SAOU

MANUAL FOR THE DEVELOPMENT OF POLICY AT SCHOOL LEVEL

Starting November 2007

REMARKS ON THE AIM WITH AND USE OF THIS MANUAL

(Important to read before the manual is put to use)

AIM OF THIS MANUAL

The aim of this manual is to assist school managements with the development of policy at school level

IMPORTANCE OF POLICY

Policy is an important instrument for efficient management. Efficient management of an organisation or divisions within an organisation is possible only if the necessary policy is in place.

The development of policy requires a thorough understanding of the term. Any process of policy development should therefore start with a study of the meaning of the term.

Generally speaking, policy can be defined as a set of clear, prescriptive and operational rules determined by a competent authority, in line with policy at a higher level, and as a rule set out in writing.

With this definition as basis, the term school policy is for the purpose of this document defined as follows:

School policy comprises the written rules in terms of which a school and the divisions within the school are managed, which were developed by the school within the applicable legislative and policy framework and have been approved at all the relevant levels of competence.

The levels of competence for approval purposes in the case of school policy, are national government, provincial government and the school with its governing body. The fact that policy is formulated within the framework of policy at a higher level, does not mean that it comprises the mere rewording and restructuring of policy at higher level. It also includes the supplementation, refinement and filling of gaps in the policy at higher level.

A particularly important function of school policy, is that it must clarify matters and eliminate all uncertainties. School policy must, for instance, define the space within which teachers can function independently. Without such a defined space, teachers tend to experience uncertainty, stress and unnecessary work pressure, one of the reasons being that they try to comply with the preferences (often invalid) of departmental officials and have to defend themselves if they were to deviate from such preferences or not comply with related requirements.

It is clear from the above that for school policy to be effective, it must comply with specific criteria which include the following:

- Gives effect to all relevant legislation and policy
- Reflects the unique circumstances of the school
- It's clear, accurate and consistent
- Allows space for educators to act and perform independently
- Is stated in writing
- Is continuously amended and supplemented
- Has been approved at the appropriate level of competence.

OPERATION OF THIS MANUAL

This manual provides a framework which applies to all schools in the nine provinces in South Africa. By using this framework, schools can develop their own policy by supplementing and refining the framework in terms of their specific needs and circumstances.

The framework will be updated continuously by the Executive Centre of the SAOU and schools can amend their manuals accordingly. The framework is made available in electronic format and the information for updating the framework will also be distributed electronically. However, schools will file their policy in hard copy format as well and maintain it as an open file (a system that makes it possible to replace documents/pages, with an index on which all changes are recorded).

The framework is presented in the form of a three-column table. The common component which applies to all schools, is set out in the first two columns. The third column is left open to allow schools to refine/supplement the specific aspect. Tips/ideas are sometimes offered in this column which the schools can take into account when doing the refinement.

Documents listed in the framework, are as a rule obtainable from the following addresses/sites:

- Laws: Government Printer Pretoria (012) 334 4508, 334 4509 or 334 4510; Cape Town (021) 465 7531.

- Regulations, white papers, policy documents, guideline documents and other official documents: www.education.gov.za, and in the case of curriculum documents also www.thutong.org.za. Documents that are not made available on these websites, will wherever possible be placed on the SAOU's website (www.saou.co.za).

Schools must decide for themselves which of the categories of information they want to keep updated. Circulars from the national Department of Education are, for instance, addressed to the provincial departments who are supposed to forward the information to schools by means of provincial circulars. In cases where the provincial department is functioning well and the information is reaching the schools as it should, schools might decide to rather keep only the provincial circulars and not the national ones as well. However to make sure that we provide in the needs of all schools, we will keep the national circulars updated so that schools can decide whether and how to use them.

TITLE PAGE

School decides on title, e.g.

Policy Manual

Name of school

From November 2007

TOPIC	COMMON FOR ALL SCHOOLS	SCHOOL SPECIFIC
TABLE OF CONTENTS	1. Aim and approach 2. Development and approval 3. Legislative/policy framework 4. Vision/mission of the school 5. Context of the school 6. Curriculum and related matters 7. Parties involved and mutual relationships 8. Organisational: academic 9. Organisational: administrative 10. Discipline 11. Extramural 12. Incentives/Rewards and leadership development (learners) 13. Personnel development 14. Organisational structure and job descriptions 15. Whole school evaluation	Schools might want to expand this table of contents. However, we strongly suggest that any additional topics be built into the 15 topics as sub-headings and that the list of 15 be retained. The updating of the framework will be done in terms of the 15 headings and additional headings will cause confusion.
1. AIM AND APPROACH	▪ Aim: - Efficient management at all levels, agreement, operationalisation of departmental policy, protection of the educator/teacher - To ensure realisation of vision and mission - To define the space within which teachers can function independently - To provide security to teachers - To provide a base for whole school evaluation ▪ Approach - Set of files in school office - 'Open file' to make continuous updating possible - Grounded in legislation and policy	This example should be suitable for all schools, but schools could add further points or replace it completely. The framework will be managed in terms of this approach. However, schools might decide to follow a different approach.
2. DEVELOPMENT AND APPROVAL OF SCHOOL POLICY	▪ The staff and governing body must be involved in the development of the policy. ▪ Framework is introduced to staff, members/teams take responsibility for parts or topics, submit inputs to principal for approval. ▪ Principal submits to governing body ▪ Submitted to department for approval **NOTE: It is important that the policy manual or parts thereof (even one aspect at a time if urgent), be submitted to the department for approval with a written cover note that if the department does not respond within a specified period of time, the submission will be regarded as having**	Schools will have to follow these steps but will be able to refine and supplement them.

	been approved. The department must acknowledge receipt in writing (signature of official concerned).		
3. LEGISLATIVE AND POLICY FRAMEWORK	3.1 LAWS	Date received	Way in which used
	Constitution of RSA, 108 of 1996 The Constitution was developed from an interim Constitution, 'starting' after 1994. It contains a Bill of Rights which is the focus of engagement in most cases. It does, however, contain quite a number of clauses which establish and regulate the State in general, the parliament and the provinces as well. The intention, originating from the Bill of Rights, is that each state department will develop a primary act which will refine and realise human rights in the field which it is responsible for.		
	National Education Policy Act, 27 of 1996 This Act focuses on the determination of national policy by the Minister of Education, consultation that is required as part of the process, the publishing and implementation of policy and the monitoring and evaluation of the implementation. Important policies are contained in annexures to this Act.		
	SA Schools Act, 84 of 1996 This Act establishes public and independent schools as they are known today. The aim of the Act is to establish a uniform system for the organisation, management and funding of schools. It addresses important matters such as language in schools and the admission of learners. It also establishes Governing bodies and determines their rights and responsibilities. It also regulates the property rights regarding school buildings		
	The Employment of Educators Act, 76 of 1998 This Act succeeds the Proclamation that initially 'transferred' education and the continued service of teachers in 1994 by means of clauses in the then interim Constitution. The aim of the Act is to regulate the complicated employment relationship between the State (including the provinces) and teachers. The Act makes provision for the employment of teachers in public schools, departmental offices and centres for adult basic education and training. It also provides for transfer and secondment and also contains the schedules that refer to ability (capacity) and discipline. This includes the Personnel Administration Measures (PAM) and regulations that provide details on service relationship matters.		

