

Navrae
Inqinnes
IMibuzo
Telefoun
Telephone
Ifoni
Ifaks
Ifax
Ifekst
Verwysing
Reference
ISalathiso

Mr MN JAMIE
(021) 467-2846
(021) 461-5629
20011213-0005
16/B



Wes-Kaap Onderwysdepartement

Western Cape Education Department

ISebe leMfundo leNtshona Koloni

CIRCULAR: 0117/2002
EXPIRY DATE: NONE
TO: CHIEF DIRECTORS, DIRECTORS (HEAD OFFICE AND EMDCs), SENIOR CIRCUIT MANAGERS, CIRCUIT MANAGERS, AND HEADS OF EDUCATIONAL INSTITUTIONS

BRIEF SUMMARY: *Policy on the eligibility of principals for mentorship and/or curatorship*

SUBJECT: MENTORSHIP AND CURATORSHIP AS APPLICABLE TO PRINCIPALS OF EDUCATIONAL INSTITUTIONS OF THE WESTERN CAPE EDUCATION DEPARTMENT (WCED)

1. SCOPE OF POLICY
 - 1.1 The proposed policy applies to all school principals who experience difficulty in managing their institutions effectively and/or cannot meet set criteria.
 - 1.2 Before consideration is given to either mentorship or curatorship, all other interventions must have been unsuccessful.
 - 1.3 In all cases of mentorship or curatorship, the Head of Department or his authorised delegate must authorise the appointment of the recommended mentor or curator.
2. PURPOSE
 - 2.1 To maintain the efficacy of academic and managerial standards at schools
 - 2.2 To introduce a developmental, corrective or rehabilitative training mechanism in an attempt to deal with poor work performance by principals
 - 2.3 To provide a framework for dealing with these matters, in compliance with Schedule 8, Section 8 (1) and (2) of the Labour Relations Act (Act 66 of 1995)

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3. THE CONCEPTS

3.1 Mentorship

- 3.1.1 Mentorship means entrusting the school to an experienced and trusted adviser.
- 3.1.2 This implies that an experienced manager, in conjunction with the multi-disciplinary team of the Education Management and Development Centre (EMDC) concerned, will offer the permanent incumbent support and empower him or her where necessary.
- 3.1.3 Mentorship may be considered to be part of further training and aims at developing and building capacity.
- 3.1.4 The length of the period of mentorship must be determined by the Head of Department or his authorised delegate.
- 3.1.5 During the process the principal, together with the governing body, is still legally responsible for the management and governance of the institution.

3.2 Curatorship

- 3.2.1 If the employer is of the opinion that circumstances justify it, he or she may grant or place a principal on special leave in extraordinary circumstances for any reasonable purpose and for any reasonable period, and such leave shall be without pay unless the employer determines otherwise.
- 3.2.2 Curatorship refers to *custodianship*, *guardianship* and *trusteeship*, and it means that an experienced manager takes over control of the institution with the aim of restoring normality in an attempt to support and change or rescue the situation in the interest of service delivery and quality public education at that institution.
- 3.2.3 The principal is placed on special leave.
- 3.2.4 During this period the curator assumes full responsibility and accountability for ensuring that the institution is administered in accordance with the prescriptions determined by the Department.

3.3 Poor performance

In this context poor performance means the deterioration of the management function at an institution to such an extent that it becomes necessary for the Department to intervene in an attempt to remedy the situation.

4. CRITERIA FOR DECLARING THE HEAD OF AN INSTITUTION ELIGIBLE FOR MENTORSHIP OR CURATORSHIP

These will include evidence of poor management or the inability to manage one of the following in accordance with the rules and procedures prescribed by the WCED:

- 4.1 **Finances** – record-keeping, budgetary process, income and expenditure
- 4.2 **Personnel management** – the personnel administration function regarding leave, salaries, etc. and the promotion of fair, non-discriminatory practices and sound human relationships

- 4.3 **Curriculum** – the smooth running of the institution and adherence to guidelines in accordance with national and provincial policies. Also, monitoring the new curriculum and ensuring its implementation; ensuring that regular meetings are held to discuss the interpretation of learning programmes; and professional development in general
- 4.4 **School administration** – proper co-ordination and control of time-tabling, examinations, registers, reports and record-keeping
- 4.5 **Learners, attendance and truancy** – ensuring that control measures are in place to ensure regular attendance and eliminate tendencies such as truancy; keeping daily attendance registers and a summary register
- 4.6 **School buildings, assets and resources** – maintaining buildings so as to promote a safe learning environment; keeping a register of all assets and resources
- 4.7 **Policies** – ensuring that all Departmental policies and circulars are implemented; communicating all Departmental policies and circulars to staff
- 4.8 **Community involvement** – ensuring quality personal or professional relations with all members of the school community and creating a sound basis for their involvement
- 4.9 **Academic achievement** – ensuring that learners perform in accordance with expected outcomes
- 4.10 **Extra-mural and extra-curricular activities** – promoting and implementing these
- 4.11 **Relationships** – maintaining healthy interpersonal and public relationships and communication
- 4.12 **A healthy work ethos** – establishing or maintaining this ethos

