job are individual and varied, depending on the nature of the responsibilities attached to each post. These include but are not limited to subject advisory services, administration and policy development processes.

(a) LEADERSHIP

- i. To provide an environment that creates and fosters commitment and confidence among colleagues and educators, while promoting the values of fairness and equity in the workplace.
- ii. To assist educators to identify, assess and meet the needs of learners (provide professional leadership).
- iii. To disseminate and encourage the application of good practices in all areas of work.
- iv. To implement systems and structures and present innovative ideas that are congruent with policy frameworks and plans.
- v. To create and maintain sound human relations among colleagues and enhance the spirit of co-operation at all level.
- vi. The circuit manager should ensure that subject advisors visit schools and provide the necessary support (in terms of subject advice)

(b) COMMUNICATION

- i. Establish clear channels of communication with schools and other stakeholders.
- ii. To communicate effectively, both orally and in writing, with principals, other staff, parents, School Governing Bodies (SGB), external agencies and the Department as well as to ensure timeous feedback from institutions.
- iii. To consult with all stakeholders on decisions that affect them.
- iv. To explain the objective of any intervention/s to learners, educators and others.



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- v. To chair workshops, case conference and meeting when needed.
- vi. To serve on recruitment, promotion, advisory and other committees as required.
- vii. To assist in the development of the use of information (statistics/surveys) and communications technology as a means of gathering and disseminating information about learners.
- viii. To liaise with other education offices for the purpose of coordination.
- ix. To liaise with other relevant Government Departments for example Department of Health and Welfare, Public Works, etc., as required.
- x. To maintain contacts with sports, cultural and community organisation.

(c) FINANCIAL PLANNING AND MANAGEMENT

- i. To undertake activity-based costing (ABC) for planned projects/activities.
- ii. To prioritise activities in terms of costs and education needs in preparation for strategic planning.
- iii. To plan budgets in terms of a medium term expenditure framework (MTEF).
- iv. To manage projects within the set budget.
- v. To advise principals and school management teams on the planning, utilisation and monitoring of budgets in order to meet school objectives.
- vi. To maintain records to disseminate information for financial accountability.

(d) STRATEGIC PLANNING AND TRANSFORMATION

- i. To analyse the external environment and internal working environment.
- ii. To identify the needs of clients (learners, educators, others).
- iii. To prepare strategic plans with the intention of achieving the goals of the Department.
- iv. To prepare management plans to achieve targets as well as the needs of clients (educators, learners and others).
- v. To provide guidance to institution on strategic planning.
- vi. To support and co-operate with principals, staff and SGBs, in whole school development.

(e) POLICY

- i. To formulate policy for operational reasons.
- ii. To analyse policy.
- iii. To implement policy.
- iv. To monitor and evaluate policy implementation.
- v. To provide guidance to institutions on policy formulation.
- vi. Promote and support policy implementation in education sites

(f) RESEARCH AND DEVELOPMENT

To keep abreast of the latest research in the field of education.

- To undertake small scale as well as large scale research to improve service delivery and policy formulation.
- To encourage and support research initiatives with Universities, Colleges of Education and other Agencies.
- To apply research findings after carefully analysing the context.
- To maintain a database of learners/educators' needs e.g professional development needs of educators.

(g) CURRICULUM DELIVERY

- i. Promote, facilitate and monitor the implementation of General Education and Training (GET) and Further Education and Training (FET) policies in all learning sites including Early Childhood Development (ECD) and Adult Basic Education and Training (ABET) centres, and independent and home schools;
- ii. Provide curriculum guidance and support and learning area and subject advisory service to all teachers in order to improve teaching and learning;
- iii. Support quality education delivery and in particular, teaching and learning, in educational sites for the purposes of both accountability and improvement of learner achievement;
- iv. Provide specialised education services to schools where necessary;
- v. Promote inclusive education and render specialised support in the identification and addressing barriers to learning within the system in schools;
 - To assist in equitable deployment of staff and resources to facilitate teaching and learning.
 - To provide pastoral support (guidance and counselling) and to learners whenever requested by institutions.
 - To maintain effective partnerships between parents and school staff to promote effective teaching and learning.
 - To develop systems for monitoring and recording progress made by learners towards achievement of targets set.
 - To facilitate curriculum development at institution/ District/ Provincial/ National level.
 - To provide guidance/assistance in learner assessment.
 - To promote the National campaign on Culture of Teaching, Learning and Service (COLTS).

