By: Cde Mugwena Maluleke, SADTU General Secretary

Comrades, members of SADTU, it is once again a source of great joy for me to present this edition of the Educators’ Voice. This publication has since its inception afforded us considerable latitude to communicate the views and decisions of the Union at varying levels.

In 2010, when we met for the 7th National Congress, we agreed on a plan: we called that plan the SADTU 2030 Vision. As part of the plan, we made a number of central commitments which include our resolve to drastically improve member service, to help in creating a learning nation, to help build a development orientated nation state, to ensure worker unity and delivery based organisational excellence.

We made these commitments in full view and understanding of the prevailing conditions in our society at large and the education sector in particular. Our rallying call in the 7th National Congress was: “Restoring our revolutionary character as a union of professionals, agents of change and champions of people’s education for people’s power”. This call was a clear recommitment by SADTU members to the Union’s founding principles as emphatically expressed in the 2030 Vision.

A SADTU member understands that education does not exist for its own sake but rather as a powerful tool in our collective efforts to transform our society for the better. It is for this primary reason that we will continue to seek better ways to improve the machinery that is SADTU, to service her members, to protect and fight for them. We link this directly with the fundamental right to education of the working class child.

The upcoming National Congress affords us an opportunity to embark on a deep reflective process, every member of the Union - through their respective constitutional structures - will have the right to participate in the decision-making and policy formulation processes.

Constitutionally, a National Congress marks the end of the term for the leadership collective currently at the helm of the Union. It therefore goes without saying that one of the central tasks of a national congress is to provide a medium to this National Executive Committee to account to you as members, the owners of the Union and its basic unit of life.

We can all be proud as SADTU members, of the journey that we have travelled over the past 5 year term, it certainly was not easy at times but your loyalty and love for the Union made it possible for us to grow from strength to strength. It has been a perilous yet worthwhile journey, one that saw us ticking a number of substantial and monumental boxes en route to the realisation of the Union’s 2030 Vision.

Comrades, some of the more notable milestone that we reached together over the last 5 years, include but are not limited to the following:

- A few years ago during the course of this term, the Union relocated to its new premises in Kempton Park, the SADTU Village. The facility is intended to be multipurpose in nature, to eventually benefit all members of the Union.
- Over the last 5 years, the Union focused on understanding and developing teacher professionalism through the Curtis Nkondo Institute for Professional Teacher Development, a report to this effect has been produced and our intention is to influence the development of progressive education policy.

The National General Elections have come and gone as we march towards SADTU’s 9th National Congress

VICTORY: The ANC came out victorious in the 2019 general elections which were seen as the most difficult since the dawn of democracy in 1994. SADTU once again played a decisive role during the campaigning phase in support of its own resolutions. Members of this leadership collective were deployed to various provinces to work in support of the campaign programmes that were developed towards the elections. In most instances the provincial and national war rooms were resolutely led by SADTU deployees. In the picture, the staff at national office joined COSATU affiliates and conducted blitzes in Gauteng. Pic by: Nthabiseng Nkosi.
Continued from page 1

launching its academic and research platform, the SADTU Journal. This is a distinctly pioneering way with which to view a union in education. Our understanding is that SADTU should be a thought leader in the development of progressive education policy. We cannot be bystanders whilst so-called educationalists, academics and others formulate policies that we should implement. The journal will afford all sectors of society both academic and not, including members of SADTU, a medium through which ideas and best practice can be shared taking into account the access to academic/scientific standards.

This, my comrades, is the first of its kind for a union in South Africa and on the continent, in other words, we want to go beyond rhetoric in our effort to positively influence education policy shaper s on our development.

We are pleased to report that the SADTU Savings and Credit Cooperative (SADTU SACCO) has been granted a licence to provide banking services to members and employees of SADTU. The SADTU SACCO will be for members and employees of SADTU.

The licence has been issued in terms of section 40(2) of the Co-operative Banks Act 40 of 2007 to register as a Co-operative Financial Institution. The Prudential Authority of the Reserve Bank has issued the registration certificate for SADTU SACCO and this enables us to take a big step closer to providing co-operative banking services that will be available to all our 256 000 members and employees.

A Co-operative Bank is a non-profit financial institution that provides services to its members who are owners and users. It exercises the co-operative principle of democratic member control, in which member-owners have a right to participate in its decisions, to which it is governed and managed. Co-operative banking generally follows a principle of high interest paid in member deposits and low interest on loans. Any profits made (surpluses) are returned to the members.

We are taking a long-term view to invest in our members, for our members and therefore advancing their economic well-being. By creating the SADTU SACCO, we seek to address the financial needs of teachers and their families in this country and to contribute to their economic well-being and their own empowerment.

At the same time when our federation COSATU was facing arduous challenges that could have led to its implosion, it took the fortitude and resolve of SADTU to defend, rebuild and rejuvenate it. In many local offices of the federation, SADTU is the central pillar around which the operations and campaigns are hinged on. The union’s unparallelled mobilisation capacity has not been often than not assisted the federation with retaining its public image as a militant, fighting and campaigning organisation for all the workers.

Our growing influence on the international stage would be difficult for anyone to ignore. SADTU has consolidated its leadership role on the international stage through the work that we do as part of Education International. SADTU has a very audible voice globally and we are able to utilise that space to influence campaigns at that level. Some of these campaigns include our anti-privatisation of, and in education. It is not fair for multinational companies like Pearson, whose modus operandi is to aggressively enter into the markets of especially developing nations and take over the education value chain by offering multiple and linked services. They even fund bridge academies and so-called low fee private schools. They convince governments to acquire learning and teaching material from companies related to their publishing empire; as we speak, no less than 78% of the revenue created through the acquisition of LTSM goes to non-South African companies.

A topical discussion currently on the global stage is the one related to the legislative framework on intellectual property and how it affects the level of accessibility to textbooks for poor learners for educational purposes.

The big multi-national publishing companies are currently standing in the way of a progressive copyright amendment bill that, if signed into law, means “fair use” doctrine is lost and will be written into the picture, this means that the real owners of the original intellectual property will be protected and benefit from their talent instead of dying as paupers due to unscrupulous, parasitic and exploitative collecting/collection agencies.

It is also high time that we protect our growing influence on the international stage. Educational literature and or material is concerned, no archaic pieces of legislation will be an impediment to the acquiring of knowledge. At the same breath, we must ensure that our heritage, the works of our forebears, is protected by the necessary statute and protection.

The Union has introduced new mass campaigns to systems that embrace the digital advances of our times. We now utilise communication mechanisms that assist the national organisation to disseminate to members directly and more rapidly. We have introduced a hybrid model which integrates both direct routes of mass communication like text messaging directly to members, and various social media platforms. One of our provinces has even launched the “SADTU App”, whose main task is to facilitate communication with members and to avail resources for them that would help with classroom-related matters.

Comrades, violence in schools remains one of our biggest concerns. As we go to the national congress, we should think deeply about the dignity of all our educators and learners. The Union has resolved on the establishment of an ongoing campaign that will touch each and every corner of our land. The “#IAMASchoolFanFan” campaign will invite all peace loving citizens to join in the fight against violence in our schools.