5. PROCEDURE TO BE FOLLOWED

- 5.1 Upon receipt of complaints and concerns regarding the poor performance of a principal in any of the categories in Paragraph 4, from any source including
 - 5.1.1 parents
 - 5.1.2 staff
 - 5.1.3 unions
 - 5.1.4 community organisations
 - 5.1.5 officials of the Department
 - 5.1.6 learners,

the EMDC Director must initiate an investigation to determine the type of intervention, if any, required.
- 5.2 The EMDC management will determine the necessary intervention based on their finding and the nature and seriousness of the allegation(s). The principal will be advised about the complaint throughout the process. The *audi alteram partem* rule will apply.

5.2.1 NOT SERIOUS

The results of the investigation and the EMDC management's view are submitted to the principal together with a request for his or her reasons and comments.

- (a) The EMDC responds and explains in writing how it wishes to address the problem.
- (b) The situation is monitored and evaluated weekly by the relevant official at the EMDC.

If the matter is not resolved, it is referred to the EMDC's multi-disciplinary team.

NB: Principals must be given the opportunity to respond and correct the problem prior to mentorship or curatorship.

5.2.2 SERIOUS

- (a) Cases are referred to the EMDC's multi-disciplinary team.
- (b) Training or counselling, including mentorship, should be considered at this stage.
- (c) Alternatively, depending on the seriousness of the case, the multi-disciplinary team may decide to carry out the following procedure:
 - * The principal is informed in writing why it is necessary to follow this procedure.
 - * The *audi alteram partem* rule MUST be applied.
 - * The employer explains the requirements and nature of a functional institution at a meeting.
 - * An evaluation of the degree of dysfunctionality of the institution is done and this information is given to the principal.
 - * A programme of counselling or training to enable the principal to help the institution to reach the required functionality could follow.
 - * If the principal, after undergoing a formal programme of counselling or training, is still unable to help the institution to meet the required functionality, the employer, after consulting the principal, may provide him or her with:
 - Further training
 - Counselling

5.2.3 VERY SERIOUS

- (a) Cases are referred to the multi-disciplinary team of the EMDC.
- (b) Either mentorship or curatorship should be considered at this stage.
- (c) Alternatively, depending on the seriousness of the case, the multi-disciplinary team may decide to carry out the following procedure:
 - * The principal is informed in writing why it is necessary to follow this procedure.
 - * The *audi alteram partem* rule MUST be applied.
 - * The employer explains the requirements and nature of a functional institution at a meeting.

- * An evaluation of the degree of dysfunctionality of the institution is done and this information is given to the principal.
- * A programme of counselling or training to enable the principal to help the institution to reach the required functionality could follow.
- * If the principal, after undergoing a formal programme of counselling or training, is still unable to help the institution to meet the required functionality, the employer, after consulting the principal, may provide him or her with:
 - Further training
 - Counselling
- * If these measures have not restored the functionality of the institution, as a last resort, and only after all the above-mentioned measures have proved unsuccessful, the matter must be referred to Head Office for further consideration.
- * The options to be explored by Head Office will be in accordance with legislation promulgated to give effect to recommended procedures.

6. CONDITIONS

- 6.1 The above policy on mentorship and curatorship is not applicable where proof or evidence of any form of misconduct is found.
- 6.2 If at any stage proof is found of any form of misconduct, the normal procedures for dealing with misconduct as set out in Schedule 2 of the Employment of Educators Act (1994) regarding the Disciplinary Code and Procedures for Educators will be applicable.

Please bring the contents of this circular to the attention of all members of your staff.



R.B. SWARTZ
HEAD: EDUCATION
DATE: 17/09/02

Navrae
Enquiries
Imbuzo
Telefoon
Telephone
Ifoni
Faks
Fax
Itokisi
Verwysing
Reference
Isalathiso

Mnr MN JAMIE

(021) 467-2846

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Western Cape Education Department

ISebe leMfundo leNtshona Koloni

OMSENBRIEF: 0117/2002

VERVALDATUM: GEEN

AAN: HOOFDIREKTEURE, DIREKTEURE (HOOFKANTOOR EN OBOS'e), SENIOR
KRINGBESTUURDERS, KRINGBESTUURDERS, EN HOOFDE VAN
ONDERWYSINRIGTINGS

KORT OPSOMMING: Beleid rakende benoembaarheid van skoolhoofde vir mentorskap en/of kuratorskap

ONDERWERP: MENTORSKAP EN KURATORSKAP RAKENDE HOOFDE VAN
ONDERWYSINRIGTINGS VAN DIE WES-KAAP
ONDERWYSDEPARTEMENT (WKOD)

1. OMVANG VAN BELEID

- 1.1 Die voorgestelde beleid is van toepassing op alle skoolhoofde wat moeilikheid ondervind om hulle inrigtings op 'n doeltreffende wyse te bestuur en/of nie aan vasgestelde kriteria kan voldoen nie.
- 1.2 Voordat oorweging geskenk word aan óf mentorskap óf kuratorskap, moes alle ander intervensies reeds misluk het.
- 1.3 In alle gevalle van mentorskap of kuratorskap moet die Departementshoof of sy gemagtigde die aanstelling van die mentor of kurator wat aanbeveel word, magtig.