(h) STAFF DEVELOPMENT

- i. To assess professional development needs by using questionnaires, informal methods and developmental appraisal.
- ii. To support/plan staff development activities based on needs and which are congruent with the principles and values of the applicable policy frameworks and plans.
- iii. To continue, to implement and participate in staff development programmes.
- iv. To evaluate success/problems of staff development programmes in terms of the goals of the institutions/Department.
- v. Assesses support needs for capacity building of Principals, SGBs and SMTs with regard to policy mediation and implementation, financial

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- management and administrative systems and strategic management and sport/cultural and social programmes
- vi. To provide support for professional growth of educators within an appraisal programme.
 - vii. To participate in agreed educator appraisal processes in order to regularly review their professional practices.
 - viii. All circuit managers should be trained in effective support and supervision and the use of checklist as a management tool.

(i) GENERAL / OFFICE ADMINISTRATION

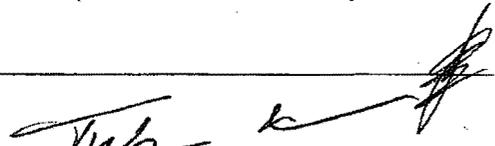
- i. To keep and update records of the office, district or area under his/her control.
- ii. Write regular reports on work performed and report and account to the district.
- iii. To ensure that Department circulars and other information received which affect colleagues or their work are brought to their notice as soon as possible.
- iv. To handle all correspondence referred to his/her office.
- v. Manage the database on all schools in the circuit

(j) ADMINISTRATIVE SERVICE TO SCHOOLS:

- i. Disseminates and mediate policy documents, circulars and other official documents to schools.
- ii. Facilitates and coordinates the supply and delivery of equipment and resources to schools.
- iii. Facilitates and coordinates the provision of administrative service to schools (security, maintenance, transport, etc).
- iv. Collects and verifies critical information required by EMIS.
- v. Oversees the administration of transport and boarding bursaries in all boarding facilities of the circuit.

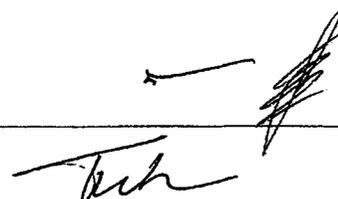
(k) MANAGEMENT SUPPORT TO SCHOOLS

- i. Facilitates the day-to-day use and application of policies affecting the management and governance of schools.
- ii. Facilitates and coordinates the effective running of external examinations.
- iii. Moderates exam schedules
- iv. Ensures stability in the teaching and learning environment at schools.
- v. Attending to complaints from parents, learners and other officials.
- vi. Liaison with local industry, parents, community leaders, NGOs and other government departments.
- vii. Delivery of official documents to schools (seen as an admin function)
- viii. Approval of examination schedules (seen as a curriculum function).
- ix. Provide examination support services and Grade 12 intervention where necessary;
- x. Approval of leave forms, school feeding schemes and school excursions (should be seen a monitoring function).
- xi. Investigation of cases of misconduct (should be dealt with by the labour officers)