This fight is for the restoration of the dignity of those in our learning institutions. This fight is for the protection of the future of the children. The campaign should seek to bring everyone on board to appreciate that burning institutions when they demand services such as tarred roads, housing and basic needs denies the children dignity. In our true character as a militant and caring union, we are ready to do everything that has to be done to end the violence that undermines the dignity of our members and our children. We have to develop a zero tolerance approach when comes to violence in our learning institutions. We are also calling for localised multi-stakeholder summits on school violence to complement what has been done at national level.

I hope you will enjoy this edition of your publication.

Education is a public good!!!

Know more about GEPF

1. Why are GEPF members being taxed while working (salaries)?

The South African Revenue Services (SARS) decides all forms of income including pension benefits. The Income Tax Act 58 of 1962, provides that the portion of salary on pension benefits must be taxed. The tax is on pension benefits on the mode of exit from the pension fund, namely:

- Withdrawal,
- Retirement, Death or Severance Benefits

Depending on the mode of exit the applicable tax tables as prescribed by SARS will be applicable.

2. As the GEPF members, we are flooded by financial advisors. Encouraging us to leave the GEPF because other funds are more lucrative than the GEPF. How true is this?

This is not true. The Government Employees Pension Fund (GEPF) has got one of the largest pension funds, thus sustainable for a foreseeable future.

GEPF is governed by law (the GEPF Law Proclamation 21 of 1996) which determines what kind of benefits members are entitled to, how to pay for those benefits, and how to invest to safeguard members' pensions. This guarantees that benefits paid out efficiently, accurately, and on time, through the funds that are invested responsibly and are accounted for.

GEPF is a defined pension fund, which means members’ benefits are guaranteed and do not depend on the overall investment performance. This guarantees that active members and pensioners peace of mind about their financial security after retirement.

Moreover, its benefits are protected against inflation. For example, according to the fund rules, the annual pension increase to GEPF pensioners must be at least 75% of the average increase in the all-commodity consumer inflation in the period January to November of the previous year. When pension falls behind inflation, GEPF pays catch-up pension increases to affected pensioners.

The GEPF also offers non-contributory benefits which members do not contribute for, like the Funeral Benefit, Spouse Pension and Child’s Pension. Both members and pensioners can claim for a Funeral Benefit per deceased. The GEPF is for life, meaning that as long as the lawful recipient is alive, he/she will receive the benefit until they pass on.

The above-mentioned benefits are not offered by any other fund, therefore there is no reason to leave the GEPF and join other funds.
By: Mompati Jones Galorale

**MYTH:** TVET Lecturers cannot belong to SADTU because they are employed through the Public Service Act.

**FACT:** The majority of TVET Lecturers have always belonged to SADTU:
- When they were employed by the Department of Education through the Employment of Educators Act;
- When they were employed by FET Colleges through FETC Act; and
- NOW when they are employed through the Public Service Act (post-migration)

NB.: There is NO legislation in South Africa that dictates to which union employees should belong. It is a right that every employee has as enshrined in the Constitution of this country.

**MYTH:** There is an established Bargaining Unit for TVET Lecturers at the GPSSBC.

**FACT(S):** There is no Bargaining Unit established for TVET Lecturers at the GPSSBC. The Bargaining Unit at the GPSSBC was established for the Support Staff (See GPSSBC Collective Agreement 2 of 2014).

The only existing Bargaining Unit for the Lecturers is the one that was established at the ELRC in 2009 (See ELRC Collective Agreement(s) 4 & 5 of 2007 and the Founding Agreement of 2009).

**MYTH:** Conditions of service for Lecturers are negotiated at the Bargaining Unit of the GPSSBC.

**FACT(S):** There are no negotiations taking place pertaining to the conditions of service for TVET Lecturers at the GPSSBC currently. To date there is no single Collective Agreement concluded at the GPSSBC on behalf of TVET Lecturers. The current conditions of service for the TVET Lecturers emanated from the Collective Agreements concluded at the FETC Bargaining of the ELRC in 2013. Those Collective Agreements form the basis of the current conditions of service for TVET Lecturers. (Thanks to SADTU!!!)

Refers to the following Collective Agreements:
- 1 of 2010: Establishing Parity of Salaries for Lecturing Staff and Office-based Lecturers employed in the Further Education and Training Colleges, with those of Educators employed in the Public Basic Education (system).
- Addendum to C/A 1 of 2010: To effect the movement of permanently employed Lecturers from REQV 10, 11 & 12 to REQV 13 for salary purposes.
- 1 of 2013: Generic Contract of Employment. The purpose hereof was to standardise the contract of employment and eliminate the different forms of contracts that resulted in differentiated conditions of employment and remuneration packages between Colleges.
- 2 of 2013: Permanent appointment of serving Temporary and Contract Lecturers who have been in the employ of further Education and training Colleges for a period of 12 months or longer.
- 3 of 2013: Establishing Parity between conditions of service (Benefits) of College appointed Lecturers in Public Further Education and Training Colleges, with those employed in the Public Service.
- 4 of 2013: Policy on Recruitment and Selection for Lecturing Staff in the Further Education and Training Colleges.
- 5 of 2013: Agreement on the Transfer of College Appointed Forth Education and Training College Staff to the Public Service.

SADTU wishes to put to rest all myths about its relevance in the TVET Sector since the 2015 migration of TVET Lecturers to the Department of Higher Education and Training (DHET).
O n 15 February 2019, the National Education Collaboration Trust (NECT), together with the Department of Basic Education (DBE), responded to President Cyril Ramaphosa’s challenge to start a reading revolution with the launch of the National Reading Coalition (NRC). The launch of the NRC was preceded by a widely published progress in International Reading Literacy Study (PIRLS), released in 2017. The study found that 78% of Grade 4 learners in South Africa could not read for meaning, scoring the lowest benchmark of below 400 out of a possible 1000 points when tested in their home language. Moreover, the South African Book Development Council’s 2016 survey into reading and book reading behaviour of adults, reveals that only 14% of adults in the country read a printed book for leisure. The NRC is a continuation of efforts to improve the reading outcomes of not only learners but the country as a whole. Initially, the coalition aims to target schools in 25% of the Education Department schools in North West, Limpopo & Mpumalanga. This involves 263 circuits out of a total of 1051 circuits countrywide. As one of the NECT’s long-term strategic partners, SADTU welcomed the introduction of the NRC, particularly endorsing the ever-strong calls for the inclusion of mother tongue instruction in the classroom.

On the 9th of March, SADTU invited the NRC, through the NECT, to join the Union’s International Women’s Day celebrations held in four provinces – Eastern Cape, Limpopo, North West and the main event in Bethlehem in the Free State.

The main celebration in Bethlehem, was attended by, among others; Basic Education Minister Angie Motshekga, COSATU President Zingiswa Losi, Free State Premier Sisi Ntombela, ANC NEC member David Mahlobo, ANC Women’s League General Secretary Mokgadi Makgantali, Democratic Left Front (DLF) and South African Congress of Trade Unions (SACDU) representatives.