2. DOEL

- 2.1 Om die doeltreffendheid van akademiese en bestuurstandaarde by skole te handhaaf
- 2.2 Om 'n ontwikkelings-, verbeterende of rehabilitasieopleidingsmeganisme in werking te stel in 'n poging om aandag te gee aan swak werkprestasie by skoolhoofde
- 2.3 Om 'n raamwerk ingevolge skedule 8, artikel 8 (1) en (2) van die Wet op Arbeidsverhoudinge, 1995 (Wet 66/1995) daar te stel vir die hantering van hierdie sake.

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3. DIE BEGRIPPE

3.1 Mentorskap

- 3.1.1 Mentorskap beteken om die skool toe te vertrou aan 'n ervare en betroubare adviseur.
- 3.1.2 Dit bring mee dat 'n ervare bestuurder, in samewerking met die multi-dissiplinêre span van die betrokke Onderwysbestuurs-en-ontwikkelingsentrum (OBOS), ondersteuning aan die permanente bekleër van die pos sal bied en hom of haar waar nodig sal bemaatig.
- 3.1.3 Mentorskap kan beskou word as deel van verdere opleiding en is toegespits op die ontwikkeling en uitbouing van vermoë.
- 3.1.4 Die lengte van die tydperk van mentorskap moet bepaal word deur die Departementshoof of sy gemagtigde.
- 3.1.5 Tydens die proses bly die hoof, saam met die beheerliggaam, regtens verantwoordelik vir die bestuur van en beheer oor die inrigting.

3.2 Kuratorskap

- 3.2.1 Indien die werkgewer van mening is dat omstandighede dit regverdig, kan hy of sy in buitengewone omstandighede of vir enige redelike doel spesiale verlof toestaan aan 'n skoolhoof of vir hom of haar op verlof plaas vir enige redelike tydperk en sulke verlof sal sonder vergoeding wees behalwe as die werkgewer anders besluit.
- 3.2.2 Kuratorskap verwys na *bewaring*, *bewaking* en *voogdyskap*, en dit beteken dat 'n ervare bestuurder die beheer van die inrigting oorneem met die doel om normaliteit te herstel in 'n poging om die toestand te verhelp en te verander of te red in die belang van dienslewering en openbare gehalte-onderwys by daardie inrigting.
- 3.2.3 Die hoof word op spesiale verlof geplaas.
- 3.2.4 Gedurende hierdie tydperk aanvaar die kurator volle verantwoordelikheid en verantwoordbaarheid om te verseker dat die inrigting ingevolge Departementele voorskrifte geadministreer word.

3.3 Swak prestasie

In hierdie konteks beteken swak prestasie die agteruitgang van die beheerfunksie by 'n inrigting tot so 'n mate dat dit vir die Departement nodig word om tussenbeide te tree in 'n poging om die toestand na normaal te laat terugkeer.

4. KRITERIA OM DIE HOOF VAN 'N INRIGTING BENOEMBAAR TE VERKLAAR VIR MENTORSKAP OF KURATORSKAP

Hierdie kriteria sal bewyse insluit van swak bestuur of die onvermoë om een van die volgende ingevolge die reëls en prosedures wat deur die WKOD voorgeskryf is, te beheer:

- 4.1 **Finansies** – verslaghouding, begrotingsproses, inkomste en uitgawes
- 4.2 **Personeelbeheer** – die personeeladministrasiefunksie rakende verlof, salarisse, ens., en die bevordering van regverdige, nie-diskriminerende praktyke en gesonde menseverhoudings



- 4.3 **Kurrikulum** – die gladde bestuur van die inrigting en die toepassing van riglyne ingevolge nasionale en provinsiale beleid. Ook die monitering van die nuwe kurrikulum en die versekering van die implementering daarvan, sowel as die versekering dat gereelde vergaderings gehou word om die interpretasie van leerprogramme, professionele ontwikkeling, ens. te bespreek.
- 4.4 **Skooladministrasie** – behoorlike koördinasie van en kontrole oor die opstel van roosters, eksamens, registers, verslagdoening en rekordhouding
- 4.5 **Leerders, bywoning en stokkiesdraaiery** – die versekering dat beheermaatreëls in werking is om gereelde bywoning te verseker en neigings soos stokkiesdraaiery uit te skakel. Die byhou van daaglikse bywoningsregisters en 'n opsommingsregister.
- 4.6 **Skoolgeboue, bates en hulpbronne** – instandhouding van geboue om 'n veilige leeromgewing te bevorder; die byhou van 'n register van alle bates en hulpbronne
- 4.7 **Beleide** – die versekering dat alle Departementele beleide en omsendbriewe geïmplementeer word; die oordra van alle Departementele beleide en omsendbriewe aan personeel
- 4.8 **Gemeenskapsbetrokkenheid** – die versekering van persoonlike of professionele verhoudings met alle lede van die skoolgemeenskap en die daarstelling van 'n gesonde basis vir hulle betrokkenheid
- 4.9 **Akademiese prestasie** – die versekering dat leerders volgens verwagte uitkomstes sal presteer
- 4.10 **Buitemurse en buite-kurrikulêre aktiwiteite** – bevordering en implementering hiervan
- 4.11 **Verwantskappe** – die instandhouding van gesonde interpersoonlike verwantskappe, skakeling met die publiek en kommunikasie
- 4.12 **'n Gesonde werketos** – vestiging of instandhouding van die etos