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- xii. Provide educational leadership, management and governance guidance and support to all the schools (this includes support in financial management, governance, school organisation and management, as well as conflict resolution);
- xiii. Support school governing bodies in promoting effective school governance;
- xiv. Monitor education delivery in educational sites for the purposes of both accountability and improvement;
- xv. Participate in the EMIS surveys, maintain a database so as to become a provider of all relevant information about developments in education, to the broader public, manage the database on the schools that a district is responsible using EMIS surveys for data access;
- xvi. Participate in the IQMS process. Offer support in terms of IQMS process, visit schools to moderate scores in circuit and randomly select schools to verify school-based moderation.
- xvii. Implement provincial educational building policies and manage the departmental assets;
- xviii. Guide and support community involvement and development in education, collaboration of district, circuits and schools with community structures and the community as a whole, continuing to forge more partnership as needed; and
- xix. Manage and consolidate the School Development Plans (SDPs) into District Development Plans (DDPs), and use these to inform and give context to the provincial department strategic plans. Use the SDPs to plan school visits for monitoring, support and evaluation of policy implementation.
- xx. Selection, appointment, induction and management of school personnel.
- xxi. General education management issues.
- xxii. Mediates either individually or collectively with other officials in the resolution of conflicts at schools.
- xxiii. Manage Labour relation issues.
- xxiv. Monitor the basic functioning of schools.
- xxv. Participates in national, provincial and district quality assurance initiatives that assist in monitoring of schools.
- xxvi. Visit all schools in their circuit at least once a month.
- xxvii. Manage a checklist to assist them in providing effective supervision should be implemented.
- xxviii. Manage the performance agreement system of school principals.



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Annexure A12

OFFICE BASED EDUCATORS

(1) JOB TITLE: Education Specialist/SES/DCES/CES:

(2) POST LEVEL: 2/3/5/6

(3) AIM OF THE JOB

The core process in education is curriculum delivery and the strategic levers for curriculum delivery are INSET, EMD and enabling functions. The aim of jobs at offices is to facilitate curriculum delivery through support in various ways. Offices will be managed in compliance with applicable legislation, regulations, ELRC Collective Agreements and personnel administration measures.

(4) THE CORE RESPONSIBILITIES

In executing tasks, educators must be mindful of their role in education transformation, redress and equity.

The duties and responsibilities of the job are individual and varied, depending on the nature of the responsibilities attached to each post. These include but are not limited to subject advisory services, administration and policy development processes. It remains the responsibility of immediate supervisors to develop specific responsibilities and duties for each post on the basis of job content as may be applicable. The duties and responsibilities for incumbents of these posts include, but are not limited to, the following:

(a) LEADERSHIP

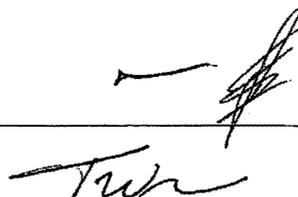
- i. To provide an environment that creates and fosters commitment and confidence among colleagues and educators, while promoting the values of fairness and equity in the workplace.
- ii. To assist educators to identify, assess and meet the needs of learners (provide professional leadership).
- iii. To disseminate and encourage the application of good practices in all areas of work.
- iv. To implement systems and structures and present innovative ideas that are congruent with policy frameworks and plans.
- v. To create and maintain sound human relations among colleagues and enhance the spirit of co-operation at all levels.

(b) COMMUNICATION

- i. To communicate effectively, both orally and in writing, with principals, other staff, parents, School Governing Bodies (SGBs), external agencies and the Department as well as to ensure timeous feedback from institutions.
- ii. To consult with all stakeholders on decisions that affect them.
- iii. To explain the objectives of any intervention/s to learners, educators and others.
- iv. To chair workshops, case conferences and meetings when needed.
- v. To serve on recruitment, promotion, advisory and other committees as required.
- vi. To assist in the development of the use of information (statistics/surveys) and communications technology as a means of gathering and disseminating information about learners.
- vii. To liaise with other education offices for the purpose of co-ordination.
- viii. To liaise with other relevant Government Departments, for example Department of Health and Welfare, Public Works, etc., as required.
- ix. To maintain contacts with sports, cultural and community organisations.

(c) FINANCIAL PLANNING AND MANAGEMENT

- i. To undertake activity-based costing (ABC) for planned projects/activities.
- ii. To prioritise activities in terms of costs and educational needs in preparation for strategic planning.
- iii. To plan budgets in terms of a medium term expenditure framework (MTEF).
- iv. To manage projects within the set budget.
- v. To advise principals and school management teams on the planning, utilisation and monitoring of budgets in order to meet school objectives.
- vi. To maintain records to disseminate information for financial accountability.