The celebrations served to honour women for the struggles they have endured to emancipate women and a platform for the NRC to galvanise educators who are seen as role models for learners, to lead by example by being at the forefront of the reading revolution. “Who can be the agents of the envisioned long-lasting change other than the 433 000 comrade who take the primary responsibility of bringing up our children? Let’s make reading cool again,” proclaimed NECT CEO, Godwin Khosa, during his speech in Bethlehem.

The NRC/NECT partnership also aimed to initiate a book donation drive for educators and urged everyone to be proactive in getting South Africans to adopt a culture of reading, which inevitably, according to research, aids in bolstering overall improvement in educational outcomes in schools. The NRC succeeded in handing out over 1 000 books of various titles, including Winnie Mandela’s biography, Half of a Yellow Sun, Americanah by Nigerian Author Chimamanda Ngozi Adichie and Little Sons by Zakes Mda.

The books are intended to be ‘travel books’, meaning recipients are encouraged to read and pass on to the next person with the aim of one book reaching 10 people in a year. A ‘Readers Name’ list was inserted into each book, to be filled in by each reader before passing the book on to someone else. To encourage participation, readers were invited to share an image of their name on the Readers Name list on NECT’s social media pages to stand a chance of winning a voucher worth R500.

How can you join the #ReadingRevolution?

• Start a book club with friends and family.
• Read every day, the more you read the more productive you are.
• Exchange or donate books to your local school library.
• Share your journey on social media.
• Invite families, friends and colleagues to become part of the revolution.

ANC Women’s League Secretary Meokgo Matuba (left) Basic Education Minister Angie Motshekga (centre) and Free State Premier Sisi Ntombela. Minister Motshekga urged women to be innovative. “The challenge for women in this generation is to be innovative. Women should use innovation to deal with issues affecting them.”

READ: Learner Thina Tshabalala reads in her language at the launch of the “Reading Revolution Campaign,” and International Women’s Day Celebration

IT’S A FACT!!!!!!

Therefore, SADTU remains the Majority Union at TVET Colleges.

FACT: The ELRC does not have jurisdiction over TVET matters.

THE CHALLENGE

FACT: The ELRC has jurisdiction over TVET matters. No other bargaining or dispute resolution structure has been established yet.

Why is the DHET still paying levies for Lecturers to the ELRC if the ELRC does not have any jurisdiction on TVET matters?

Refer to the PSBC Council Decision:

• Council meeting of 30 June 2015
• Decision No. 17 on the Scope of Bargaining Councils: …Status quo in respect of the Lecturers and Support Staff shall remain until Parties to the PSBC agree otherwise… (What is the “status quo”? That Lecturers shall remain at the ELRC while Support Staff shall remain at the GPSSBC.)

Subsequent ELRC correspondence (14 January 2016) to the Commissioners and Employer(s) clarifying the jurisdiction matter; hence the disputes of TVET Lecturers are still being heard at the ELRC, and the DHET is still paying levies to that effect.

FACT9: DISPUTES DECLARED AND WON BY SADTU AGAINST DHET ON BEHALF OF TVET LEARNERS:

• Settlement agreement reached by SADTU and DHET at the ELRC on the 22 May 2017 on the disputes “Refusal / Failure to bargain.” The DHET committed, in the settlement agreement, to resuscitate collective bargaining for both TVET and CET Sector at the ELRC.

• Settlement agreement reached by SADTU and DHET at the ELRC on 09 May 2017 in which the DHET committed to pay all Outstanding Historical Pay Progression to all TVET Lecturers.

• Top-up Issue: Lecturers who were promoted but paid top-up salary instead of the correct salary on PERSAL. The DHET had initially wanted the affected Lecturers to be paid from their pockets the shortfills/ shortfalls caused by the top-up salaries for promoted Lecturers. SADTU refused and advised ALL of its members never to sign any acknowledgement of debt with the DHET on the pension liability. DHET HR Circular No. 8 of 2018 dated 27 February 2018: The employer finally agreed with SADTU’s long standing argument that all pension liabilities that arose as result of a discriminatory and inconsistent top-up payments to Lecturers appointed on promotional posts, should be borne by the Employer.

SADTU has consistently and persistently argued that Lecturers cannot and should not be punished for the mistakes committed by the Employer. The Employer initially wanted to push the payment of pension liabilities to the Lecturers and SADTU alone stood against the Employer’s position. Had it not been for SADTU’s resilience and uncompromising posture on the matter, DHET would have forced the Lecturers to pay for mistakes they did not commit.

FACT: NUMBERS / FIGURES DON’T LIE

As at 31 December 2018:

• 10 642 TVET Learners employed by DHET,

• 6 328 belong to SADTU (59.46%);

Therefore, SADTU remains the Majority Union at TVET Colleges.

O ther INTERESTING FACTS…

Please refer to the 2018/19 Annual Report of the GPSSBC and see for yourself who is the majority in that Bargaining Council. (Note Weights for 2018/19) Figures will never lie.

The South African Democratic Teachers’ Union (SADTU), doesn’t believe in empty rhetoric and lies because TVET learners are not statistics but human beings: we care about and respect them. That statistics cannot be manipulated & conveniently repackaged to suit a particular agenda.

Beware of those coming to you disguised as extraordinary ideologues, they are reactionary agents of doom and gloom who have reduced our fellow professionals in the TVET sector to a mere statistic to tick the box for their own self-serving reasons.

SADTU joins the reading revolution

“It is indisputable that young readers enjoy reading stories that connect to their souls and culture… This initiative by the DBE and NECT can help our society in valuing all languages, in particular indigenous languages. We therefore believe reading materials must be made available in all languages so that parents can be part of reading with their children, using mother tongue at home. “ (SADTU Message of support extracted from National Reading Coalition (NRC) Launch Booklet).
The South African Democratic Teachers’ Union (SADTU) together with JENN Training and Consultancy organized the second annual teachers’ awards held at East London International Convention Centre on the 09th February 2019. The teachers who were given the awards are the members of the union who attained more than 80% in the subjects that they taught in 2018 National Senior Certificate.

The awards initiative started last year and during that time, the union awarded 111 members and this year the number increased to 300 awardees. JENN Training and Consultancy contributed to the awards ceremony by securing the venue and catering for all 600 delegates that were invited. JENN further sponsored the event by giving certificates to all 300 winners and provided corporate gifts to selected stakeholders that were attending.

Speaking at the event, the representative of JENN said that they do not want to be seen as a mere sponsor to the awards ceremony, but instead as partners in pursuit of a better education system in the province. JENN Training and Consultancy has now been operating in the Eastern Cape for two years providing interventions in six districts.

The teachers that were honoured were awarded in different categories that included amongst others; best school principal, special school, and best performing region etc. Some of the big winners of the day included Toli Senior Secondary School and Saint James Senior Secondary School.

The event was attended by various education stakeholders that included SADTU Vice President for Gender, Dorcus Sekabate, Eastern Cape provincial chairperson of SADTU Thabile Kunene, provincial Secretary Chris Mdungi, Head of Department from provincial department of education Themba Kojane as well as the minister of Basic Education, Angie Motshekga.