The Labour Relations Act, 66 of 1995 This Act is the primary act that regulates basic human rights with regard to labour rights as voiced by the Bill of Rights. It is the primary Act that regulates collective and individual labour rights in general. The aim of the Act is to promote economic development, social justice, labour piece and the democratization of the work place. It regulates the establishment and operation of unions in their interaction with the employer. It also regulates the appropriate style and methodology when it comes to dismissal and unfair labour practice, as between single employer and employee. Schools with GB appointments in particular must note this.		
Basic Service Conditions Act, 75 of 1997 This Act regulates the basic service conditions which serve as a 'safety net' for work places that do not have other measures for the regulation of wages. Excluding Bargaining Councils and wage determinations, the Act covers all work places in the RSA. It typically determines the work day, leave, compensation, termination and information to employees. Schools with GB appointments in particular must note this.		
South African Council for Educators Act, 31 of 2000 This Act provides for the establishment of the South African Council for Educators (SACE), for the functioning of the Council and all related matters. The Act also addresses the registration of educators and their monthly levies. The Act also provides for the Council to function as the professional body for educators – and also has the right to run hearings in order to investigate transgressions of the code of conduct. The Council has the authority to terminate an educator's career by deregistering such a person.		
Employment Equity Act, 55 of 1998 The aim of this Act is to promote the Constitutional right of equality, to prevent unfair discrimination, to ensure the establishment of equal employment practices, to establish 'n worker corps that is representative of the countries population, to promote economic development and to ensure compliance with the country's responsibilities concerning the International Labour Organisation.		
Promotion to Access of Information Act, 2 of 2000 This Act regulates access to information which either the State or the private individual may need to enforce their rights.		

The Act puts mechanisms in place to request information (or to decline permission for the release of information). The Act increasingly plays a role in attempts to obtain reasons for the making of appointments, e.g. where the preferences of GBs are being ignored.		
FET Colleges Act, 16 of 2006 This Act now regulates the colleges that remained after the merges/rationalisation. The Act represents a considerable deviation from the normal style of education legislation. Before 1994, state-supported and private colleges were regulated by two acts. The approach was then changed to make provision for central state control over the sector. This approach was then changed to one that provides for central government control over this sector. The new Act reverts back to the old model in terms of which the employership is handed back to the college councils. This is creating a situation where many lecturers could be transferred from the state as employer to another employer.		
The Children's Act, 38 of 2005 It has taken a number of years for this Act to be published for the first time. Parts of the Act were activated in August 2007, but not the Act as a whole. It is a long and comprehensive Act that regulates every possible aspect of the rights (e.g. adoption The full impact of the Act on education can not yet be determined.		
Abolition of Corporal Punishment Act, 33 of 1997 This Act prohibits corporal punishment in schools.		
3.2 REGULATIONS & POLICY OTHER THAN CURRICULUM		
National Education Policy Act		
▪ Admission Policy for Ordinary Public Schools		
▪ National Policy on HIV/AIDS for Learners and Educators in Public Schools and Students and Educators in Further Education and Training Institutions		
▪ Policy for the Registration of Learners for Home Education		
▪ National Policy on Instructional Time for School Subjects		
▪ Norms and Standards for Educators		
▪ Criteria for the Recognition and Evaluation of Qualifications for Employment in Education based on the Norms and Standards for Educators 2000		
▪ National Policy for Designing School Calendars for Ordinary Public		

Schools in South Africa		
▪ National Policy on the Management of Drug Abuse by Learners in Public and Independent Schools and Further Education and Training Institution		
▪ National Education Information Policy		
▪ Draft Policy Framework for the management of drug abuse by learners in schools and in Public Further Education and Training Institutions		
▪ National Policy on Whole School Evaluation		
South African Schools Act		
▪ Minimum Requirements of an Agreement between the Members of the Executive Council and the Owner of the Private Property on which a Public School is Situated		
▪ Norms and Standards for Language Policy in Public Schools		
▪ Guidelines for the Consideration of Governing Bodies in Adopting a Code of Conduct for Learners		
▪ National Norms and Standards for School Funding		
▪ Exemption of Parents form the Payment of School Fees		
▪ Age Requirements for Admission to an Ordinary Public School		
▪ Transfer of Funds and Other Movable Assets of the State to Public Schools		
▪ Regulations for Safety Measures at Schools		
▪ Regulations to Prohibit Initiation Practices in Schools		
▪ Amended National Norms and Standards for School Funding (Gazette 29179, Notice 869)		
▪ National Norms and Standards for School Funding (Gazette 29178, Notice 868)		
▪ National Guidelines on School Uniforms (Government Notice 28538)		
Employment of Educators Act		
▪ Terms and Conditions of Employment of Educators		
▪ Creation of Educators Posts in a Provincial Department of Education and the Distribution of such Posts to the Educational Institutions of such a department		
▪ Personnel Administrative Measures (PAM)		
OTHER		
Rights and Responsibilities of Parents, Learners and Public Schools: A Public School Policy Guide (English) 2005		
Rights and Responsibilities of Parents, Learners and Public Schools: A Public School Policy Guide (Afrikaans) 2005		
The Education Labour Relations Council (ELRC) – policy handbook for		

educators						
Improving access to free and quality basic education to all						
Signposts for Safe Schools						
Education Convention Declaration						
3.3 WHITE PAPERS						
a. White Paper on Education and Training (1995)						
b. Education White Paper 2: The organization, governance and funding of schools (1996)						
c. Education White Paper 5 on Early Childhood Education: Meeting the challenge of Early Childhood Development in South Africa (2001)						
d. Education White Paper 6: Building an inclusive education and training system (2001)						
e. White Paper 7 on e-Education: Transforming Learning and Teaching through Information and Communication Technologies (ICTs) (2004)						
3.4 POLICY AND GUIDELINE DOCUMENTS CURRICULUM AND ASSESSMENT/EXAMINATIONS						
3.4.1 NATIONAL	R-3	4-6	7-9	10-12	Date	File
a. Language in Education Policy (LIEP) (14 July 1997) *Summary and supplementation of the relevant clauses in the Policy Act and SA Schools Act (SASA)*	✓	✓	✓	✓		
b. Revised National Curriculum Statement Grades R-9 (Schools) Policy: Review (2002) *Provides an overview of the NCS with all the learning areas, underlying values, etc. The term 'revised' does not apply anymore but is still part of the title.*	✓	✓	✓			
c. Revised National Curriculum Statement Grades R-9 (Schools) Policy: Each of the eight learning areas (2002) *The basic policy documents for the learning areas, stating the learning outcomes (LOs) and assessment standards (ASs) for each learning area*	✓	✓	✓			
d. National Policy on Assessment and Qualifications for schools in the General Education Band (Feb 2007) (Government Gazette No. 29626) *Important policy document in terms of which Grade R-9 assessment must be managed at classroom and school level. States the Grade 9 promotion requirements and also addresses the CTAs.*	✓	✓	✓			
e. National Curriculum Statement: Assessment Guidelines for General Education and Training (Intermediate and Senior Phases): Each of the		✓	✓			

