

**THE SENIOR EDUCATION MANAGER'S
LEGAL RIGHT TO PROFESSIONAL
DEVELOPMENT**

by

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DECLARATION

I, MANGENA WILLIAM NDLALA, HEREBY DECLARE THAT

*THE SENIOR EDUCATION MANAGER'S LEGAL RIGHT TO
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IS MY WORK IN BOTH CONCEPTION AND EXECUTION AND THAT
THE SOURCES I HAVE USED HAVE BEEN DULY ACKNOWLEDGED
IN THE FORM OF REFERENCES AND LISTED IN THE
BIBLIOGRAPHY.

.....

DATE:

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DEDICATION

This study is dedicated to all educators in general and senior education managers in particular who believe in the value of, and are committed to, life-long professional development as the key to efficiency and effectiveness in service delivery.

SUMMARY

The purpose of this research project was to investigate the rights to, and responsibilities of Educators, concerning professional development with a view to establishing whether or not professional development is recognised and promoted at the senior management echelon in the education profession.

This study has found the following:

- The professional development of senior education managers is desirable and it is their legal right as well. It is, however, inadequately provided.
- Professional development courses introduce senior managers to new trends, practices and insights in the teaching profession and education management which may enhance efficiency and effectiveness in the service delivery, improve staff morale and increase productivity in education in general.
- The responsibility of professional development lies with the senior education manager himself/herself as well as the employer and the organised teaching profession. This implies the existence of a partnership in the provision of courses for professional growth.
- The improvement of the conditions of service and the qualifications of senior education managers contributes towards the improvement of quality education management, staff morale and increases productivity in the education profession.
- Application of the best management practices and the protection of managers' rights against unfair labour practices improve the image and enhance the professional status of the education profession.
- It has also been established that managers are, however, ignorant of their human rights and labour rights. There is, therefore, inadequate protection of their

employment rights, which undermines the dignity and status of the education profession.

- There is deterioration of professional standards of behavior due to the inadequate application of disciplinary measures in cases of misconduct.
- Negligence of duties and incompetence are major factors which denigrate the status and dignity of the senior managers.
- It was found that courses designed for managers in education are not preceded by appropriate needs analyses to ensure that training is needs-based and relevant.
- There is also a need for the development of professional trust between supervisors and managers. To ensure and encourage the development of such trust, it is required that performance appraisal should be preceded by the clarification of its objectives and procedures.
- Education managers require continuous exposure to processes and procedures through training and workshops in the application of the principles of the Labour Relations Act (No. 66 of 1995). This should also include a guided study of the Constitution (Act 108 of 1996) and the provisions of the Code of Conduct of the South African Council for Educators (SACE).

In conclusion, it should be recognised that the professional development of the senior manager is one of the most important strategies which may ensure efficiency and effectiveness in education management. This should form part of the conditions of service of the staff.

Key words used in this thesis:

Status, training needs analysis, senior education manager, educator, professional development, legal right.

OPSOMMING

Die doel van hierdie navorsingsprojek was om die regte en verantwoordelikhede van opvoeders met betrekking tot professionele ontwikkeling te ondersoek met die oog daarop om te bepaal of professionele ontwikkeling erken en bevorder word op die senior bestuurders vlak in die onderwysprofessie al dan nie.

Hierdie studie het die volgende bevind:

- Die professionele ontwikkeling van senior bestuurders is wenslik en dit is ook hulle wetlike reg. Dit word egter nie voldoende voorsien nie.
- Professionele ontwikkelingskursusse maak senior bestuurders bewus van nuwe tendense, praktyke en insigte in die onderwysprofessie wat moontlik doeltreffendheid ten opsigte van dienslewering kan verhoog, die moraal van die personeel verbeter en produktiwiteit in die onderwys in die algemeen verhoog.
- Die verantwoordelikheid vir professionele ontwikkeling berus by die onderwyser self sowel as die werkgewer en die georganiseerde onderwysprofessie. Dit impliseer die bestaan van 'n vennootskap in die voorsiening van kursusse vir professionele ontwikkeling.
- Die verbetering van onderwysers se diensvoorwaardes en kwalifikasies dra ook by tot die verbetering van bestuurskwaliteit, moraal van die personeel en verhoging van produktiwiteit in die onderwysprofessie.
- Die toepassing van die beste bestuurspraktyke en die beskerming van bestuurders se regte teen onbillike arbeidspraktyke verbeter die beeld en verhoog die professionele status van die onderwysprofessie.
- Daar is ook bevind dat bestuurders onkundig is ten opsigte van hul mense en arbeidsregte. Daar is dus onvoldoende beskerming van hul indiensnemingsregte wat die waardigheid en

status van die onderwysprofessie aantass.