In her keynote address, Minister Motshega praised SADTU for hosting the event in recognition and acknowledgement of teachers; she said teachers must always remember that they are the workers of a special kind, who have a responsibility of building the nation. She further reminded the teachers that their sacrifices will be in vain if the African child is not educated.

Minister Motshekga said the awards serve as a good symbol for promoting excellence. As her parting shot, the minister challenged all the teachers to, lift as they rise.

The Eastern Cape has over the past two years, shown improvement in the matric pass rate. In 2017, the province attained a 65.8% pass which was an increase of more than 5% from 2016’s 59.3%. In 2018, the province achieved 70.6% which highlighted a further improvement in the overall performance of the province.

The article and photographs are supplied by Jenn Training and Consultancy.
Western Cape Provincial General Council Declaration

Fountain Hotel, Cape Town 16 -17 June 2019

Jonavon Rustin Provincial Secretary and Nonzaliseko Mzizi, SADTU National Negotiator

The South African Democratic teachers Union (SADTU) Western Cape, convened its Provincial General Council (PGC) from 16-17 June 2019 at Fountain Hotel, Cape Town.

The Provincial General Council was attended by delegates from all of our structures from the length and breadth of the Province, representing 12 700 members throughout the province. In line with the constitution of the organisation, all the reports were tabled and adopted. Deputy President, comrade Cele, gave input on behalf of the National Executive Committee.

The council further declared that a whites-only area, 64 years since the freedom charter was adopted by the real congress of the people.

Our PGC took place after the National Elections were held and did an analysis of the ANC’s performance nationally and in the province.

SADTU noted the challenges facing our movement, but declared that we will not tolerate opposition parties and the liberal media dictating to the progressive forces how to resolve its challenges.

The union adopted a minimum programme to map out our contribution towards an ANC victory.

Thus, the PGC mandated all members of the union to double their efforts in changing the conditions of our people, the working class in particular. Thus, we have been mindful of the frosty relationship we have with the provincial government, which on many occasions, uses SADTU members as scapegoats when the policies of the DA are crumbling.

The PGC resolved that we must economically empower all public servants by share allocation in the PIC.

The PGC declares work a feasible model to give a girl child a quality education.

The PGC rejects the proposed new promotion and progress policy for Foundation phase, as it will disadvantage our young learners.

The union declares that it will work tirelessly to improve the conditions of service of ECD workers in line with the Employment of Educators Act and mobilise for collective bargaining for all ECD workers.

We will further popularise the SADTU Co-op bank to ensure our members become financially secure and promote savings.

The PGC declares that it will provide clarity on the classroom visit protocol, in the interest of quality learning and teaching.

The council resolved to popularise the SADTU APP to improve communication with members and promote online training.

The PGC declares that we will advocate strengthening the legal department in SADTU, to advance the interests of the members.

The council further declared that we will challenge presiding officers, who act outside the rules prescribed in the Arbitration act. We further declare that we will embark on training programmes to capacitate union representatives to provide quality representation.

As SADTU in the Western Cape, we declare our full support for the ANC in the upcoming local government elections.

SADTU declared as a whites-only area, 64 years since the freedom charter was adopted by the real congress of the people.

Western Cape Provincial General Council Declaration

EDUCATORS’ VOICE JUNE/JULY 2019 • VOL 21 • NO 1.

The PGC recognized the political epoch and particular milestones this year: 43 years since the Soweto uprising, 63 years since District Six had been declared as a whites-only area, 64 years since the freedom charter was adopted by the real congress of the people.

Our PGC took place after the National Elections were held and did an analysis of the ANC’s performance nationally and in the province.

SADTU noted the challenges facing our movement, but declared that we will not tolerate opposition parties and the liberal media dictating to the progressive forces how to resolve its challenges.

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Thus, the PGC mandated all members of the union to double their efforts in changing the conditions of our people, the working class in particular. Thus, we have been mindful of the frosty relationship we have with the provincial government, which on many occasions, uses SADTU members as scapegoats when the policies of the DA are crumbling.

The PGC resolved that any assault or killing of a teacher or any public servant amounts to treason and that the criminal procedures should be amended to classify an attack on a teacher or public servant as treason.

The PGC noted that we will oppose the Western Cape Schools Amendment Act with all our might.

It is for this reason that SADTU vehemently disagreed and rejected theatisation of primary schools, the sale of alcohol, the introduction of SEA, inspection, etc by the provincial government.

In fact, the privatisation of schools (Collaboration Schools) works against the doors of learning and freedom charter which states “The doors of learning and culture shall be opened”.

It for this reason SADTU agrees that the privatisation (Collaboration Schools) of public schools is meant to take the control of schools from the community and forms part of tactics to weaken SADTU. This privatisation of schools is an attempt to commodify education and a second leg of the provincial government’s attempt to weaken the union as they tried with the haphazard closure of schools. In fact, to us, the privatisation of schools is a clear example of corporate capture.

Thus, we declare to defend collective bargaining, workers’ rights and defend people’s power for people’s education, defend our organisation SADTU and defend the ANC-led alliance and its progressive policies. Against the above, our defence is formed by the reality that all the gains we have made have never come cheap.

Therefore, we call for an end to all hostilities within the ANC and furthermore, as SADTU in the Western Cape, we declare our full support for the ANC in the upcoming local government elections.

We also call on all our members to participate in ensuring that the ANC build its base for the local government elections in two years’ time, with a renewed strategy to improve on the showing in the national elections. It is against this background that we make no apology when we say members of SADTU must participate in the life of South African democracy, both as members of ANC or members of the independent electoral commission (IEC), working independently and professional as teachers generally did in several elections.

The PGC resolved that we must economically empower all public servants by share allocation in the PIC.

The PGC declares work a feasible model to give a girl child a quality education.

The PGC rejects the proposed new promotion and progress policy for Foundation phase, as it will disadvantage our young learners.

The union declares that it will work tirelessly to improve the conditions of service of ECD workers in line with the Employment of Educators Act and mobilise for collective bargaining for all ECD workers.

We will further popularise the SADTU Co-op bank to ensure our members become financially secure and promote savings.

The PGC declares that it will provide clarity on the classroom visit protocol, in the interest of quality learning and teaching.

The council resolved to popularise the SADTU APP to improve communication with members and promote online training.

The PGC declares that we will advocate strengthening the legal department in SADTU, to advance the interests of the members.

The council further declared that we will challenge presiding officers, who act outside the rules prescribed in the Arbitration act. We further declare that we will embark on training programmes to capacitate union representatives to provide quality representation.

SADTU declares that it will fight all forms of victimisation in schools.

We, as PGC, declare that we will work to promote LGBTIQ+ rights, addressing the issues of homophobia and transphobia and will fight for the inclusion of gender identity in our polices.

The PGC declares that we will make our documents available to be transcribed into braille, to enable the blind and partially sighted to participate actively in the union.

We declare that we will work towards transformation in sport and the promotion of our culture for inclusion and social cohesion.