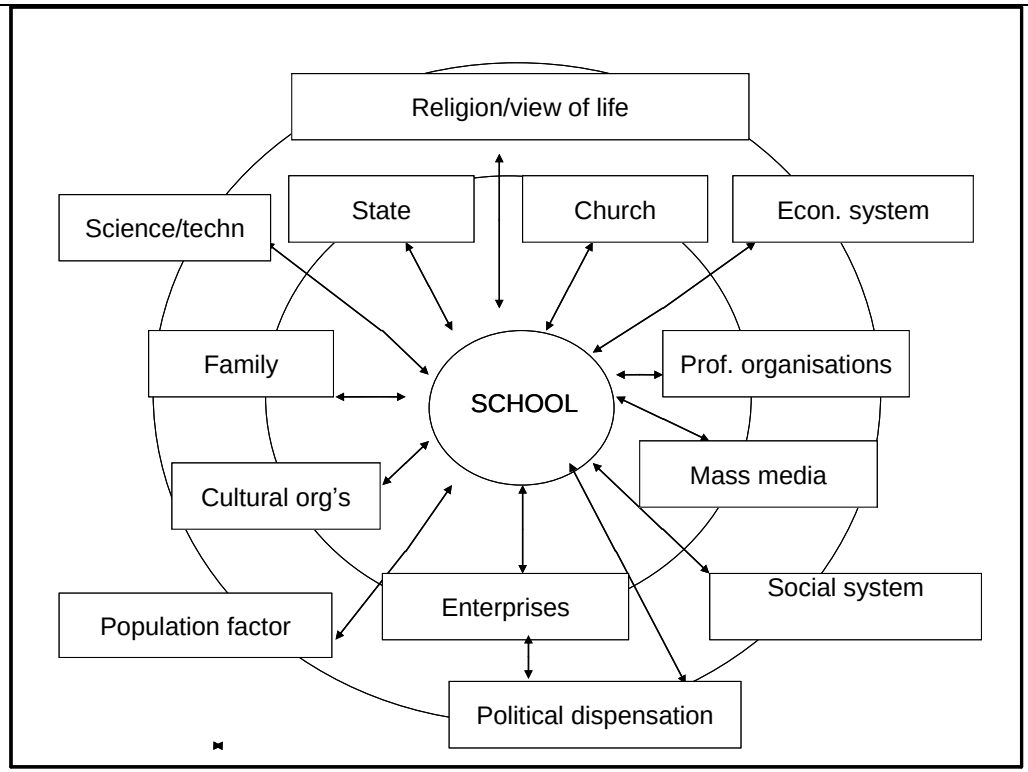
	eight learning areas (2007) *Provide assessment guidelines for the various learning areas, Grades 4-9*						
f.	National Curriculum Statement: Assessment Guidelines for General Education and Training (Foundation Phase) (2007) *This document has not been released yet*	✓					
g.	Revised National Curriculum Statement Grades R-9 (Schools): Teacher's Guide for the development of Learning Programmes: Foundation Phase (2003) *Offers useful guidelines for Foundation Phase teachers, e.g. the handling of languages. However, some of the contents are outdated (C2005 based)*	✓					
h.	Curriculum 2005: Assessment guidelines for Inclusive Education (Jun 2002) *Although this document was written within the context of Curriculum 2005, it has not been recalled with the revision of the curriculum and is still useful as it elucidates the inclusive approach to education*	✓	✓	✓	✓		
i.	National Policy regarding Further Education and Training Programmes: The National Senior Certificate: A Qualification at Level 4 on the NQF (Jul 2005) (Government Gazette No. 27819) Amendments to requirements for the National Senior Certificate (Government Gazette No. 29851) *These are the basic policy documents for Grades 10-12. They set out the curriculum and the requirements for the National Senior Certificate.*				✓		
j.	National Curriculum Statement Grades 10-12 (General): Each of the 29 subjects (2003) (Curriculum documents – blue and yellow) *The basic policy documents for the subjects in Grades 10-12, stating the LO, ASs and content frameworks for the various learning areas*				✓		
k.	National Curriculum Statement Grades 10-12 (General): Subject Assessment Guidelines (SAGs) for each of the 29 subjects (Jan 2007) *Useful and important documents that specify the composition of the year mark for each subject and as a result also what assessment must be done. In this regard they have policy status.*				✓		
l.	National Curriculum Statement Grades 10-12 (General): Learning Programme Guidelines for each of the 29 subjects (Jan 2007) *Useful policy documents that contain among other things, examples of work schedules for Grades 10-12 in each of the subjects.*				✓		
m.	National Policy regarding Further Education and Training Programmes: An Addendum to the National Senior Certificate: A Qualification at Level 4 on				✓		

	the NQF, regarding the National Protocol for Recording and Reporting (Grades R-12) (Dec 2006) (Government Gazette No. 29467) *This policy document is the Grades 10-12 counterpart for the Grades R-9 document at d. Above. The Grades R-9 part in this document should not have been included and should therefore be ignored.*						
n.	Nat Curr Statement Grades 10–12 (Gen) Phys Sciences Content (June 2006) *A 116 page document that specifies the contents for Physical Sciences in detail. Serves as base for external examination papers.*				✓		
o.	National Curriculum Statement Grades 10-12: Teacher Guide Life Orientation (Jan 2006) *A useful guideline document for this subject*				✓		
p.	National Curriculum Statement Grades 10-12: Teacher Guide Mathematical Literacy (Jan 2006) *A useful guideline document for this subject.*				✓		
q.	Exemplars of Learner Essays in History FET Grade 12 (Jan 2006) *Provides examples of essays.*				✓		
r.	National Policy regarding Further Education and Training Programmes: An Addendum to the Policy Document the National Senior Certificate: A Qualification at Level 4 on the NQF, regarding Learners with Special Needs (Dec 2006) (Government Gazette No. 29466) *States the requirements for the Grades 10-12 curriculum and the NSC as amended for learners with special education needs*				✓		
s.	National Policy on the Conduct, Administration and Management of the *NSC examinations (Jul 2007)(Government Gazette No. 30048)* *Policy document that also supplements the other related Grade 10-12 documents (i, j, k, l en m)*				✓		
t.	National Policy regarding Further Education and Training Programmes: Approval for the Policy and Regulation changes to implement a combined supplementary and end-of-year Senior Certificate Examination in May/June 2008, and one main Examination in May/June from 2009 until 2011. *Self explanatory policy document concerning the Senior Certificate examinations until 2011 in which year they terminate.*				✓		
u.	Minimum Admission Requirements for Higher Certificate, Diploma and Bachelor's Degree Programmes (Aug 2005)				✓		
v.	Examination Guidelines Life Sciences Grade 11 (July 2007)				✓		