5. PROSEDURE WAT GEVOLG MOET WORD

- 5.1 By ontvangs van klagtes en kommer wat uitgespreek word rakende die swak werkverrigting van 'n hoof in enige van die kategorieë in paragraaf 4 hierbo verwys, uit enige bron insluitende
 - 5.1.1 ouers
 - 5.1.2 personeel
 - 5.1.3 unies
 - 5.1.4 gemeenskapsorganisasies
 - 5.1.5 beamptes van die Departement
 - 5.1.6 leerders,

moet die OBOS-direkteur 'n ondersoek loods om die soort intervensie, indien enige, wat benodig word, te bepaal.
- 5.2 Die OBOS-bestuur sal na aanleiding van hulle bevinding en die aard en erns van die bewerings, die nodige intervensie bepaal. Die skoolhoof sal deurentyd op hoogte gehou word van die klagte. Die *audi alteram partem* reël sal van toepassing wees.

5.2.1 NIE ERNSTIG NIE

Die uitslag van die ondersoek en die OBOS-bestuur se mening word aan die hoof oorgedra tesame met 'n versoek om sy of haar redes en kommentaar.

- (a) Die OBOS-bestuur reageer en gee 'n skriftelike verduideliking van hoe hulle beoog om die probleem te hanteer.
- (b) Die situasie word weekliks deur die betrokke OBOS-beampte gemonitor en geëvalueer.

Indien die saak nie opgelos kan word nie, word dit verwys na die OBOS se multi-dissiplinêre span.

LW: Hoofde moet die geleentheid kry om voor mentorskap of kuratorskap te reageer en die probleem op te los.

5.2.2 ERNSTIG

- (a) Sake word verwys na die betrokke OBOS se multi-dissiplinêre span.
- (b) Opleiding of berading, met inbegrip van mentorskap, moet in hierdie stadium oorweeg word.
- (c) So nie, afhangende van die erns van die saak, kan die multi-dissiplinêre span besluit om die volgende prosedure in werking te stel:
 - * Die hoof word skriftelik ingelig waarom dit noodsaaklik is om die prosedure in werking te stel.
 - * Die *audi alteram partem* reël MOET toegepas word.
 - * Die werkgewer verduidelik tydens 'n vergadering wat die vereistes en aard van 'n funksionele inrigting is.
 - * 'n Evaluering van die graad van wanfunksionering van die inrigting word gedoen en hierdie inligting word aan die hoof oorgedra.
 - * 'n Beradings- of opleidingsprogram om die hoof in staat te stel om die inrigting te help om die nodige funksionaliteit te bereik, kan volg.
 - * Indien die hoof, na 'n formele program van berading en opleiding, nie daarin kan slaag om die inrigting te help om die nodige funksionaliteit te bereik nie, kan die werkgewer, na konsultasie met die hoof, hom of haar voorsien van die volgende:
 - Verdere opleiding
 - Berading

5.2.3 BAIE ERNSTIG

- (a) Gevalle word verwys na die betrokke OBOS se multi-dissiplinêre span.
- (b) In hierdie stadium moet óf mentorskap óf kuratorskap oorweeg word.

- (b) In hierdie stadium moet óf mentorskap óf kuratorskap oorweeg word.
- (c) So ook, gebaseer op die erns van die geval, kan die multi-dissiplinêre span besluit om die volgende prosedure in werking te stel:
- * Die hoof word skriftelik ingelig waarom dit noodsaaklik is om die prosedure in werking te stel.
 - * Die *audi alteram partem* reël MOET toegepas word.
 - * Die werkgewer verduidelik tydens 'n vergadering wat die vereistes en aard van 'n funksionele inrigting is.
 - * 'n Evaluering van die graad van wanfunksionering van die inrigting word gedoen en hierdie inligting word aan die hoof oorgedra.
 - * 'n Beradings- of opleidingsprogram om die hoof in staat te stel om die inrigting te help om die nodige funksionaliteit te bereik, kan volg.
 - * Indien die hoof, na 'n formele program van berading en opleiding, nie daarin kan slaag om die inrigting te help om die nodige funksionaliteit te bereik nie, kan die werkgewer, na konsultasie met die hoof, hom of haar voorsien van die volgende:
 - Verdere opleiding
 - Berading
 - * Indien hierdie intervensie-maatreëls nie die gewenste uitwerking het om die funksionaliteit van die inrigting te herstel nie, as 'n laaste uitweg en ook nadat al die bogenoemde maatreëls misluk het, moet die saak na Hoofkantoor verwys word vir verdere oorweging.
 - * Die opsies wat Hoofkantoor sal oorweeg, sal binne die perke wees van wetgewing wat uitgevaardig is om aanbevole prosedures in werking te stel.

