

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

by

**MAILE SIMEON**

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**Promoter : Prof Dr L P Calitz**

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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**

**ACKNOWLEDGEMENTS**

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## **SUMMARY**

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

**CANDIDATE: MAILE, SIMEON**

**PROMOTOR: PROF DR L P CALITZ**

**DEPARTMENT: EDUCATION MANAGEMENT**

**DEGREE: PHILOSOPHIAE DOCTOR**

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

Empowerment

Capacity building

Motivation

Partnerships

Competence development

Transformation

Affirmative action

Paradigm shift

Quality and standards

Recruitment and selection

Reward system

Education human resources management

Redeployment and rationalisation





## OPSOMMING

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

**KANDIDAAT: SIMEON MAILE**

**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 standarde 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 standarde 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.



## SLEUTELBEGRIPE

Erkenning van bevoegdheid

Bemagtiging

Kapasiteitsbou

Motivering

Vennootskappe

Ontwikkeling van bevoegdhede

Hervorming

Regstellende aksie

Paradigma-verskuiwing

Kwaliteit en standarde

Werwing en keuring

Beloningssteeem

Menslike hulpbronbestuur  
in die onderwys

Herontplooiing en rasionalisasie

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## LIST OF ABBREVIATIONS AND ACRONYMS

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

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

- 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**