

Lei, leer en inspireer
Lead, learn and inspire

**AN EQUITABLE AND FAIR
APPROACH TO STAFF**

MINEFIELD, POTHOLES, APPROACH

26 AUGUST 2017
PAUL SAUER

MSM
Manual for School Management

Please consult Manual for School Management
Chapter 7.3: Management
Chapter 12: Personnel Matters

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INTRODUCTION

- BACKGROUND
TOPIC IS NOT VERY ACADEMIC
TOPIC IS VERY CONTROVERSIALFOR SOME
WHAT IS THE ANGLE?
- MINE FIELD (LEGISLATION)
DELIBERATE
POINTED OUT
YOU HAVE MEANS TO NAVIGATE
IT IS A KNOWN ENTITY
- POTHOLE (WORK DISTRIBUTION)
IT APPEARS OVER TIME
APPEARS AT THE WEAKEST POINT
CANNOT FATHOM
UNKNOWN ENTITY
- APPROACH (SCHOOL CULTURE)

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MINE FIELD: LEGISLATION 1

EDUCATORS

- **EMPLOYMENT OF EDUCATORS ACT 76 OF 1998**
 ... PERSONEL ADMINISTRATION MEASURES
- **SOUTH AFRICAN SCHOOLS ACT 84 OF 1996**
- **NATIONAL EDUCATION POLICY ACT 27 OF 1996**
- **SOUTH AFRICAN COUNCIL OF EDUCATORS ACT 31 OF 2000**

ADMINISTRATIVE STAFF, HOSTEL STAFF, GROUNDSTAFF

- **PUBLIC SERVICE ACT 1994**

ALL SGB APPOINTMENTS

- **BASIC CONDITIONS OF EMPLOYMENT ACT 75 OF 1997**

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MINE FIELD: LEGISLATION 2

| | EDUCATOR | PUBLIC SERVICE | SGB |
|-------------------------------|---------------------------|----------------------------------------------------------------|--------------------------------|
| MATERNITY LEAVE | 4 MONTHS AND SUBSTITUTION | 4 MONTHS NO SUBSTITUTION | 4 MONTHS UNPAID CLAIM FROM UIF |
| WORKING HOURS | 1800H PER ANNUM | 40 H PER WEEK | MAX 45H PER WEEK |
| EQUAL WORK , EQUAL PAY | COMPARE TO SGB EDUCATOR | COMPARE TO SGB HOSTEL STAFF, SGB GROUND STAFF, SGB ADMIN STAFF | EQUAL WORK , EQUAL PAY |
| SICK LEAVE, MORE THAN 6 WEEKS | PAID SUBSTITUTE | NO PAID SUBSTITUTE | NO PAID SUBSTITUTE |
| INCAPACITY LEAVE | PAID SUBSTITUTE | NO PAID SUBSTITUTE | NO PAID SUBSTITUTE |

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POTHOLE 1: COUNTING AND COMPARING

- IF EVER YOU HAVE NOT SET A ROSTER OF DUTIES, INVIGILATION, TIME TABLES OR EXTRA MURAL AND ACADEMIC WORK ALLOCATIONS, YOU NEED TO PAY ATTENTION.
- UNHAPPY PEOPLE **COUNT AND COMPARE**.
- BEWARE IF YOU AS MANAGER DID NOT DISTRIBUTE THE WORK FAIRLY OR EVENLY AMONG THE STAFF.
- IF NOT PROACTIVE, INCLUSIVE AND ACCOMMODATING IT WILL BECOME A HUMAN RESOURCE NIGHTMARE.

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POTHOLE 2: NO INPUTS

- **ACADEMIC WORK ALLOCATION**
KNOW YOUR STAFF
LET DEPARTMENTS HAVE AN INPUT ON STRATEGY AND WORK ALLOCATION
IF DRASTICALLY DIFFERENT - NEGOTIATE, INSPIRE AND MOTIVATE
- **CHANGING CONVENTION**
CONTRACTS HAVE TO BE RENEGOTIATED
CONSULT, INDIVIDUALLY
- **EXTRA MURAL WORK ALLOCATION**
HORSES FOR COURSES
IF DRASTICALLY DIFFERENT - NEGOTIATE, INSPIRE AND MOTIVATE.

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POTHOLE 3: NO CLEAR VISION, GOAL

- **SCHOOL CULTURE**
POSITIVE SCHOOL CULTURE BUYS YOU FORGIVENESS
NEGATIVE SCHOOL CULTURE PROMOTES COUNTING AND COMPARING
- **VISION**
DO NOT ASSUME EVERYONE HAS THE BUY IN
WORK AT INSTILLING THE VISION RELENTLESSLY
- **OPEN COMMUNICATION**
LEADS TO SUCCESS AND LESSEN THE TENTION
BREAK DOWN CLICK FORMING

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INTERNS

- **BEWARE**
THEY ONLY HAVE GR 12 AND ARE NOT READY TO TEACH A FULL WORKLOAD
YOU NEED TO HAVE A SPECIFIC PLAN
- **GOOD TO KNOW**
USE THEM AS ASSISTANTS DURING YEAR 1 AND 2 WITH MENTOR EDUCATORS
START WEANING THEM DURING YEAR 3 IN 1 OR 2 CLASSES **MAXIMUM** UNDER SUPERVISION
YEAR 4 - GIVE THEM FULL RESPONSIBILITY TO LIMITED CLASSES.
MAKE SURE THEY ARE TEMPORARILY REGISTERED AT SACE

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APPROACH

POINTERS

- CONSULTATION
- INCLUSIVE
- BE PART OF THE SOLUTION
- ONE ON ONE RATHER THAN A GROUP
- GET BUY IN
- LISTEN TO ADVICE
- BE A GOOD LEADER

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