6. VOORWAARDES

- 6.1 Die bogenoemde mentorskap- en kuratorskapbeleid is nie van toepassing waar bewyse of getuienis van enige vorm van wangedrag gevind word nie.
- 6.2 Indien daar in enige stadium bewys gevind word van enige vorm van wangedrag soos in skedule 2 van die Wet op die Indiënsneming van Opvoeders (1994), wat handel oor die Dissiplinêre Kode en Prosedures vir Opvoeders, sal die normale prosedures van toepassing wees.

Bring asseblief die inhoud van hierdie omsendbrief onder die aandag van alle personeellede.



R.B. SWARTZ
HOOF: ONDERWYS
DATUM: 17/01/02



Ninrae
Enquiries
Imibuzo MN JAMIE
Telephone
Telephone (021) 467-2846
Ifoni
Faks
Fax (021) 461-5629
Ifeksa
Verwysing
Reference 20011213-0005
ISalathiso 16/B



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ISEBE leMfundo leNtshona Koloni

ISETYHULA: 0117/2002
UMHLA AWUKHO
WOKUPHELELWA:

IYA: KUBALAWULI ABAZIINTLOKO, KUBALAWULI (KWANDLUNKULU
NAKWII-EMDC), KUBAPHATHI BEESEKETHE ABAKHULU,
KUBAPHATHI BEESEKETHE NAKWIINTLOKO ZAMAZIKO EMFUNDO

ISISHWANKATHELO ESIFUTSHANE: *Ukwaziswa komgaqo-nkqubo omalunga nokufaneleka
kweenqununu ukuba zifumane ingcebiso nokuxhotyiwa ngezakhono (mentorship)
kunye/okanye nokuba kunikezelwe ulawulo kumlondolozhi (curatorship)*

ISIHLOKO: INGCEBISO NOKUXHOTYISWA NGEZAKHONO (MENTORSHIP)
NONIKEZELO LOLAWULO KUMLONDOLOZI (CURATORSHIP)
NJENGOKO OKU KUSEBENZA KWIINQUNUNU ZAMAZIKO EMFUNDO
ESEBE LEMFUNDO LENTSHONA KOLONI

1. IMIHLABA EZA KUFIKELELWA NGULO MGAQO-NKQUBO

- 1.1 Lo mgaqo-nkqubo ocetywayo usebenza kuzo zonke iinqununu zezikolo ezifumana ubunzima ekulawuleni amaziko azo emfundo ngendlela eyiyo kunye/okanye ezingakwaziyo ukufikelela kwimilinganiselo ebekiweyo.
- 1.2 Phambi kokuba kufikelelwe esigqibeni sokuba kunikwe ingcebiso nokuxhotyiwa ngezakhono okanye kunikezelwe ulawulo kumlondolozhi, ziya kuba zonke ezinye iinzame zongenelelo ngoncedo ziwe phantsi.
- 1.3 Kuzo zonke iimeko zokunikwa ingcebiso nokuxhotyiwa ngezakhono okanye zonikezelo lolawulo kumlondolozhi, iNtloko yeSebe leMfundo okanye umthunywa ogunyaziswe yiyo, mayigunyazise ukutyunjwa komcebisi (*mentor*) okanye kumlondolozhi (*curator*).

2. INJONGO

- 2.1 Kukugcina imigangatho yemfundo neyolawulo ezikolweni ihlale iyimpumelelo enkulu
- 2.2 Kukuqalisa indlela yoqeqesho olujonge kuphuhliso lwabasebenzi, ekulungiseni undonakele okanye ekubuyiseleni izinto kwimo eyamkelekileyo ukuzama ukuhlangabezana nengxaki yomsebenzi ombi weenqununu

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- 2.3 Kukubonelela ngomgaqo oza kukhokelela kwezi zinto zilapha ngasentla, ngokungqinelana nesiHlomelo 8, sesiQendu 8 (1) no-(2) soMthetho wezobuDlelwane emiSebenzini (uMthetho 66 wowe-1995)