On finance, the union declares that recruitment will be prioritised to increase the union’s income.

The PGC declared that a policy be adopted to assist small regions and branches to be financially viable.

We further declare that a minimum programme will be designed for the branches to capacitate members.

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According to the 2019 school calendar learners should be enjoying their end-of-first-quarter vacation. However, for eight Grade 12 teachers at Winnie Mandela Secondary School and 238 learners, Saturdays and school holidays are more or less normal school days. Clad in their school uniforms, they are in classrooms behind the school’s locked gates, being taught. The only difference is that, instead of a normal seven hour day, they spend five hours in class on Saturdays and school holidays.

According to the School’s Deputy Principal, Mam Mabusela, the teachers and the learners are sacrificing their precious time because they want to improve their results. “We are striving to get 100%. To achieve that, we teach during holidays and Saturdays,” she says.

Holiday classes also provide the teachers with the opportunity to provide learners with individual attention as some are progressed learners. Of the 238 matrics, 83 are progressed learners but they are not progressed in all subjects. To the teachers, working beyond the normal working hours makes no difference in their take home pay but it is well worth the sacrifice.

“You need passion to be a teacher. It is not about money. I am sacrificing my time to come here because I love it; I love teaching,” Mabuseela says.

English teacher, Steven Masemola knows there is no holiday for Grade 12 and has no qualms with that. For him, this is about the future of his learners. “One thing that is important about teaching is that you are not here for yourself but you are here for these kids,” he says.

Being at school, Masemola is not only helping his learners to advance academically but the school is also providing learners with a safe haven. “You saw when you came here, the roads are closed, so there are challenges in the area,” he explains.

The school has the support of the community and parents who allow their children to attend during the holidays. Community members also work hard when learners are in class, preparing meals for them, and it is always a great relief during lunch as they all make their way to receive these meals.

The school not only caters for Nelson Mandela learners, learners as far away as Limpopo whose parents work in Gauteng, attend these classes during the holidays when they come to visit their parents. For the school management and teachers, this is not a big deal as they want to see every learner making it in life.

Masemola has been teaching for 20 years and his greatest satisfaction is to see his learners succeed in life. "When I meet some of my former kids, sometimes I can’t recognise them, they are the ones who greet me, they are far ahead of me in terms of progress in life,” he says.

A recently released IMF report paints a bleak picture of South Africa’s education system stating that on average, teachers in South Africa miss 11% of teaching time due to absenteeism. But while the report claims roughly 20% are absent Mondays and Fridays, most teachers, especially from township and rural areas actually teach on Saturdays and sacrifice their holidays. SADTU’s media team visited the Winnie Mandela Secondary School to get first-hand information on what happens in school.
IS IT QUANTITY OVER QUALITY?
An input on Matric Results Focus

In what seems to be the norm at the beginning of each year, matric results are released around the country. The different provinces are queued and ranked in relation to their performance and schools are classified as performing or non-performing. Different subjects at various levels of the system are also tagged according to performance. In the main, statistical information is the basic source for the final figures arrived at. This leads to a fundamental question on whether our education system, in practice, is driven by quantity and is less concerned about quality?

By Mkhuseli Mafunda, North West Provincial Education Convener.

The focus of the education system in South Africa has always been on Grade 12, the exit/entry grade for the Further Education and Training (FET) band. This has seen a lot of pressure being put on Provincial Education Departments, which ultimately flows over to schools. The result is that Grade 12 teachers spend the year trying to ensure that they cover the syllabus whilst preparing learners for the end-of-year examinations. The unintended result would be focussing more on preparation of the learners for the examinations and not putting enough emphasis on the requisite skills that the learner must master. In such an instance knowledge becomes dormant because of lack of or insufficient skills.

The number game’s main interest is checking the number of candidates who wrote against how many passed. Naturally a school with 27 candidates who all pass, will statistically be ranked as having performed better than a school where 175 out of 180 candidates passed. That is the danger of numbers which does not see the value in the numbers. The lower the pass rate the higher the chances the school will be declared dysfunctional and the perception has its own impact on the morale of the school community. This results in some schools developing some subtle methods of sifting learners who proceed to matric, in fact some even sift from Grade 8 as they admit new learners, they admit in a manner to pre-empt the Grade 12 results.

We also need to acknowledge some other challenges inherent in the system and how they impact on education and learner performance.

The Progression of Learners is a challenge which creates chaos in the system. The number of progressed learners in a school may lead to negative labelling of teachers and schools. The system also doesn’t have a clear monitoring system of progressed learners across the phases. Equally related to this is the issue of singling out learners as progressed; this has the potential to impact negatively on the self-esteem of learners.

The decision of the 2015 Council of Education Ministers (CEM) to make matric learners modularise the examinations is a proof/action/device/method that sought to heighten the pass rate. The reality is that candidates who modularise the final examinations, do not receive much tangible academic support. What needs to be done? I have a few suggestions. These will require a turnaround strategy whose main focus would be prioritised accordingly:

- There has to be a concerted effort towards investing in the Foundation Phase. Research shows that high quality programmes at early years and grades have the potential to spill over into senior grades and later years of the learner. Foundational skills in education have a pivotal role in grounding the learner in different facets of their educational journey. Resources have to be invested in the foundation of our education system. With time it should be possible to predict the pass quality/rate per phase from the foundation phase of the system. This could have the potential of creating matric results from the foundational level.

- The successful retention of learners in the system is also a matter that needs attention. For example at the FET band the number of learners in Grade 10 is drastically reduced in Grade 12 – the system is not able to convincingly account for the learners who go missing in-between Grades 10 and 12. Surely, there are some who opt for TVET colleges but we are unable to indicate where the majority “disappear” to.

- Provincial Education Departments still continue to understand on the Maths-Science and Technology grant and this has the long term effect of ultimately not being able to produce more learners for Mathematics and Science at FET band.

- Whilst it would be helpful to have intervention programmes, particularly in Grade 12, which take the form of camps, among others, the system should avoid having camps developing into an “alternative education system” which is more about preparing learners for exams; thus missing out on the requisite learning competencies and skills that must be mastered by the learners. This ends up in the “banking model of education” which was observed by the Paulo Freire, the Brazilian Education scholar. The banking model means students are the recipients of information deposited by the teachers and that information gets released during tests or examinations. Critical learning skills are compromised in the process. This has a tendency of catching up with those who attend Higher Education Institutions, as they, regardless of the quality of Grade 12 pass, struggle to adjust.

- Preparing teachers for the Fourth Industrial Revolution is critical. The Teacher Laptop Initiative has been a failure due to the fact that, among others, educators were expected to make a partial payment for this learning, teaching and administrative tool but also because the private sector had seen a quick money making scheme. To enhance teaching, educators have to be supplied with devices free of charge and be trained to use them.

- As Deputy Minister of Basic Education Enver Surty champions the course, the private sector must also make real commitments: zero-rating school items, dedicated Wi-Fi in all schools and data-free dedicated educational applications. This will have a positive impact on accessing education and will create a platform to improve the quality of knowledge, skills and output. This will also be responding to the directive of the National Development Plan, as captured by the Department of Basic Education’s Strategic Plan, which seeks to “roll out broadband ICT Infrastructure” in schools. Further, the Education White Paper 7 goal, of enhancing achievement through access to information by blending pedagogy and technology, will be a step closer to being achieved.