A 25-page document that specifies the contents for examinations in Life Sciences Grade 11.						
w. Content Framework for the subject Life Sciences Grades 10-12 (June 2007) *An extensive document that contains a new exposition of prescribed contents for Life Sciences. The exposition implies a changed approach to the subject. The framework is to be phased in from 2009 (Grade 10 in 2009, 11 in 2010 and 12 in 2011).*				✓		
x. Requirements for the offering of Technology subjects in Grades 10-12 (May 2007) *This document was attached to the nDoE's Circular S5 of 2007 and provides a list of equipment which is required to enable a school to offer one of the three technology subjects (Civil, Electrical or Mechanical).*				✓		
y. National Policy on Religion and Education (Sept 2003) (Government Gazette No. 25459) *This policy covers the different aspects of Religion Education, Religious Instruction and Religious Observances, and is applicable in all public schools.*	✓	✓	✓	✓		
3.4.2 PROVINCIAL						
Schools must make sure that all curriculum related documents issued by their province, are listed here.						
3.5 CIRCULARS						
3.5.1 CURRICULUM AND ASSESSMENT/EXAMINATIONS						
3.5.1.1 NATIONAL						
2005 S7: The implementation of the NCS Grades 10-12 (General) in 2006						
S8: Requirements for the offering of subjects for the NCS of other assessment bodies that are approved by the Minister of Education for this purpose						
S9: Concessions for learners who experience barriers to learning (Grades 10-12)						
2006 S1: Additional information regarding the offering of Music Programmes for the NSC of assessment bodies that are approved by the Minister of Education						
S2: The approval process of subjects of other assessment bodies to be offered in combination with the NSC						
S3: Non-official languages in the NCS Grades 10-12 (Gen)						
S4: The phasing-out of the national N1-N3 programmes and						

		subjects		
	S5:	Approval of Modern Greek as additional NSC subject		
	S6:	Review of the SAGs for the NSC Grades 10-12 (Gen)		
	S7:	Essential requirements to offer CAT: NCS Grds 10-12		
	S8:	Guidelines for the implementation of Consumer Studies and Hosp Studies in Grds 10-12		
	S9:	Approval of Equine Studies as additional NSC subject		
	S10:	Approval of Maritime Economics and Nautical Science as additional NSC subjects		
	S11:	The offering of the practical component of Music NSC Grades 10-12		
	S12:	The accommodation of unsuccessful Senior Certificate Grade 11 Learners in 2006		
	S13:	The 2007 Learning Channel Programme on SABC 1		
2007	S1:	Approval of policy documents as addenda to the NSC: National Protocol for Assessment and the NSC for LSEN		
	S2:	Information on the prescribed plays for Dramatic Arts for the period 2008-2010		
	S3:	Amendments to the programme and promotion requirements of the NSC		
	S4:	Clarity on Mathematics Paper 3 in the NCS Grades 10-12		
	S5:	Requirements for the offering and combination of Technology subjects as part of the BSC programme		
	S6:	A new content framework for the subject Life Sciences in the NCS Grades 10-12		
	S7:	Erratum to the SAGs for Life Orientation		
	S8:	Information regarding the Grade 12 setworks for all Official Languages to be offered in 2008 and 2009		
	S9:	Amendments to the January 2007 SAGs of Consumer Studies		
	S10:	Amendments to the January 2007 SAGs of Hospitality Studies		
	S11:	Approval of policy document *National Policy on the conduct, administration and management of the NSC*		
	S12:	Amendments to the programme and promotion requirements of the endorsed National Senior Certificate regarding learners with special needs		
	E1:	11 Examination Time Table Nov 2007		
	E2:	Amendments to the Grade 11 and 12 History SAGs		

	E3: Minimum standards for Grade 11 Examinations in Accounting		
	3.5.1.2 PROVINCIAL		
4. VISION AND MISSION OF THE SCHOOL	4.1 Vision: what are we pursuing and in who's interest? (one sentence) Example: Every learner realises his/her full potential and when leaving school is prepared for the next phase in his/her life.	▪ Schools can use the examples in the middle column to formulate their own statements. Keep the following in mind: ▪ The vision statement must comprise one short sentence which is easy to remember ▪ The mission statement should comprise not more than seven ways in which the vision is pursued. ▪ Objectives should be formulated annually within the framework provided by the vision and mission statements. The number should not exceed ten. ▪ The objectives must be formulated in such a way that the degree, to which they have been achieved, can be measured.	
	4.2 Mission: how are we going about it (pursuing the vision)? Examples: ▫ The school is managed at all levels and in all divisions, in terms of clearly formulated, written policy ▫ Quality education is the highest priority and will not be compromised ▫ Only the best teachers will be appointed ▫ Wherever possible at all levels and in all fields, teacher and learner participation is facilitated ▫ Maximal community involvement is pursued at all times		
	4.3 How the vision and mission relates to the school logo		
	4.3 4.4 At each year end, 7 objectives are formulated for the next year. Examples: ▪ The following pass rates will be achieved: Grade 8 91%; Grade 9 90%; Grade 10 88%; Grade 11 95%; Grade 12 100% ▪ The policy manual will be complete and updated ▪ A system will be in place to manage the acquisition and retrieval of textbooks in a way which makes the books affordable ▪ The school's language policy will be in place ▪ The language proficiency of 90% of the learners will be at the level of the relevant grade (primary school) ▪ In numeracy, 85% of the learners will achieve at the level of the relevant grade or higher (primary school)		

5. CONTEXT OF SCHOOL AND THE SCHOOL'S LEARNER PROFILE		School policy describes with reference to the diagramme: ▪ The context within which the school is functioning and changes that have been taking place and are still taking place; and ▪ The learner profile (composition of the school's learner population) This elucidation is important later on in the manual when the school's policy on religious observance and subject choices is explained and justified.

6. THE CURRICULUM AND RELATED MATTERS	6.1 The broad curriculum (NCS)										The school explains and justifies its curriculum with reference to the broad curriculum, the context and composition of learner population (Par 5)
	PHASE		GRD/ YEAR	8 LEARNING AREAS							
				Lang	**Maths**	**LO**	Nat. Scien	Techn	Soc Scien	EMS	A & C
	FET		10-12	HL, 1st/ 2nd Add	Math Math Lit	L O	PS LS AS AMP AT	EGD ET CT MT IT CAT Con Hos Tou	His Geo RS	Ac Ec BS	VA M Dr Da De
	SENIOR		7-9								
	INTER-MEDIATE		4-6								
	ECD	FOUND PHASE	1-3	Lit.*	Num*	Life Skills*					
			R	Lit.*	Num*	Life Skills*					
		PRE-SCHOOL	3-5 jr	Focus on pre-learning skills							
	* *Three focus areas that include all 8 learning areas, with Languages, Mathematics and Life Orientation as the respective core learning areas*										
	6.2 Language policy (see Policy Act, SASA and the Language Policy of 1997) ▪ Additive multilingualism All learners learn an approved language at home language level and an official language at 1st add level Must gradually master the LOLT sufficiently to be able to use it as LOLT ▪ Grade 1 and 2 at least one approved language ▪ From Grade 3: LOLT and at least one approved language ▪ Give special support to LOLT if it is not the learner's home language ▪ All learners must at completion of Grade 9, have been taught an African Language for 3 years ▪ Every school must have a written plan in terms of which multilingualism is pursued										Accommodation of community and learner needs. Refer to context and learner profile (Par.5)

