RECOGNITION OF COMPETENCE : AN EMPOWERMENT MODEL FOR THE RETENTION OF EXCELLENT TEACHERS IN THE CLASSROOM

by

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DECLARATION

I declare that this research report handed in herewith for the degree of Doctor of Philosophy at the University of Pretoria is, the researcher's independent work. It has not been submitted for a degree or examination before in this or any other university.

MAILE, SIMEON

_____

_____ day of _____ 2000.

DEDICATION

In memory of my late mother, Daisy Lesamang Maile, who inspired and nurtured me to love and believe in competence as a catalyst for perfection. She was a paragon of excellence in leadership.

TOPIC: **RECOGNITION OF COMPETENCE : AN EMPOWER-MENT MODEL FOR THE RETENTION OF EXCELLENT TEACHERS IN THE CLASSROOM**

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SUMMARY

TITLE: RECOGNITION OF COMPETENCE : AN EMPOWERMENT MODEL FOR THE RETENTION OF EXCELLENT TEACHERS IN THE CLASSROOM

CANDIDATE: MAILE, SIMEON

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DEPARTMENT: EDUCATION MANAGEMENT

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It is established in this research project that recognition of competence does not begin when a person takes on employment. For reasons alluded to in this project, it begins when a candidate is selected for initial teacher education and training. However, recognition of competence is a model that applies different methods or modes of recognition. These methods have been identified, their differences are indicated and the variations used according to the level of competence are clarified as well.

Recognition of competence represents a new way of managing human resources in education. It is a model which emerges from paradigm shifts and the need for quality service in education. This model includes mechanisms of managing quality and standards such as the South African Qualifications Authority, National Qualifications Framework, National Standards Bodies, Standard Generating Bodies and Education and Training Qualifications Authority.

The researcher identified key areas of success in the present and erstwhile recognition systems. However, it was found that these systems were inadequate for the retention of teachers. In a bid to search for solutions, the research unravelled recognition systems used in the private sector. Literature study revealed, in this regard, that there are inadequacies as well. The system in the private sector was severely affected by policies of the past dispensation. Nevertheless, it seems recognition of competence is well on its early stages in the education sector. Consequently, there is an emphasis on competencies to advance South Africa in world markets.

The challenge of raising standards so as to make South Africa competitive begins with empowerment and capacity building. Empowerment and capacity building are complementary approaches in recognition of competence. These approaches recognise the inadequacies and disparities of the past. It is from this consideration that the fundamentals of recognition of competence are refocused on levelling the playing fields. In each case, the approaches are evaluated by pointing out the advantages and disadvantages.

In order to establish the basis from literature review, the researcher used empirical research. Consequently, the theories on recognition of competence, empowerment and capacity building were complemented and verified by unravelling the real situation. Interviews and surveys were conducted. The findings reveal that there are a myriad of challenges and problems that still plague education. The researcher suggested guidelines to overcome the challenges and problems. Finally, whilst it is acknowledged that there are some good initiatives from the Department of Education, much is still to be done with regard to recognition of competence. The researcher made conclusions, recommendations on how to navigate our way out of these problems, and pointed out areas that need further research.

KEY WORDS

Recognition of competence	Affirmative action
Empowerment	Paradigm shift
Capacity building	Quality and standards
Motivation	Recruitment and selection
Partnerships	Reward system
Competence development	Education human resources management
Transformation	Redeployment and rationalisation

OPSOMMING

TITEL: ERKENNING VAN BEVOEGDHEID: 'N BEMAGTIGINGS-MODEL VIR DIE BEHOUD VAN UITSTEKENDE ONDER-WYSERS IN DIE KLASKAMER

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PROMOTOR: PROF DR L P CALITZ

DEPARTEMENT: ONDERWYSBESTUUR

GRAAD: PHILOSOPHIAE DOCTOR

In hierdie navorsingsprojek is vasgestel dat die erkenning van bekwaamheid nie eers begin wanneer 'n persoon aangestel word nie. Weens redes waarna verwys word in hierdie projek, begin dit reeds wanneer 'n kandidaat gekeur word vir aanvanklike onderwysopleiding. Die erkenning van bevoegdheid is egter 'n model wat verskillende metodes of vorme van erkenning aanwend. Hierdie metodes word geïdentifiseer; verskille tussen die metodes word aangedui, en die variasies wat gebruik word na aanleiding van die vlak van bevoegdheid word duidelik uitgespel.

Die erkenning van bevoegdheid verteenwoordig 'n nuwe manier om menslike hulpbronne in die onderwys te bestuur. Die model spruit voort uit paradigma-verskuiwings en die behoefte aan kwaliteit dienslewering in die onderwys. Hierdie model sluit meganismes in om kwaliteit en standaarde te bestuur, soos byvoorbeeld die Suid-Afrikaanse Kwalifikasie Owerheid ("South African Qualifications Authority" or **SAQA**), die Nasionale Kwalifikasie Raamwerk ("National Qualifications Framework" or **NQF**), Nasionale Standaard-Liggame ("National Standards Bodies" or **NSB's**), Standaard-Ontwikkelingsliggame ("Standard Generating Bodies" or **SGB's**) en die Onderwys en Opleiding Kwalifikasie Owerheid ("Education and Training Qualifications Authority" or **ETQA**).