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(d) STRATEGIC PLANNING AND TRANSFORMATION

- i. To analyse the external environment and internal work environment.
- ii. To identify the needs of clients (learners, educators, others).
- iii. To prepare strategic plans with the intention of achieving the goals of the Department.
- iv. To prepare management plans to achieve targets as well as the needs of clients (educators, learners and others).
- v. To provide guidance to institutions on strategic planning.
- vi. To support and co-operate with principals, staff and SGBs in whole school development.

(e) POLICY

- i. To formulate policy for operational reasons.
- ii. To analyse policy.
- iii. To implement policy.
- iv. To monitor and evaluate policy implementation.
- v. To provide guidance to institutions on policy formulation and implementation.

(f) RESEARCH AND DEVELOPMENT

- i. To keep abreast of the latest research in the field of education.
- ii. To undertake small scale as well as large scale research to improve service delivery and policy formulation.
- iii. To encourage and support research initiatives with Universities and other Agencies.
- iv. To apply research findings after carefully analysing the context.
- v. To maintain a database of learners/educators' needs e.g. professional development needs of educators.

(g) CURRICULUM DELIVERY

- i. To assist in equitable deployment of staff and resources to facilitate teaching and learning.
- ii. To provide pastoral support (guidance and counselling) and to learners whenever requested by institutions.

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- iii. To maintain effective partnerships between parents and school staff to promote effective teaching and learning.
- iv. To develop systems for monitoring and recording progress made by learners towards achievement of targets set.
- v. To support initiatives to improve numeracy, literacy and information technology as well as access to the wider curriculum.
- vi. To facilitate curriculum development at institution/ District/ Provincial/ National level.
- vii. To provide guidance/assistance in learner assessment.
- viii. To promote the National campaign on Culture of Teaching, Learning and Service (COLTS).

(h) STAFF DEVELOPMENT

- i. To assess professional development needs by using questionnaires, informal methods and developmental appraisal.
- ii. To support/plan staff development activities based on needs and which are congruent with the principles and values of the applicable policy frameworks and plans.
- iii. To contribute, to implement and participate in staff development programmes.
- iv. To evaluate success/problems of staff development programmes in terms of the goals of the institutions/Department.
- v. To assist in capacity building programmes for SRC's, School Management Teams (SMTs) and SGBs.
- vi. To provide support for professional growth of educators within an appraisal programme.
- vii. To participate in agreed educator appraisal processes in order to regularly review their professional practice.

(i) GENERAL

- i. To keep and update records of the office, district or area under his/her control.
- ii. To ensure that Departmental circulars and other information received which affect colleagues or their work are brought to their notice as soon as possible.
- iii. To handle all correspondence referred to his/her office.

Annexure 3:

Roles and Responsibilities of subject Advisors.

ROLES AND RESPONSIBILITIES OF SUBJECT ADVISORS

1. Introduction:

The post of Subject Advisor in a province, district or circuit is a specialist post that requires the incumbent to be a subject and /or phase specialist in his/ her field, demonstrating both depth of content knowledge as well as its pedagogy. The position of Subject Advisor exists to ensure that for every subject and /or phase there is specialist capacity to:

- monitor and support the implementation of the curriculum in the relevant subject;
- provide and or source relevant teaching and learning material through research to improve performance in the subject;
- ensure that teachers have all the requisite curriculum and assessment documents for the subject
- support teachers in effectively delivering the curriculum in mainstream and special schools;
- support teachers in the development and review of Subject Improvement Plans;
- support teachers in strengthening their content knowledge;
- moderate school based assessment, including Annual National Assessment;
- analyse assessment results and plan interventions; and
- support teachers in organising relevant/related co-curricular activities.

2. Core duties and responsibilities of the job:

- Have a thorough knowledge and understanding of all official policy/curriculum documents with respect to your subject, keep them in appropriately indexed files and be able to build this knowledge and understanding among teachers.