In conclusion, the foundation stages of the learner’s education require attention in order to have learners progressing to higher grades and phases with skills and requisite competencies. Intervention programmes must be deployed towards establishing a solid foundation. Numeracy and literacy would have great spin-offs in senior grades and phases. The retention rate of learners across the grades cannot be over-emphasized. We must be a quality-driven system. In order to achieve this, teacher development and upskilling programmes should be mandatory.

Acknowledgement of inputs made by Faseega Solomon, Western Cape SADTU Provincial Education Convener.
SADTU well represented in the NTA awards

SADTU members entered the annual National Teaching Awards organised by the Department of Basic Education to honour teachers who show dedication, creativity and innovation in the profession. Out of the 11 categories teachers compete in, SADTU members took the first price in three categories. They are Phenyo Victorian Violet Koka, Marcus Thobyapa Matsebane and Mfanafuthi “MJ” Joseph Nkosi

Phenyo Victorian Violet Koka flanked by Basic Education Minister Angie Motshekga (left) and former Minister in the Presidency, Nkosazana Dlamini-Zuma (right)

PHENYO VICTORIAN VIOLET KOKA, “When I teach, I also parent”

Teacher at Dikobo Primary School, Limpopo

Winner of the Primary School Teaching Award

How and why did you enter the Awards?

I first entered the National Teaching Awards in 2017. My principal, Mr MK Mahlahlali had done class visits and he suggested to me, to the staff and the School Governing Body (SGB) that I enter. They all told me they have faith in me. That, on its own, gave me confidence. I received lots of support from my school, circuit and district. My principal, Mr Mahlahlali, is also an award winner (2018) under the category: Primary School Leadership. Mr Mahlahlali and Dr Maluleke at our district have been by my side since I entered in 2017 and always believed that I could make it. Mr Muladzi, a coordinator from my province also gave me his full support. I have also been given support by the parents of my learners, SGB and my own family. Being an NTA candidate one needs such support.

What do you think made you a winner?

What makes me an NTA winner is the love I have found in my profession and work hard.

What does teaching mean to you?

I believe that working hard at all times has made me to be the best of the best and a cut above the rest.

How has the award impacted you personally and professionally?

Winning this award has proved to me that hard work and dedication can be paid off. NTA encourages one to grow. Through this award doors have opened for me; including furthering my studies for free from 2010. The award has also inspired the youth from my community who have never developed more love and respect for this profession.

MARCUS THOBYAPA MATSEBANE
- “I always confess I am winner with my learners before we commence classes.”

Principal of Rapoho Primary School, Limpopo Province

Winner of the Excellence in Primary School Leadership Category;

Why and how did you enter the Awards?

I never decided on my own to enter the Awards; I was nominated by my colleagues and the nomination was supported by the circuit manager and the District Director simple because they have seen the good work that I am doing in the school, circuit and the district.

What does teaching mean to you?

supported by the circuit manager and the District Director simple because they have seen the good work that I am doing in the school, circuit and the district.

What do you think made you the winner?

Throughout my schooling days I have always strived for excellence. I graduated as the top student at the college among 133 students in my initial training as a teacher. I obtained my FDE (Further Diploma in Education) majoring in Mathematics, Physics and Chemistry with cum laude i.e. with distinction at the University of Johannesburg again winning the top student award among 40 students from various provinces. My Honours and Masters Degrees were both obtained with Cum Laude at UNISA. I have also acquired other degrees, diplomas and certificates with excellent marks.

Ever since I taught learners, I have always inspired them to excel in everything they do. I motivate my educators to also excel in all they do. I set very high standards for my learners and I encourage parents to assist their children to meet these high standards. In everything I do, I do it to the best of my ability and I always go an extra mile in my work as a principal. All these have made me to be the best of the best and a cut above the rest.

I also believe that I am always a winner. I always confess that I am a winner with my learners before we commence with our classes in the morning, in the evening and on Saturdays. And above all, I also believe that working hard at all times has made me to be a winner. I learnt from my secondary school that hard work promotes peace and happiness and I have been working hard always.
It means changing the lives of learners forever. I don't teach learners to pass exams only but I teach them to acquire skills, values and knowledge that will sustain them throughout their lives on earth and also for eternity.

When and how did you enter the teaching profession?

I entered the teaching profession on the 10th of January 1995. After passing Grade 12, I wanted to pursue nursing as a career because I wanted to earn some income in order to assist my mom and two siblings. I now know that God had it well planned that I was going to be a teacher. Before I went to the nursing college, I met a community leader (Mr Letlalo) who assisted me to gain admission at the college and my Rector, Mr Masekwameng assisted me to apply for a bursary. I worked very hard in the three years at College and became a very dedicated, determined and disciplined teacher.

What do you like most about being a teacher?

I like spending time with my learners helping them to acquire skills, values, attitudes and knowledge which makes them world overcomers. It gives me great joy to see my learners grow and become successful and very responsible citizens that help our country's economy to grow and also play a vital role to come up with real and tangible solutions to the challenges we face today.

Does being a SADTU member complement your work as a teacher?

To a certain extent, yes. But I think SADTU can do more in terms of developing us to do our work better. Leadership and management workshops, conferences and seminars can be conducted for SADTU managers as well as subject content workshops for educators.

Now that you have won being a SADTU, what is your view about those who say SADTU members don't have the interest of learners at heart?

I believe that every teacher whether a SADTU member or not, if he or she is a teacher by calling, despite all the challenges, will do all it takes to ensure that learners get the best quality education and will uphold the learners interest at all times. I am a SADTU member and my learners' interest is at the centre of my heart. I have proven beyond any doubt that I do everything in my power to give my learners the best quality education even in the deep rural areas of Limpopo. Having said that I won't agree with the general statement that SADTU members don't have the interest of their learners at heart.

What message would you like to give to fellow SADTU comrades now that you have won?

Let us do our best in shaping the future of our country by being the best teachers to our learners. Let us play our roles as educators to the fullest, despite the trying challenges that we face as South African educators. Let us all remember the words of Martin Luther King, Jr who said: “I can't accept that I can't run, if you can't run then walk, if you can't walk then crawl, but whatever you do don't stop moving forward.” Furthermore I want to remind all our educators of the 5 pillars that have kept me going throughout the years, these pillars I got them from the Holy Bible:

1. I am the best, Psalm 139:14 says, “...I am fearfully and wonderfully made. In short, it means I am very unique and very special. Even if in none like me, I don't have to copy anybody, and I am an original and I can come up with original solutions to the challenges I face daily
2. I can do it, Philippians 4:13. I can do all things through Christ who strengthens me, nothing is too difficult for me. I can do All things
3. God is always with me, Matthew 28:20, “...Behold I am with you always even unto the end of the age. When no one is around, I know that God is ever with me.
4. I am a winner, Romans 8:37. In all these things we are more than conquerors through him who loved us. This means that I can overcome every obstacle, defeat every enemy and win every battle.
5. This is my day, Psalm 118:24, This is the day that the Lord has made, let us be glad and rejoice in it. I am born for a time like this, it is not a mistake that we are alive today and we are teachers. God knew before the world was founded and made us teachers in a time like this he knows very well that we have all it takes to be successful teachers today.