6.3 Instructions and guidelines for the offering of learning areas/subjects	
6.3.1 Grades R-3 (see doc 3.4.1.1 b for details) ▪ The 8 learning areas are grouped together into three focus areas: ▫ Literacy with Languages as core learning area ▫ Numeracy with Mathematics as core learning area ▫ Life Skills with Life Orientation as core learning area, the other five learning areas are integrated Reporting is done in terms of the three core learning areas ▪ Promotion requirements: None. Learners progress from grade to grade with their age cohort (Progression), can be retained once in the phase if performance is so poor that being retained will benefit him/her. Does not have to be at the end of the phase. Proof of intervention must be available and parents must be informed in time.	
6.3.2 Grades 4-6 (see doc 3.4.1.1 b for details) ▪ The 8 learning areas can be offered as separate entities or can be grouped together into 5, but with Languages and Maths remaining separate. Reporting must be done in terms of all eight the learning areas separately. ▪ Promotion requirements: Like Grades R-3. Some provinces provide guidelines that tend to be promotion requirements.	
6.3.3 Grades 7-9 (see doc 3.4.1.1 b for details) ▪ The 8 learning areas must be offered as separate entities. No electives. ▪ Promotion requirements for Grades 7 and 8: like Grades 4-6. ▪ Promotion requirements for Grade 9: ▫ Learner must comply with minimum requirements for promotion: 3s in one Lang, Maths, 2 in other Lang, 3s in 4 other LAs ▫ Condonation: one of the following: 2 in Lang, 2 in Maths, 2 in one of the four LA's in which 3s are required (in other words three 3s and one 2).	
6.3.4 Grades 10-12 (see doc 3.4.1.1 i for details)	
6.3.4.1 List of subjects All the subjects in the list are 20 credit subjects, except for Life Orientation. Subjects without degree study status (previously university entry), are in *italics*.	

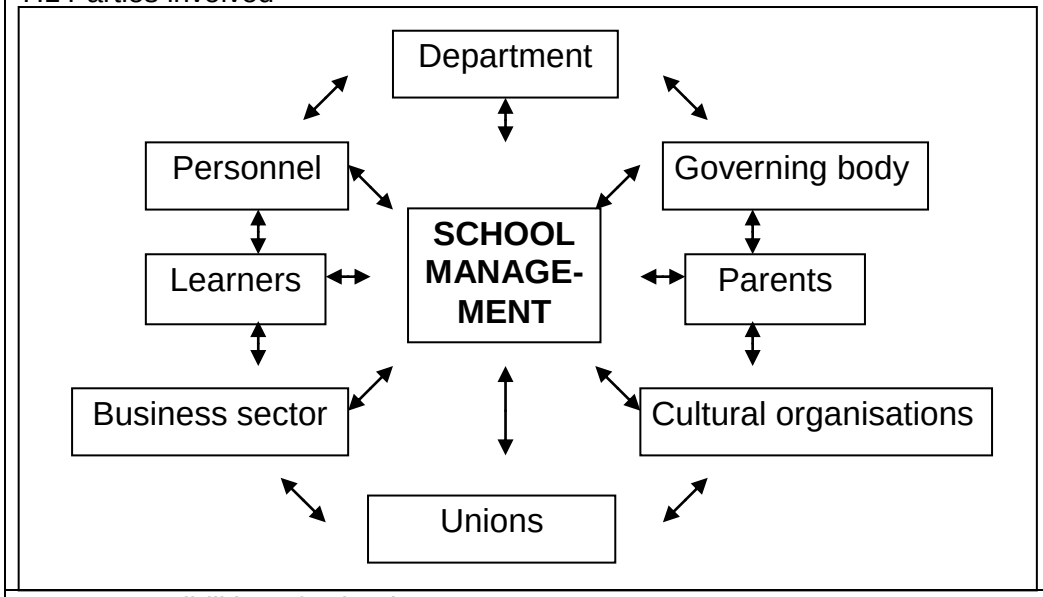
GROUP	SUBJECTS	VAKKE
A	Official Home/ 1st Add (one a LOLT)	Amptelike Huis/ 1ste Add. (een ’n TOL)
	Mathematics / Mathematical Literacy	Wiskunde / Wiskundige Geletterdheid
	Life Orientation	*Lewensoriëntering*
B	Consumer Studies	Verbruikerstudies
	Hospitality Studies	*Gasvryheidstudies*
	Tourism	*Toerisme*
	Accounting	Rekeningkunde
	Business Studies	Besigheidstudies
	Economics	Ekonomie
	Life Sciences	Lewenswetenskappe
	Physical Science	Fisiese Wetenskappe
	Computer Applications Technology	*Rekenaartoepassings -tegnologie*
	Information Technology	Inligtingstegnologie
	Electrical Technology	*Elektriese Tegnologie*
	Engineering Graphics and Design	Ingenieursgrafika en -ontwerp
	Mechanical Technology	*Meganiese Tegnologie*
	Civil Technology	*Siviele Tegnologie*
	Dance Studies	*Dansstudies*
	Design	*Ontwerp*
	Dramatic Arts	*Dramakunste*
	Music	Musiek
	Visual Arts	Visuele Kunste
	Agricultural Management Practices	*Landboubestuurs-praktyke*

	Agricultural Technology	*Landboukundige Tegnologie*
	Agricultural Sciences	Landbouweten-skappe
	History	Geskiedenis
	Geography	Geografie
	Religion Studies	Religiestudies
	Official 2nd Additional Languages	Amptelike 2e Addisionele Tale
	Non-official Languages	Nie-amptelike Tale

6.3.4.2 Rules and guidelines for the offering of subjects

- Subject package:
  - For the ordinary National Senior Certificate (NSC) (main stream)
    - Two Official Languages, on at Home Lang Level, other on at least 1st Additional Lang Level, one must be Language of Learning and Teaching (LOLT)
    - Mathematics or Mathematical Literacy
    - Life Orientation
    - At least three optional subjects from Group B
    - More that 7 subjects may be offered, on condition that the additional subjects are taken in Grades 10, 11 and 12 and the candidate complies with the internal assessment requirements, and that the Head of Department or his delegate has given permission in writing.
  - For the NSC for learners with special needs
    - As above, but only one Official Language required, at least at 1st Additional Language Level, and a minimum of only two optional subjects from Group B.
- Subjects that may not be taken together:
  - More than one African Language from the same group
  - The same language on more than one level
  - Mathematics and Mathematical Literacy
  - IT and CAT
  - Consumer Studies and Hospitality Studies

	▪ Subjects that ought to be taken together (strongly recommended, but not a policy requirement) ▫ If Physical Sciences is chosen, Mathematics should be taken as well, and not Maths Literacy ▫ If one or more of Engineering Graphics and Design, Civil Technology, Electrical Technology or Mechanical Technology is chosen, then Physical Sciences and therefore also Mathematics should be taken as well. ▫ If one of Civil Technology, Electrical Technology or Mechanical Technology is chosen, then Engineering Graphics and Design should be taken as well. ▫ Only in exceptional cases should learners be advised to take Mathematical Literacy, and if so, only for personal reasons and not for reasons relating to subject combinations.	
	6.3.4.3 Promotion requirements ▪ For the ordinary NSC (main stream) 3s in three subjects of which one must be an Official Language at Home Language Level, 2s in three other subjects and at least a complete portfolio of evidence of the internal school based assessment in the seventh subject. ▪ For the NSC for learners with special needs 2s in 5 subjects, one of which an official Language at 1st Add Level. In 6th subject complete portfolio of evidence.	
	6.4 Religious observance Religious observances may be conducted at a school under rules issued by the governing body if such observances are conducted on an equitable basis and attendance by learners and staff is free and voluntary (SASA Section 7)	The school's policy must show that the context of the schools and the composition of the learner population as described in Par.5, have been taken into account.