- Keep files/records regularly updated with more recent relevant official policy documents and make sure all subject teachers in schools you are responsible for also have same;
- Keep a database of all the schools and teachers you are responsible for with respect to
 - i. A record of academic performance (performance over at least a 3yr cycle);
 - ii. Special support needs;
 - iii. Outstanding teachers;
 - iv. Academic and professional qualification and experience of teachers;
 - v. Teachers needing support; i.e. (Professional Development Needs);
 - vi. A record of evidence of support *provided* to teachers, and of the programmes either accessed or provided to teachers; and
 - vii. Community involvement.
- At the end of each year draw up a Professional Development Plan for all the schools/teachers you are responsible for based on an analysis of their end of the year results and your understanding of the above. The Professional Development plan must also be informed by what schools plan to do to address their challenges, as reflected in their Subject Improvement Plans, School Improvement Plans (SIPs) or Academic Performance Improvement Plan (APIP).
- Support to schools **in the first quarter of the academic year** may include some or all of the above:
 - A personal visit to each of the schools at the beginning of each year to discuss the previous year's performance, ensure that every teacher has a work schedule and lesson plan and to ensure that all necessary resources for the effective teaching of your subject are available;

-
- Meeting and assessing capacity of all new teachers with special attention to newly qualified teachers;
 - Assist with the induction of new teachers;
 - Orientation meetings/workshops with HoDs, principals and/or new teachers on the year ahead, e.g.
 - Setting targets;
 - Mediation of the curriculum documents;
 - Clarifying the assessment and content requirements;
 - Discussing strategies to improve performance;
 - Agreeing on a monitoring, evaluation and support strategy for the circuit/district.

 - In the **second and third quarters of the academic year** the core responsibility of subject advisors is to **conduct school visits** focused on
 - Schools that have shown an uncharacteristic decline in end of year results (Grade 12 or ANA);
 - Schools that are serial underperformers to establish a realistic course of action to improve learning outcomes;
 - Engaging with teachers and HoDs on their academic improvement plans for the subject you are responsible for, including plans for teacher development.
 - Checking that teachers have all the necessary support material for e.g. content framework, textbooks, exam guidelines, exemplar papers and memoranda, past exam papers and memoranda, training materials on content, etc.;
 - Moderating formal assessment tasks where relevant;

- Undertaking face moderation in subjects that have a practical component or orals;
- Advising schools on procuring resources like equipment, chemicals, cooking items for hospitality studies, etc;
- **School visits** should also include **drawing samples of learners' written work** to:
 - Establish pace, depth and sequencing of curriculum coverage;
 - Compare written work to teacher planning and availability of resources;
 - Check frequency and management of home and class work as well as usefulness of feedback to improve learner understanding;
 - Visit classrooms during teaching time to assess quality of classroom interaction;
 - Assess strategies to pick up on learner difficulties and school systems to provide remedial lessons or additional support to learners that need it.
- Conduct capacity building training for teachers in areas in which they need professional development support
- Support the formation of cluster of schools with similar or common challenges to encourage working cooperation, sharing of best practices amongst teachers.

On-site support/school visits to all schools, including those in remote areas must be mandatory.

- In the **fourth quarter of the academic year** the core responsibility of subject advisors is to:

- Moderate oral, practical exams and CASS/SBAT
- Work with Circuit Managers to coordinate, manage and monitor internal and external examination;

3. Reporting

- A report should be written at the end of each school visit. The report should be
 - i. signed by the subject advisor, teacher and HoD/principal;
 - ii. A copy of this report should be left with the HoD or principal and one should be filed by the subject advisor;
 - iii. A copy of the report should also be submitted to the District Director.
- Each school visit report should include but is not limited to the following:
 - i School name, performance over the current and previous two years, name of teacher, name of principal, contact details
 - ii Observations
 - iii Recommendations that include support provided
 - iv Follow up activities e.g. follow-up visit, providing notes or exam papers, plan to assist teacher in strengthening content knowledge, etc
 - v Signatures

4. Leadership

- Become an expert in your subject field;
- Provide an environment that creates and fosters commitment, confidence and collegiality among colleagues and teachers by for e.g. sharing samples of good practice between teachers;
- Network with organizations and research articles to provide teachers with additional support to promote teaching and learning in the classroom
- Subscribe to at least one specialist professional journal;

- To be eligible to become a member of the provincial appointment committee for the selection of external examination markers and moderators.

Reference:

Guidelines for subject advisors. *Management and Leadership: Policy, Leadership Management and Governance for South African Schools, Volume 4 Number 3, 2010, 2-5.*