- Daar is agteruitgang van professionele gedragstandaarde as gevolg van die ontoereikende toepassing van dissiplinêre maatreëls in gevalle van wangedrag.
- Pligsversuim en onbekwaamheid is hoofkategorie wat die status en waardigheid van die senior onderwysbestuurder aantass.
- Daar is bevind dat kursusse vir onderwysbestuurders nie voorafgegaan word deur toepaslike behoeftebepalings om te verseker dat die opleiding relevant en behoeftegebaseer is nie.
- Daar is 'n behoefte aan die ontwikkeling van vertroue tussen die toesighouers en die bestuurders. Om die ontwikkeling van sodanige vertroue aan te moedig, is dit noodsaaklik dat prestasiebeoordelings voorafgegaan word deur die verheldering van die prestasiebeoordelings se doelstellings en prosedures.
- Onderwysbestuurders benodig voortdurende blootstelling aan prosesse en prosedures deur opleiding en werksinkels in die toepassing van die Wet op Arbeidsverhoudinge (No. 66 van 1995). Dit behoort ook 'n begeleide studie van die Grondwet (Wet 108 van 1996) en die bepalinge van die Suid-Afrikaanse Raad vir Opvoeders (SARO) se gedragkode in te sluit.

Ter afsluiting moet daar besef word dat die professionele ontwikkeling van die senior onderwysbestuurders een van die belangrikste strategieë is wat doeltreffendheid in die onderwysbestuur verseker. Dit behoort deel te vorm van die diensvoorwaardes van onderwyspersoneel.

LIST OF ABBREVIATIONS

AD	:	Assistant director
BCCT	:	British Columbia College of Teachers
CD	:	Chief Director
CELP	:	Inter-university Centre for Education Law and Education Policy
CHE	:	Committee of Heads of Education
CI	:	Circuit Inspector
CM	:	Circuit Manager
D	:	Director
DD	:	Deputy Director
DG	:	Director-General
DET	:	Department of Education and Training
EEA	:	Employment of Education and Training
EHR	:	Education Human Resources
ELRA	:	Education Labour Relations Act (Act No 76 of 1998)
ELRC	:	Education Labour Relations Council
EMD	:	Education Management Development
GTC	:	General Teaching Council for Scotland
HRD	:	Human Sciences Development
HSRC	:	Human Sciences Research Council
INSET	:	In-Service Education and Training
ILO	:	International Labour Organisation
JSTC	:	Junior Secondary Teacher's Certificate
LRA	:	Labour Relations Act (Act 66 of 1995)
MDC	:	Management Development Centre
NAPTOSA	:	National Professional Teachers' Organisation of South Africa
NGO	:	Non-Governmental Organisation
NSF	:	National Skills Fund
NQF	:	National Qualification Framework
OCT	:	Ontario College of Teachers



PAM	:	Personnel Administration Measures of 1999
PEC	:	Primary Education Certificate
PED	:	Primary Education Diploma
PSCBC	:	Public Service Co-ordinating Bargaining Council
PTC	:	Primary Teachers' Certificate
PTD	:	Primary Teachers' Diploma
RDP	:	Reconstruction and Development Programme
RSA	:	Republic of South Africa
SA	:	Subject Adviser
SACE	:	South African Council for Educators
SADTU	:	South African Democratic Teachers' Union
SAQA	:	South African Qualifications Authority
SARO	:	Suid-Afrikaanse Raad vir Opvoeders
SATC	:	South African Teachers' Council
SAOU	:	Suid-Afrikaanse Onderwysersunie
SARS	:	South African Revenue Service
SASA	:	South African Schools Act (Act 84 of 1996)
SDA	:	Skills Development Act (Act 97 of 1998)
SDT	:	Staff Development Team
SEC	:	Secondary Education Certificate
SED	:	Secondary Education Diploma
SETA	:	Sector Education and Training Authority
SPTC	:	Special Primary Teachers' Course
STD	:	Secondary Teachers' Diploma
TFC	:	Teachers' Federal Council
TNA	:	Training Needs Analysis
UNESCO	:	United Nations, Scientific and Cultural Organisation
USA	:	United States of America

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