7. PARTIES/ROLE PLAYERS/STAKE-HOLDERS INVOLVED AND MUTUAL RELATIONSHIPS	7.1 Parties involved  	
	7.2 Responsibilities of school management The professional management of the school must be undertaken by the principal under the authority of the Head of Department *(SASA 16(3)).* The principal is assisted by the management team.	School can expand on this.
	7.3 Governing Body ▪ The governance of the school is vested in the Governing Body who's functions and rights are determined by the SASA (SASA16(1)). ▪ The Governing Body stands in a position of trust towards the school (SASA 16(2)). ▪ Specific functions of all governing bodies ▫ SASA Section 20 <u>Compulsory</u>: - Development of the school through quality education - Adoption of a constitution. - Development of the school's mission statement. - Adoption of a code of conduct for learners at the school *(Guidelines were announced by the Minister in Government Gazette No. 18900 of 15 May 1998).*	

- Support to the principal, teachers and other staff in the performance of their duties.
- Determination of times of the school day consistent with any applicable conditions of employment of staff.
- Administration of and control over the school's property and buildings and grounds occupied by the school (including hostels).
- Encouragement of parents, learners, teachers and other staff to render voluntary services to the school.
- Recommendations to the Head of the Department regarding the appointment of teachers, subject to the Employment of Educators Act, 1998 (Act 76 of 1998) and the Labour Relations Act (Act 66 of 1995).
- Recommendations to the Head of the Department regarding the appointment of non-educator staff subject to the Public Service Act, 1994 (Proclamation 103 of 1994) and the Labour Relations Act.
- At the request of the Head of Department, allow the reasonable use of the facilities of the school for educational programmes not conducted by the school.
- Execution of all other functions imposed upon the Governing Body by this Act.
- Execution of other functions consistent with this Act as determined by the Minister by notice in the Government Gazette, or by the MEC by notice in the Provincial Gazette.

<u>Other competences</u>

- Allowing the use of the facilities of the school for community, social and school fund raising purposes, subject to conditions as the Governing Body may determine, which may include the charging of a fee or tariff which accrues to the school.
- Decision to join a voluntary association representing governing bodies of public schools.
- Creation and filling of posts for educators and non-educators additional to the posts established by the MEC (see Section 20(6) to (11) in the Act for conditions in this regard)

▫ SASA Section 21

- A Governing Body may apply to the Head of Department in writing to be allocated any of the following functions:
  - To maintain and improve the school's property and buildings and grounds occupied by the school, including hostels;

	> to determine the extra-mural curriculum and the choice of subject options in terms of curriculum policy; > to purchase textbooks, educational materials or equipment for the school; > to pay for services to the school; > to provide an ABET class or centre; > other functions consistent with this Act and any applicable provincial law. *See Section 21(2) to (5) for conditions in this regard.* - The MEC may, by notice in the Provincial Gazette, determine that some governing bodies may exercise one or more functions without making an application. ▪ Membership and aspects regarding the functioning of the Governing Body *See SASA Sections 23 to 32.*	
	7.4 Department of Education ▪ SASA determines that the school must provide such information as is reasonably required by the Head of Department or the Director-General of the national Department of Education in consultation with the Head of Department. (Section 59(2))	School policy must determine who liaises with the department and how this must be done.
	7.5 Parents	School policy should determine way in which management and educators liaise with parents and desired relationship between management and parents and educators and parents.
	7.6 Learners	School policy must determine the nature of the relationship between learners and staff, particularly from the learners' side
	7.7 Staff/personnel ▪ *General:* ▫ Mutual loyalty ▫ No group forming ▫ No discussion of colleagues with other colleagues and parents ▫ No discussion of confidential school matters with learners, parents and outsiders.	

	▪ Code of conduct ▫ Professional behaviour in and outside school ▫ Loyalty, orderliness, neatness, involvement, punctuality ▫ Collaboration in maintaining discipline ▫ Exercise self discipline ▫ Do thorough preparation ▫ Relationship with learners: - Maintain traditional ‘distance’ (no familiarity, special relationships) - Be sympathetic and friendly, but remain firm. - Be honest, reasonable and impartial. - Avoid emotional outbursts - Do not threaten ▪ Liaison: ▫ Liaison with non-professional staff ▫ Office staff ▫ Grounds man ▫ Senior Matron and matrons ▫ Community ▫ Department	
	7.8 Business sector	School policy should emphasise the importance of alliances. The school must be an investment for these sectors in the sense that a good product is delivered.
	7.9 Cultural organisations	School policy should emphasise the importance of being impartial. The context description in Par. 5 should be taken into account.

<table>
<tr>
<td>8. ORGANISATIONAL: ACADEMIC</td>
<td>
8.1 The academic year programme

The school calendar is determined at national level.
The length of the academic year within the calendar year is not determined by national policy. However, the school is expected to make the academic year as long as possible.
The SAOU regards the following as justifiable guidelines:

Grades R-3: 36 weeks
Grades 4-7: 34 weeks
Grades 8-11: 32 weeks
Grade 12: 28 weeks

National policy and guidelines concerning the assessment programme for the various learning areas/subjects must be taken into account (documents 3.4.1.1 c, d, j-m)

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<td>
8.2 Timetable of school
8.2.1 Prescribed teaching times Grades R-3
<table>
<tr><td rowspan="2">FOCUS AREA</td><td rowspan="2">% OF TIME PER WEEK</td><td colspan="2">HOURS PER WEEK</td></tr>
<tr><td>GRADES R-2</td><td>GRADE 3</td></tr>
<tr><td>Literacy</td><td>40</td><td>9 hrs</td><td>10 hrs</td></tr>
<tr><td>Numeracy</td><td>35</td><td>7 hrs 53 min</td><td>8 hrs 45 min</td></tr>
<tr><td>Life skills</td><td>25</td><td>5 hrs 37 min</td><td>6 hrs 15 min</td></tr>
<tr><td colspan="2">Total teaching time per week</td><td>22 hrs 30 min</td><td>25 hrs</td></tr>
</table>
8.2.2 Prescribed teaching times Grades 4-7
Total teaching time per week: 26,5 hrs
<table>
<tr><td>LEARNING AREA</td><td>% OF TOTAL</td><td>HOURS</td></tr>
<tr><td>Languages</td><td>25</td><td>6 hrs 38 min</td></tr>
<tr><td>Mathematics</td><td>18</td><td>4 hrs 46 min</td></tr>
<tr><td>Natural Sciences</td><td>13</td><td>3 hrs 27 min</td></tr>
<tr><td>Social Sciences</td><td>12</td><td>3 hrs 11 min</td></tr>
<tr><td>Technology</td><td>8</td><td>2 hrs 7 min</td></tr>
<tr><td>EMS</td><td>8</td><td>2 hrs 7 min</td></tr>
<tr><td>LO</td><td>8</td><td>2 hrs 7 min</td></tr>
<tr><td>Arts & Culture</td><td>8</td><td>2 hrs 7 min</td></tr>
</table>
8.2.3 Prescribed teaching times Grades 8-9
Total teaching time per week: 27,5 hrs
<table>
<tr><td>LEARNING AREA</td><td>% OF TOTAL</td><td>HOURS</td></tr>
<tr><td>Languages</td><td>25</td><td>6 hrs 52 min</td></tr>
<tr><td>Mathematics</td><td>18</td><td>4 hrs 57 min</td></tr>
</table>
</td>
<td>
The school timetable must form part of school policy.