How has the award impacted you personally and professionally?

The award has greatly motivated me and immensely increased my self esteem. I have been working very hard throughout the years and thought that no one is watching, but I have learnt that God rewards hard and excellent work and he has rewarded me. This has motivated me and I will sacrifice more of my time, energy, skills and knowledge to greatly improve the lives of the learners in my community, circuit, district, province, country, continent and the entire world. Professionally, the award has given me more respect and recognition and more platform to motivate and inspire my fellow principals, teachers, curriculum officials and everybody who is involved in education. The award has also given me the opportunity to study further as I got a bursary to study ONLINE on how to integrate ICT into teaching and learning. I am very inspired and plan on completing my doctoral degree in the next two years.

MFANAFUTHI JOSEPH NKOSI - From a qualified Geologist to the best performing teacher.

Winner of the Excellence in Teaching Physical Science (FET) Award.

Physical Science Teacher at Panorama Combined School, Newcastle in KwaZulu-Natal.

Why and how did you enter the Awards?

I got to know about the NTA's in 2015. My principal, Mr Mthethwa who entered for the Secondary School Leadership category, approached me in 2018 and asked me to enter. He inspires me and my family gave me support. I fetched the forms and registered under the category, Excellence in Secondary Science educators around South Africa.

School Teaching but four days before the direct application process, they called me and asked if I could enter under the Physical Science category. I switched and had to cross-night preparing my new presentation. I presented and got position 1 in the Majuba District. We then moved to the cluster and in September, to the province. Three weeks later, I got a call to be the ambassador for my province (KwaZulu-Natal) in the Physical Science (FET) category in the National Teaching Awards

What do you think made you the winner?

In whatever I do, I strive for excellence. I am motivated by the story of Joseph in the Bible who was taken to captivity but he excelled as a slave. He was taken to prison and he became the best prisoner. He excelled in whatever situation he was in. I believe God blesses excellence, so if I am given a task, I give it all. I live by the saying; “give your best and God will do the rest.”

When and how did you enter the teaching profession?

I am a qualified Geologist with a BSc in Geology from the University of KwaZulu-Natal (Westville). I entered the teaching profession in 2013 at Panorama Combined School after I could not find work in the mining sector due to retrenchments after the Marikana Massacre saga. I dropped my CV at district offices and received a call four weeks later. When I completed my matric with a distinction in Physical Science, teaching was not in my mind. I went to University to do engineering but I was adopted in Biological Sciences which gave me a good foundation for Natural Sciences but later switched to Physics which I loved more than my Zulu language. After graduation I was taken at Panorama to teach Mathematics and Mathematical Literacy as a substitute teacher for four months. After a year, the Physical Science teacher resigned and I came in to teach Natural Sciences and Physical Sciences (FET). In 2015, I registered for the Post Graduate Certificate in Education (PGCE) with Unisa and majored in Geography and Natural Sciences.

What does teaching mean to you?

It means working with young minds, moulding them and making them achieve what they initially thought was impossible. I believe teaching is a calling more than cheque collection scheme. Due to unfavourable conditions teachers come across in different schools, it make it hard to become a good teacher, then calling and love for learners come in.

What do you like most about being a teacher?

Helping learners conquer achievements that they had never thought of attempting is fulfilling. The majority of the learners in my school are from poor backgrounds, they therefore have fewer resources. But I go out even to businesses for resources. One of the companies, Arcelor Mittal Science helps us with equipment to do experiments. Teaching for me does not end at school, I have converted my garage at home and have turned it into a centre where I teach after school. This centre is helping learners from more than 5 schools in Newcastle. Last academic year (2018) Grade 12 Physical Science class, we used to start classes at 7am and also Saturday evening classes at my house. By March, they were reaching 80%. In the end of the year mark, I received a 93% pass in Physical Science. 60% received more than 60% pass and I got three distinctions. I am motivated by the motto, “Aspire to inspire before you expire.”

Does being a SADTU member complement your work as a teacher?

It is complementing. The Union has pledged to use me to teach others in the province as a lead teacher.

Now that you have won being a SADTU member, what is your view about those who say SADTU members don't have the interest of their learners at heart?

It is a dangerous statement to assign performance to a group or an organisation. Performance is an individual thing. I live for my family. No one has ever influenced me not to perform. I am a lead teacher in the province

What message would you like to give to fellow SADTU comrades now that you have won?

I would urge members to enter National Teacher Awards. As a young teacher, the awards have made me to become up to date with policies. They provide one with good exposure. I have managed to communicate with other peers. I would recommend that members enter, more especially young teachers but you need to be a hard-working educator.

How has the award impacted you personally and professionally?

Winning of NTA impacted me in a big way. I did not believe that I will one day be recognised as one of the good physical science teachers in the country. This taught me that the potential God had placed in me and to always excel in everything I do. Now my understanding of education as a whole and Physical Science is not the same any more. It gave me the opportunity to interact and network with good Physical Science educators around South Africa which positively impacted my delivery of content in class and hoping it will also impact my Grade 12 results.

Mfanafuthi “MJ” Joseph Nkosi
2019 May Day

The National event to mark Workers’ Day, 1 May was held at the Raymond Xulu Stadium in Cleremont, Durban. The event was addressed by President Cyril Ramaphosa, COSATU President Zingiswa Losi and SACP General Secretary, Dr Blade Nzimande. Gospel singer, Hlengiwe Mhlaba kept the spirits up with her gospel and mazabalazo songs.

Graduations

Right: Limpopo Provincial Secretary Sowell Tjebane graduated in LLB Degree from UNISA on 18 May 2019 in a ceremony held at Bolivia Lodge, Polokwane.

Below: SADTU KZN Provincial Secretary Nomarashiya Caluza has graduated with Post Graduate Diploma from University of KwaZulu-Natal and BED Honors from University of North West.

2019 PGC’s

MPUMALANGA

Mpumalanga Provincial General Council from 6-7 June 2019 at Greenway Woods Lodge in White River.

KwaZulu-Natal

KZN Provincial General Council from 24-26 June 2019 at The Station Urban Events Space in Durban.

Gauteng

Gauteng Provincial General Council from 27-29 June 2019 at Parktonian Hotel in Braamfontein, Johannesburg.

The PGC honoured previous leaders from the regions and province who are serving in the Department of Basic Education and provincial legislature.
SADTU KWAZULU NATAL
AWARDS EXCELLENCE

SADTU KwaZulu-Natal held its fourth annual Excellence Awards on 26 April 2019, at The Square Boutique Hotel in Umhlanga. The Excellence Awards celebrate and honour the success and hard work which takes place in schools led by Union members in the province.