3. IINGCINGA EZIQULATHIWEYO (*CONCEPTS*)

3.1 Ingcebiso nokuxhotyiswa ngezakhono (*Mentorship*)

- 3.1.1 Ingcebiso nokuxhotyiswa ngezakhono kuthetha ukunikela isikolo ezandleni zomcebisi onamava nothembekileyo.
- 3.1.2 Oku kuthetha ukuba umlawuli onamava, esebenzisana nekomiti ejongene nemiba ngemiba yemfundo (*multi-disciplinary team*) yeZiko loLawulo noPhuhliso lweMfundo (*EMDC*) elichaphazelekayo, uya kunika inkxaso kwaye axhobise ngezakhono apho kuyimfuneko lowo usesikhundleni ngokusisigxina.
- 3.1.3 Ingcebiso noxhotyiso ngezakhono kunokuthathwa njengento ekwayinxalenye yoqeqesho olongeziweyo nolunjongo yalo ikukuphuhlisa nokuxhobisa ngezakhono.
- 3.1.4 Ubude bexesha lale ngcebiso nokuxhotyiswa ngezakhono mabumiselwe yiNtloko yeSebe leMfundo okanye ngumthunywa ogunyaziswe yiyo.
- 3.1.5 Ngethuba lale nkqubo luphezu kwamagxa enqununu ngokusemthethweni, nakwibhunga lolawulo, uxanduva lolawulo nokuphathwa kweziko lemfundo elo.

3.2 Unikezelo lolawulo kumlondolozi (*Curatorship*)

- 3.2.1 Ukuba umqeshi unoluvo lokuba iimeko zenza kube yeyona nto elungileyo nefanelekileyo ukwenza oku, unokunika inqununu ikhefu elilodwa (*special leave*) kwiimeko ezingaqhelekanga kakhulu ngenxa yaso nasiphi na isizathu esibambekayo okwethuba elithile nokuba lingakanani na yaye elo khefu aliyo kuhlulwa ngaphandle kokuba umqeshi uthatha sigqibo simbi.
- 3.2.2 Unikezelo lolawulo kumlondolozi kubhekiselele kukunikela ulawulo kumlondolozi, kumgcini (*guardianship*) okanye kumthenjwa (*trusteeship*), yaye kuthetha ukuba umphathi onamava uthabathela kuye ulawulo lweziko ngenjongo yokubuyisela imeko kwisiqhelo kwiinzame zokunika inkxaso nokutshintsha imeko okanye zokuhlangula kwimeko ekukuyo ngenjongo yokwenza inkonzo nokunyusa umgangatho wemfundo kwelo ziko lemfundo.
- 3.2.3 Ukunikwa kwenqununu ikhefu elilodwa.
- 3.2.4 Ngeli thuba umlondolozi (*curator*) uthathela kuye lonke uxanduva nokuphendula ngezenzo zakhe (*accountability*) ukwenzela ukuqinisekisa ukuba iziko elo lilawulwa ngokungqinelana nemigaqo emiselwe liSebe leMfundo.

3.3 Ukubanomsebenzi ombi (*Poor performance*)

Ngokwentsingiselo yalapha ukubanomsebenzi ombi kuthetha ukuvuthuluka kolawulo esikolweni ngohlobo lokuba kude kufuneke ukuba iSebe leMfundo lingenelele ukuzama ukusihlangula kuloo meko.

4. IIMEKO EZIBANGELA UKUBA KUTHIWE INTLOKO YEZIKO LEMFUNDO IFANELE KUNIKWA INGCEBISO NOXHOTYISO NGEZAKHONO OKANYE MAYINIKEZELE ULAWULO KUMLONDOLOZI

Ezi meko ziya kubandakanya ubungqina bolawulo oluyeke-yeke okanye bokungakwazi kulawula enye yezi zinto zilandelayo ngokungqinelana nemithetho nemigaqo emiselwe liSebe leMfundo leNtshona Koloni:

- 4.1 **Imali** – ukugcina iirekhodi, inkqubo yebhajethi, ingeniso nenkcitho
- 4.2 **Ulawulo lwabasebenzi** – umsebenzi wolawulo lwabasebenzi omalunga nekhefu, nemivuzo, njl. njl. nokukhuthaza iinkqubo ezifanelekileyo ezingenalucalu-calulo nezikhuthaza ukuqiniswa kobudlelwane phakathi kwabasebenzi
- 4.3 **Ikharityhulam** – ukulawula iziko lemfundo ngendlela eyiyo kungekho magingxi-gingxi nokuthi mbo ilandele imigaqo ngokwemigaqo-nkqubo kazwelonke neyephondo, njl. njl. Kwakhona ibeke esweni ikharityhulam entsha iqinisekise ngokulandelwa nokuphunyezwa kwayo, iqinisekise ukuba kwenziwa iintlanganiso qho kuxoxwe ngokuqondwa nokutolikwa kweesiprogram zezifundo, ngophuhliso lootitshala (*professional development*), njl. njl.
- 4.4 **Ulawulo lwesikolo (*School administration*)** – ukuququzelela kwanolawulo olululo lwezicwangciso zamaxesha (*time-tabling*), ilimviwo, iirejista, iingxelo nokugcinwa kweerekhodi, njl. njl.
- 4.5 **Abafundi, ukuhamba isikolo okanye ukudoja isikolo (*truancy*)** – ukuqinisekisa ukuba zibanjiwe iintambo zolawulo ukwenzela ukuba sihanjwe qho isikolo nokuphelisa imikhuba efana nokudoja isikolo. Ukugcina iirejista zokuhamba isikolo mihla le nerejista eshwankathela okwenziweyo (*summary register*), njl. njl.
- 4.6 **Izakhiwo zesikolo, ii-asethi okanye amancedo akhoyo** – ukugcina nokulondoloza izakhiwo ngenjongo yokukhuthaza indawo yokufundela ekhuselekileyo, ukugcina iirejista yazo zonke ii-asethi namancedo akhoyo, njl. njl.
- 4.7 **Imigaqo-nkqubo** – ukuqinisekisa ukuba iyaphunyezwa yonke imigaqo-nkqubo yeSebe leMfundo neesetyhula kwaye la maxwebhu adlululiselwa nakwabanye ootitshala njl. njl.
- 4.8 **Uthatho-nxaxheba ngabahlali** – ukuqinisekisa ngobudlelwane obushushu phakathi kwabo nabo bonke abahlali baloo ndawo inesikolo nokudala umoya wokuba kube lula ukuba abahlali bathathe inxaxheba kwizinto zesikolo, njl. njl.
- 4.9 **Impumelelo ezifundweni (*Academic achievement*)** – ukuqinisekisa ukuba abafundi baqhuba kakuhle ezifundweni ngokuthi bafikelele kwiziphumo ezilindelekileyo
- 4.10 **Izinto zangaphandle kwamagumbi okufundisela (*Extra-mural and extra-curricular activities*)** – ukukhuthaza nokwenza ezi zinto
- 4.11 **Ubudlelwane** – ukugcina ubudlelwane obushushu phakathi kwayo nabanye abasebenzi nobudlelwane noluntu ngokubanzi kwanokuvula unxibelelwano nomntu wonke
- 4.12 **Umoya wokuzimisela mpela emsebenzini (*healthy work ethos*)** – ukuphemebelela okanye ukukhuthaza nokugcina umoya wokuzimisela mpela emsebenzini
5. **INKQUBO EZA KULANDELWA (*PROCEDURE TO BE FOLLOWED*)**
 - 5.1 Kwakufika izikhalazo nenkxalabo malunga nomsebenzi ombi wenqununu walo naluphi na udidi kwezo zichazwe kuMhlathi 4, zikhalazo ezo ezivela naphi na kubandakanywa
 - 5.1.1 abazali
 - 5.1.2 ootitshala

- 5.1.3 imibutho
- 5.1.4 imibutho yasekuhlaleni
- 5.1.5 amagosa karhulumente
- 5.1.6 abafundi,

umlawuli we-EMDC makaqale enze uphando ukwenzela ukuqinisekisa ukuba hlobo luni na longenelelo ngoncedo olufunekayo, ukuba ikho imfuneko yalo.

- 5.2 Abakulawulo lwe-EMDC baya kwenza isigqibo sokungenelela ngoncedo olufunekayo omalususele kwiziphumo zophando lwabo nakuhlobo nobungakanani (ukuba imeko imbi kangakanani) bezityholo. Inqununu iya kwaziswa ngezikhaziso ezo ngalo lonke ixesha lale nkqubo. Kuya kusebenza umgaqo wokuba nelinye icala maliviwe (*audi alteram partem rule*).

5.2.1 IZITYHOLO EZINGAXHOMISI MEHLO KAKHUKU (NOT SERIOUS)

Iziphumo zophando kunye noluvo lwabakulawulo lwe-EMDC mazingeniswe kwinqununu leyo kwakunye nesicelo sokuba inike izizathu zayo kwaye iphawule ngemeko leyo.

- (a) I-EMDC mayiphendule ichaze ngencwadi ebhaliweyo ukuba ingathanda ukuyisombulula njani na loo ngxaki.
- (b) Loo meko mayibekwe esweni lize igosa elifanelekileyo elikwi-EMDC limane kuza kujonga imeko leyo qho ngeveki.

Ukuba ayisombululeki loo meko, mayidluliselwe kwikomiti ejongene nemiba ngemiba yezemfundo kwi-EMDC.

NCEDA QAPHELA: Iinqununu mazinikwe ithuba lokuphendula zilungise ingxaki phambi kokuba zinikwe ingcebiso noxhotyiso ngezakhono okanye kunikezelwe ulawulo kumlondolozo.

5.2.2 IZITYHOLO EZIXHOMIS' AMEHLO (SERIOUS)

- (a) Izityholo zidluliselwa kwikomiti ejongene nemiba ngemiba yezemfundo ekwi-EMDC.
- (b) Kwesi sigaba makucingwe ngoqeqesho okanye ngokunika ingcebiso, kuqukwa nengcebiso ehamba noxhotyiso ngezakhono nonikezelo lolawulo kumlondolozo.
- (c) Kungenjalo, ngokuxhomekeka ekubeni izityholo zixhomis' amehlo kangakanani na, ikomiti ejongene nemiba ngemiba yezemfundo inokwenza isigqibo sokuba iqalise le nkqubo ilandelayo:
 - * Inqununu mayaziswe ngeleta ebhaliweyo ukuba kungasizathu sini na kubekho imfuneko yokuba kuqaliswe le nkqubo ilandelayo.
 - * MAKUSETYENZISWE umgaqo othi maliviwe nelinye icala (*audi alteram partem rule*).
 - * Umqeshi makacacise entlanganisweni iimfuno nohlobo lweziko lemfundo elisebenza ngokufanelekileyo.