If a 6 or 7 day cycle is used instead of a week cycle, the time allocation in % must still remain as prescribed by government policy.

If a school is of the view that a deviation from prescribed time allocation is unavoidable, e.g. if the learners require more language teaching, or if an attempt is made to comply with the policy of inclusion, then the policy must be taken as the point of departure, followed by the reasons for the deviation, e.g. by referring to the description of the school's context in Par. 5. The envisaged deviation must be
</td>
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</table>

<table>
<tr><td>Natural Sciences</td><td>13</td><td>3 hrs 35 min</td><td rowspan="11">submitted to the department for approval.</td></tr>
<tr><td>Social Sciences</td><td>12</td><td>3 hrs 18 min</td></tr>
<tr><td>Technology</td><td>8</td><td>2 hrs 12 min</td></tr>
<tr><td>EMS</td><td>8</td><td>2 hrs 12 min</td></tr>
<tr><td>LO</td><td>8</td><td>2 hrs 12 min</td></tr>
<tr><td>Arts & Culture</td><td>8</td><td>2 hrs 12 min</td></tr>
<tr><td colspan="3">8.2.4 Prescribed teaching times Grades 10-12
Total teaching time per week: 27,5 hrs</td></tr>
<tr><td>SUBJECTS</td><td>%</td><td>HRS</td></tr>
<tr><td>Languages (2)</td><td>32,7</td><td>4,5 each</td></tr>
<tr><td>Mathematics/Maths Lit</td><td>16,4</td><td>4,5</td></tr>
<tr><td>Life Orientation</td><td>7,3</td><td>2,0</td></tr>
<tr><td>Electives (Group B) (3)</td><td>43,6</td><td>4,0 each</td></tr>
<tr><td colspan="3">8.3 Learning area/subject/phase organisation</td><td rowspan="2">The school’s policy manual must explain the relationship between school policy and policy at/in various levels and fields.</td></tr>
<tr><td colspan="3">8.3.1 The relationship between school policy and learning area/subject/phase policy</td></tr>
<tr><td colspan="3">8.3.2 Development of learning programmes, work schedules and lesson plans (See the NCSs, Learning Programme Guidelines and Learning area/Subject Assessment Guidelines: Documents 3.4.1.1 b-d, j-m)</td><td rowspan="5">The school’s policy manual must:
Explain how learning programmes, work schedules and lesson plans are developed in the language subjects and content subjects respectively;
determine the elements that will eventually form part of school policy, e.g. the subject frameworks/ syllabuses and templates for the development of work schedules and lesson plans.</td></tr>
<tr><td colspan="3">LEARNING PROGRAMME
(e.g. Geography Gr 10-12) (policy for Grades R-9 does not use a term for this package, but uses this term in the left hand column below)</td></tr>
<tr><td rowspan="3">SUBJECT OR CONTENT FRAMEWORK/SYLLA-BUS FOR PHASE (the policy for Grades R-9 uses the term Learning Programme here)</td><td>WORK SCHEDULE 12</td><td>LESSON PLANS</td></tr>
<tr><td>WORK SCHEDULE 11</td><td>LESSON PLANS</td></tr>
<tr><td>WORK SCHEDULE 10</td><td>LESSON PLANS</td></tr>
<tr><td colspan="3">Teachers, who offer the learning area/subject, must develop the subject framework (called learning programme in Grades R-9) for the subject/ learning area.
Every teacher must for the grade that he/she is responsible for, develop a work schedule and lesson plans from the subject framework.
The teacher must indicate in the work schedule and lesson plans how all the Critical Outcomes, LOs and ASs are covered.</td></tr>
</table>

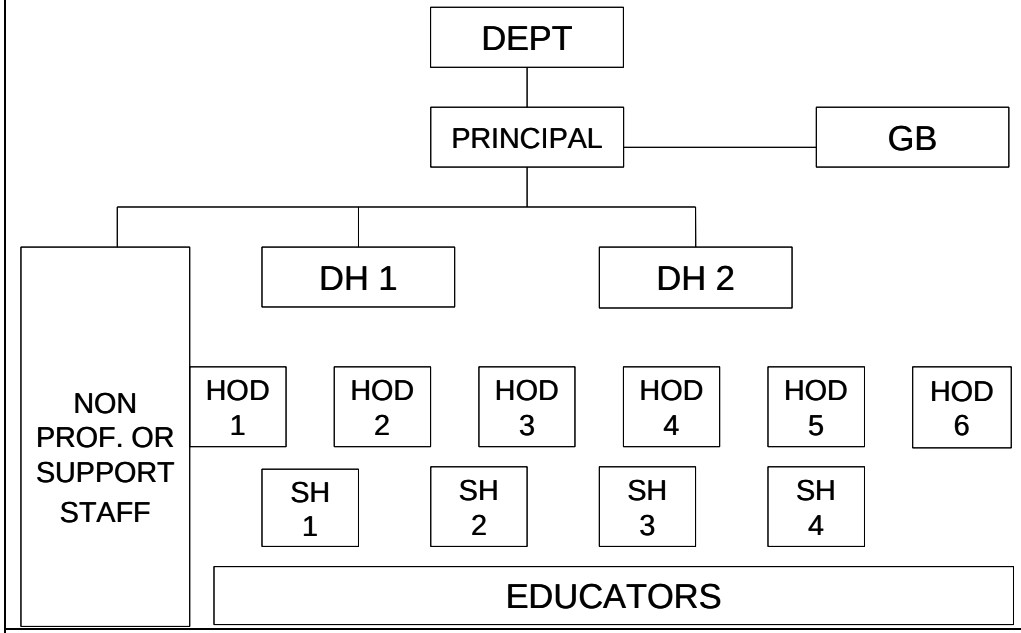
	▪ The work schedule must also indicate which textbooks are used for each piece of content. ▪ The work schedule for every learning area/subject must also indicate the teacher's assessment programme for the year. ▪ The complete learning programme (subject framework, work schedule and lesson plans) must be kept in the teacher's portfolio.	
	8.3.3 Assessment in learning area/subject *(See national policy on Assessment in Grades R-9, and the Assessment Protocol for Grades 10-12 (Documents 3.4.1.1 d and m)* 8.3.3.1 Informal assessment ▪ The teacher's prerogative, within the framework provided by school policy. 8.3.3.2 Formal assessment ▪ Formal assessment programme comprises prescribed number of formal assessment tasks. ▪ The teacher may exceed the prescribed number, but this must be cleared with the Department (school policy determines limits and coordination) ▪ An assessment task determines progress in terms of a range of knowledge and skills (number of assessment standards (ASs). ▪ An assessment task comprises one or more forms of assessment. ▪ Pieces of evidence resulting from the formal assessment tasks, must reflect a variety of forms of assessment. ▪ The planning of every formal assessment task, including the assessment instrument, e.g. rubrics, must be kept in the teacher's portfolio. ▪ The learners' pieces of evidence must be kept and must be presented on request.	The school's policy must explain the importance of informal assessment and provide guidance in this regard. E.g. examples of informal assessment, the importance of learning area/subject policy providing clarity and guidance on the matter, etc. The school's policy must also provide clarity on other relating matters, e.g. ▫ Whether teachers are allowed to exceed the number of formal assessment tasks and whether there are any conditions (e.g. that the additional tasks must be built into the teacher's annual assessment programme in the beginning of the year, that approval for additional tasks is required to prevent an unrealistic learner workload, etc.); ▫ How the pieces of evidence must be stored, e.g. whether a learner portfolio must be kept (as this is not required by national policy anymore).