Die navorser het sleutelareas van sukses in die hedendaagse en voormalige stelsels van erkenning geïdentifiseer. Daar is egter bevind dat hierdie stelsels ontoereikend is om onderwysers te behou. In 'n poging om oplossings te vind is navorsing onderneem oor die erkenningstelsels wat in die privaatsektor gebruik word. Literatuurstudie het getoon dat daar in hierdie verband ook ontoereikendhede voorkom. Die stelsel in die privaatsektor is nadelig beïnvloed deur die beleid van die vorige bedeling. Dit lyk nieteenstaande asof die erkenning van bevoegdheid goed op dreef is in die onderwyssektor. Gevolglik word die klem geplaas op bevoegdhede om Suid-Afrika se posisie in wêreldmarkte te verbeter.

Die uitdaging om standaarde te verhoog, met die doel om Suid-Afrika mededingend te maak, begin met bemagtiging en die opbouing van kapasiteit. Bemagtiging en die uitbou van kapasiteit is aanvullende benaderings in die erkenning van bevoegdheid. Hierdie benaderings gee toe dat daar in die verlede ontoereikendhede en teenstrydighede bestaan het. Dit is vanuit hierdie oorweging dat die grondbeginsels van die erkenning van bekwaamheid in heroorweging geneem word, noudat die ongelykhede uit die weg geruim is. In elke geval word die benaderings geëvalueer deur die voor- en nadele daarvan uit te wys.

Om op die grondslag van 'n literatuuroorsig te bou het die navorser van empiriese navorsing gebruik gemaak. Gevolglik is die teorieë oor die erkenning van bevoegdheid, bemagtiging en die uitbouing van kapasiteit aangevul en geverifieer deur die werklike situasie te ondersoek. Onderhoude en opnames was deel van die ondersoek. Die bevindinge toon dat daar vele uitdagings en probleme is wat steeds die onderwyssektor kortwiek. Die navorser het riglyne voorgestel om hierdie uitdagings en probleme te kan oorkom. Laastens, terwyl daar toegegee word dat daar reeds goeie inisiatiewe van die kant van die Departement van Onderwys bestaan, is daar steeds baie wat verrig moet word ten opsigte van die erkenning van bevoegdheid. Die navorser het gevolgtrekkings en aanbevelings vir verdere hantering van probleme gemaak, en ook terreine wat verdere navorsing vereis uitgewys.

SLEUTELBEGRIPPE

Erkenning van bevoegdheid

Bemagtiging

Kapasiteitsbou

Motivering

Vennootskappe

Ontwikkeling van bevoegdhede

Hervorming

Regstellende aksie

Paradigma-verskuiwing

Kwaliteit en standaarde

Werwing en keuring

Beloningsisteem

Menslike hulpbronbestuur
in die onderwys
Herontplooiing en rasionalisasie

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LIST OF ABBREVIATIONS AND ACRONYMS

ABET	-	Adult Basic Education and Training
AIDS	-	Acquired immunodefeciency syndrome
ANC	-	African National Congress
CAS	-	Counselling and Advisory Services
CBET	-	Competency-based Education and Training
CD/ROM	-	Compact disc read-only memory
CD-I	-	Compact disc – interactive
COSATU	-	Congress of South African Trade Unions
CSS	-	Central Statistical Service
DVI	-	Digital video-interactive
EEA	-	Employment of Educators' Act, 1998
ELRC	-	Education Labour Relations Council
EMD	-	Education management development
EMIS	-	Education Management Information Systems
ETQA	-	Education and Training Qualifications Authority
FET	-	Further Education and Training
GDP	-	Growth Domestic Product
GEAR	-	Growth, Employment and Redistribution strategy
GEPF	-	Government employees pension fund
HBI	-	Historically Black Institutions
HE	-	Higher Education
HIV	-	Human immunosuppressive virus
HODs	-	Heads of Departments
HRM	-	Human resources management (managers)
HSRC	-	Human Sciences Research Council
HWI	-	Historically White Institutions
IMF	-	International Monetary Fund
INSET	-	In-service teacher education
IVD	-	Interactive videodisc
LIFO	-	Last-In-First-Out
LRA	-	Labour Relations Act, 1995

MED	-	Member of the Executive Council
NASSP	-	National Association of Secondary School Principals
NCESS	-	National Committee for Education Support Services
NCHE	-	National Commission on Higher Education
NCSNET	-	National Commission on Special Needs in Education and Training
NGOs	-	Non-governmental organisations
NP	-	National Party
NQF	-	National Qualifications Framework
NSBs	-	National Standards Bodies
PED	-	Provincial Education Department
PRESET	-	Pre-service teacher education
PRISEC	-	Private Sector Education Council
PRP	-	Performance-related-pay
PSCBC	-	Public Service Co-ordinating Bargaining Council
PTT	-	Provincial Task Team
RAU	-	Randse Afrikaanse Universiteit
RDP	-	Reconstruction and Development Programme
REQV	-	Relative Education Qualification Value
RSA	-	Republic of South Africa
SACE	-	South African Council for Educators
SADTU	-	South African Democratic Teachers' Union
SAPs	-	Structural adjustment programmes
SAQA	-	South African Qualifications Authority
SASA	-	South African Schools Act, 1996
SBM	-	Site-based management
SGB	-	School Governing Body
SGBs	-	Standard Generating Bodies
SMS	-	Self-managing schools
TB	-	Tuberculosis
TBVC	-	Transkei, Bophuthatswana, Venda and Ciskei (Former Independent Homelands)
TQM	-	Total Quality Management
UIF	-	Unemployment insurance fund

UK	-	**United Kingdom of Great Britain**
UP-CSIR	-	**University of Pretoria – Centre for Scientific and Industrial Research**
USA	-	**United States of America**
VSP	-	**Voluntary severance package**