- * Makukhangelwe ukuba luvuthuluke kangakanani ulawulo lwesikolo kuze oko kufunyenweyo kunikwe inqununu.
- * Kungalandela iprogram yokunika ingcebiso okanye yoqeqesho ukwenzela ukuba inqununu ibe nokuncedisa iziko lemfundo lisebenze ngokufanelekileyo.
- * Ukuba inqununu, emva kokwenziswa le program yokunikwa ingcebiso noqeqesho, ayiphumeleli ukuncedisa iziko lemfundo ukuba lisebenze ngokufanelekileyo, umqeshi, emva kokudlana iindlebe nenqununu, unokuyancedisa ngolu hlobo lulandelayo:
 - Uqeqesho olungaphezulu
 - Ingcebiso (*Counselling*)

5.2.3 IZITYHOLO EZIXHOMIS' AMEHLO KAKHUKU (VERY SERIOUS)

- (a) Izityholo zidluliselwa kwikomiti ejongene nemiba ngemiba yezemfundo ye-EMDC.
- (b) Kwesi sigaba makucingwe ngenkxaso noxhotyiso ngezakhono okanye ngonikezelo lolawulo kumlondolozi.
- (c) Kungenjalo, ngokuxhomekeka ekubeni izityholo zixhomis' amehlo kangakanani na, ikomiti ejongene nemiba ngemiba yezemfundo inokwenza isigqibo sokuba iqalise le nkqubo ilandelayo:
 - * Inqununu mayaziswe ngeleta ebhaliweyo ukuba kungasizathu sini na kubekho imfuneko yokuba kuqaliswe le nkqubo ilandelayo.
 - * MAKUSETYENZISWE umgaqo othi maliviwe neline icala (*audi alterum partem rule*)
 - * Umqeshi makacacise entlanganisweni iimfuno nohlobo lweziko lemfundo elisebenza ngokufanelekileyo.
 - * Makukhangelwe ukuba luvuthuluke kangakanani ulawulo lwesikolo kuze oko kufunyenweyo kunikwe inqununu.
 - * Kungalandela iprogram yokunika ingcebiso okanye yoqeqesho ukwenzela ukuba inqununu ibe nokuncedisa iziko lemfundo lisebenze ngokufanelekileyo.
 - * Ukuba inqununu, emva kokwenziswa le program yokunikwa ingcebiso noqeqesho, ayiphumeleli ukuncedisa iziko lemfundo ukuba lisebenze ngokufanelekileyo, umqeshi, emva kokudlana iindlebe nenqununu, unokuyancedisa ngolu hlobo lulandelayo:
 - Uqeqesho olungaphezulu
 - Ingcebiso
 - * Ukuba la manyathelo ongenelelo ngoncedo akezi naziphumo zilindelekileyo zokusombulula ukusebenza ngokufanelekileyo kweziko lemfundo elo, njengento yokugqibela yaye nalapho kuphela emva kokuba onke amanyathelo akhankanywe apha ngasentla engakhange aphumelele, umbandela lowo mawudluliselwe kwaNdlunkulu weSebe leMfundo (*Head Office*) ngenjongo yokuba uphinde uqwalaselwe ngakumbi.
 - * Izinto ezingenziwa nguNdlunkulu ziya kungqinelana nemigaqo emiselwe ngumthetho opapashiweyo ukwenzela ibe nokusebenza le nkqubo icetyiswayo.

6. IMIQATHANGO

- 6.1 Lo mgaqo-nkqubo okhankanywe apha ngasentla omalunga nengcebiso nokuxhotyiswa ngezakhono (*mentorship*) nonikezelo lolawulo kumlondolozo (*curatorship*) awusebenzi apho kufunyenwe okanye kukho ubungqina balo naluphi na uhlobo lokuziphatha kakubi.
- 6.2 Ukuba kuthi nangasiphi na isigaba kufunyanwe okanye kubekho ubungqina balo naluphi na uhlobo lokuziphatha kakubi, kuya kusebenza iinkqubo eziqhelekileyo zokusingatha izenzo zokuziphatha kakubi njengoko kuchaziwe kwisiHlomelo 2 soMthetho weNgqesho yooTitshala (1994) esimalunga nemiGaqo yokuziPhatha neeNkqubo zoLuleko looTitshala.

Nceda wazise bonke abasebenzi abalapho okubhalwe kule setyhula.



R.B. SWARTZ

INTLOKO: YESEBE LEMFUNDO

UMHLA: 17/09/02