8.3.3.2 Model/instrument/strategy for the maintenance of standards	The policy for every learning area/subject must explain the standards that are to be pursued and how this must be done. An instrument based on Bloom's taxonomy can be used for instance to manage the standard of examination question papers: Knowledge - 50% of paper Understanding 25% Application 15% Evaluation etc. 10%
8.3.4 Recording in learning area/subject ▪ All formal assessment must be recorded ▪ The mark sheet must be designed according to the example and instructions in national policy (Document 3.4.1.1 d and m)	The school's policy manual must provide clarity.
8.3.5 Use of textbooks and other learning & teaching support materials ▪ A textbook in every learning area/subject for every learner (Gr 4-12) ▪ Teacher must use more than one textbook per learning area/subject	School policy can provide a broad framework which every learning area/subject can specify and refine further. Policies will therefore differ from learning area/subject to learning area/subject, but must all form part of school policy.
8.3.6 Filing system	This will also comprise a common core with subject-specific refinements. Everything together should form part of the school policy.
8.3.7 Classroom management	This will also comprise a common core with subject-specific refinements. Everything together should form part of the school policy.

8.3.8 Classroom safety	This will also comprise a common core with subject-specific refinements. Everything together should form part of the school policy.
8.4 School assessment programme, recording, reporting	Important that school policy indicates whether and how the results of informal assessment must be used for reporting per report card. The forms used for recording and reporting must form part of school policy
8.4.1 An assessment task team should be appointed to plan and drive the school's assessment programme	
8.4.2 Programme for continuous assessment (CASS) Doc 3.4.1.1 d, h, m)	
8.4.3 Tests and examinations as part of CASS programme	
8.4.4 End/external assessment/examinations (Doc 3.4.1.1 d, m, r-t)	
8.4.5 Recording and reporting (Doc 3.4.1.1 d, m) ▪ Reporting is done in terms of the following scales (Doc 3.4.1.1 d, m): Grades R-3 4 – Outstanding/Excellent Achievement 3 – Satisfactory Achievement 2 – Partial Achievement 1 – Not Achieved Grades 4-6 4 – Outstanding/Excellent Achievement 70 - 100% 3 – Satisfactory Achievement 50 - 69% 2 – Partial Achievement 35 - 49% 1 – Not Achieved 1 - 34% Grades 7-12 7 – Outstanding Achievement 80 - 100% 6 – Meritorious Achievement 70 - 79% 5 – Substantial Achievement 60 - 69% 4 – Adequate Achievement 50 - 59% 3 – Moderate Achievement 40 - 49% 2 – Elementary Achievement 30 - 39% 1 – Not Achieved 0 - 29% ▪ Forms for quarterly and progression schedules are provided by the Department. ▪ Reporting at least once per term by means of report cards. ▪ Informal assessment results can be used for reporting to parents. ▪ Reporting must be done as follows: ▫ R – 3: Record and report in codes, level descriptors and comments, i.t.o. 3 focus areas.	

	▫ 4 – 9: Record and report in codes, level descriptors or % and comments, i.t.o. 8 learning areas. ▫ 10-12: Record in marks, report in % and comments, i.t.o. 7 subjects. ▪ The report card and schedule should give an indication of the overall level of performance. ▪ Learner profiles (example in Document 3.4.1.1 d and m). ▫ Form is to be provided by the Department ▫ Confidential document, school's responsibility. ▫ Start in Gr R and continues to last school year ▫ If learner changes school, new school requests profile from old school. ▫ Is stored by last school for three years after last school year.	
	8.4.6 Management of progression and promotion ▪ Progression (R to 8) *See Par 6.3* ▪ Promotion (9 to 12) ▫ Learner must comply with minimum promotion requirements: *See Par. 6.3*	Important that school policy is clear on how progression is to be managed, which provincial policy applies, etc. School policy must indicate how and by whom condonation is done (probably by the principal/management team).
	8.4.7 A learner changing subjects in Grades 10-12 ▪ A learner may change one or more subjects in Grade 10 and one subject in Grade 11 or 12. (After consultation with the Head of Department or his/her delegate). ▪ This means that a learner will not necessarily: ▫ At the end of Grades 10 and 11 have a complete set of marks and evidence of the required number of assessment tasks; and ▫ at the end of Grade 12 have a complete portfolio of evidence of internal assessment for all the subjects which he/she is sitting in the National Senior Certificate examinations.	School policy must be clear in this regard. A school may consider not to allow learners to change subjects after July in Grades 10 and 11 and after January in Grade 12. In Grades 10 and 11, the year mark of a learner who has changed a subject, will reflect only the marks obtained in the assessment tasks done in the new subject.
9. ORGANISATIONAL: ADMINISTRATIVE	9.1 Learner entries and registers	
	9.2 Illness, absenteeism and staff leave 9.3 Replacements for staff absent	

	9.4 Attendance of functions by staff	
	9.5 Financial management	
	9.5.1 Budget *(See National Norms and Standards for School Funding in GG No. 29178 of 31 August 2006 as amended by GG No.29473 of 14 December 2006).*	
	9.5.2 Funds for learners in need	
	9.6 Stock management	
	9.6.1 Textbooks	
	9.6.2 Furniture and other equipment	
	9.7 Utilisation of school facilities and equipment	
	9.7.1 By learners and teachers for teaching and learning purposes	
	▪ Computer room	
	▪ Media or e-learning centre	
	▪ Electronic equipment	
	9.7.2 By learners, staff, parents and others for non-teaching purposes	
	9.8 Utilisation of school vehicles	
	9.9 Excursions	
10. DISCIPLINE	10.1 Staff	
	▪ Code of conduct	
	▪ Dress code	
	10.2 Learners ▪ Code of conduct ▪ Dress code ▪ Electronic equipment such as cell phones, MP3s etc. ▪ Change of class ▪ Ground duty ▪ Safety ▫ Inside school ▫ Outside school ▫ HIV/Aids policy ▪ Punishment ▫ Misdemeanour book ▫ 'Writing-out work' ▫ Dismissal from class ▪ Sending to office ▪ Grievances procedure	
11. EXTRAMURAL		

12. INCENTIVES/ REWARDING, LEADERSHIP DEVELOPMENT (LEARNERS)	12.1 Among others: ▪ Prize-giving, codes of honour, bursaries ▪ SRC/prefect system	
13. PERSONNEL DEVELOPMENT	13.1 In-service staff ▪ In-school: senior personnel assisting less experienced colleagues ▪ SAOU ▪ Education department: clusters, training courses ▪ Education department: IQMS and similar ▪ Improvement of qualifications	
	13.2 Aspirant teachers	
14. ORGANISATIONAL STRUCTURE AND ALLOCATION OF WORK	14.1 Organisational structure 	
	14.2 Job descriptions 14.2.1 Principal 14.2.2 Deputy principals 14.2.3 Heads of Department	

	14.2.4 Subject/learning area/phase heads 14.2.5 Class/register teacher 14.2.6 Learning area/subject teacher 14.2.7 Office staff 14.2.8 Staff other than teachers and office staff working on premises	
15. WHOLE SCHOOL EVALUATION		