By: Thumele Wilson Mnako

In a glittering function attended by among others, school principals of the recognised schools, district officials, SADTU General Secretary, Mugwena Maluleke, Miss SADTU KZN Snenhlanhla Mzizi and SADTU President Mbathu Cele. 450 Secondary Schools and 10 District Directors were honoured. They were all awarded trophies and framed certificates, while three top schools which achieved above 80% from each District, were awarded R 1500- R 2 500.

The award for the most improved school went to Ntwenhle High School, Saphumula High School and Sivananda Technical High School.

“Teachers are suffering because of overcrowded classrooms and violence in schools. But you are always equal to the task, producing the best in our communities.”

In her opening remarks, SADTU KwaZulu-Natal Deputy Provincial Chairperson Zodwa Zwane commended teachers for their passion and dedication in their work, despite the difficult conditions they face on a daily basis. “We are proud of you for achieving the best results. You managed to excel despite difficult conditions. Teachers are suffering because of overcrowded classrooms and violence in schools. But you are always equal to the task, producing the best in our communities”, she said.

Zwane encouraged members to take a leading role in writing books and the curriculum, in order to ensure that our history is preserved. “You can’t rely on the curriculum produced by capitalists. We must rely on a curriculum created by us, which will produce a thinking learner”, Zwane added.

Outlining the purpose of the Awards, Provincial Secretary Nomarashiya Caluza stressed that the best matric results achieved, was as a result of the collective work of education workers, including general staff. “The purpose of the programme is to drive and push schools towards obtaining good results in a very nice way. This year we decided to raise the bar and start from 80% because we want all schools to work hard and reach 100%. The award is not for the principal, but for the educators who are working hard, led by the principal”, Caluza said.

Rendering the keynote address, SADTU General Secretary Mugwena Maluleke thanked the teachers for their good work and encouraged them to do more to benefit learners. He highlighted that it is through the Union’s 2030 Vision Pillar Number 2: Creating A Learning Nation, that teachers and learners can achieve best results.

Maluleke commended teachers for managing to accomplish these results while working under difficult, trying conditions and facing violence daily in schools. “We are proud of you as a union because, despite these difficult conditions, you are able to do what is best for the nation”, he said.

On the issue of the decolonisation of education, Maluleke called for the curriculum to be in our own indigenous languages. “Matric results indicated that language still played a major role in determining the outcome for learners. It is a well established educational fact that those who have the advantage of mother tongue as medium of instruction tend to do much better than their counterparts who are otherwise disadvantaged”, he said.

He added that as long as the country’s education system does not support the languages and the culture of the majority, it will be difficult to build a nation.

He assured the teachers that SADTU would support them in their work to better the results. “As a progressive union of professionals, while celebrating your collective achievements as teachers, SADTU recommits itself to teacher development”, Maluleke said.

He also conveyed messages of condolence and support to flood victims in the province and Mozambique. He called on all sixty five thousand members of the union in KwaZulu-Natal to donate something, be it clothes, food or any other items they felt might be helpful.

The awards also recognised the most improved schools that had received lower percentages in 2017. The schools were adopted under the Matric Intervention Programme, started by the Union in the province.

The Principal of Sibusisiwe Comprehensive School in rural Umbumbulu, Sipho Khoza, who leads the Matric Intervention Programme (MIP), said in an attempt to mitigate against the poor performance of some
schools in the province, the KZN SADTU leadership - through the office of the Provincial Secretary - put together a Matric Intervention Team drawing from Principals of top performing schools in the province. Also serving on the team are officials from the Subject Advisory Services of the Basic Education department
Khomo emphasised that the Matric Intervention Programme (MIP) is guided by the core mandate to improve the standard of education in underperforming schools across the province.

“The programme is aimed at giving support to schools with performance challenges. Primarily, the intervention is targeted at Curriculum Support. were taken to the selected schools to conduct support classes in Matric and give subject content support to subject educators”.

For a school where learning takes place seven days a week, the recognition has come at the right moment, when the school has a target of 100 % Pass rate in 2019 from 253 Matric learners. Having achieved 98 % for the second time, there is reason to believe that 100% is within reach even with the bigger number of Matric learners.

“IT must be stressed that the good results achieved by the school are a direct result of commitment and hard work from the staff. The teaching staff know that what you get out as results, is what you put in during content delivery. The school continues to produce results despite challenges of overcrowded classrooms, as parents from far and wide want a space in the school. The school has no science lab, no library and no sporting facility,“ Khomo added.

Despite these infrastructural limitations, the school’s success is based on three management practices: a competitive environment for educators, a curriculum management intervention strategy and Extended Learning Opportunity.
Khomo described the Awards as a step in the right direction: “These awards give meaning to the many efforts that educators, our unsung heroes and heroines who continue dish out and produce good results despite the very depressing and mentally draining conditions they work under throughout the province.”

Another beneficiary of the Matric Intervention Programme is Ntwenhle High School, a quintile three school in the Umlazi District. Its Principal, Nkululeko Sindane, received the award for the most improved school. Ntwenhle High School achieved 76% in 2018, a marked improvement from the 17% the school received in 2017.

Sindane said the Award was encouraging and would propel the school to continue to work hard. “I’m very much happy and excited because the awards brought collectiveness that when we are a team we will achieve,” he said.

He said their challenge at the school was absenteeism among learners and improving results. Sindane’s school from parents played a huge role in our achievement,” Ziqubu emphasised. Ziqubu said they would continue to maintain the standard this year. “With support from all stakeholders we hope for the best, especially the provision for revision material towards the trial examinations that SADTU organise, media information sessions, and camps are all assisting towards exam readiness,” he said.

The intervention team works on the principle that when school management and leadership is helped to understand the expected management and leadership direction and practices, it becomes easier to work out a school stabilisation plan. The five school principals of the MIP team assist in giving and sharing good practices from their schools. This year the schools that have been adopted by the union have grown from 10 to 14. These are some of the schools which were adopted by the union through the programme.
Khomo is leading by example as his school, Sibusisebe Comprehensive School, has 1766 learners and for the past 6 years achieved between 94 – 98 % pass rates in Matric. It was among the 450 schools recognised in the KZN SADTU Excellence Awards ceremony, for obtaining a 98 % pass rate with 135 ( 59 % ) Bachelor Passes, 68 ( 30 % ) Diploma and 23 ( 9 % ) Higher Certificate passes. The cherry on top was the 3 learners who each obtained 8 Distinctions in their 8 subjects. In 2017 the school had 4 learners scoring 8 Distinctions each.

For a rural school with an average class size of 62 learners, the recognition is a massive inspiration and morale booster to the educators who have adopted a selfless character and attitude in driving an organizational culture of academic excellence in the school.

The cherry on top was the 3 learners who scoring 8 Distinctions each.

**Table: School Results**

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<th>SCHOOL</th>
<th>2016 RESULTS</th>
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<tr>
<td>Ntwenhle High</td>
<td>21 %</td>
<td>17 %</td>
<td>76 %</td>
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<td>Idundubala High</td>
<td>44 %</td>
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<tr>
<td>Saphumula High</td>
<td>16 %</td>
<td>35 %</td>
<td>71 %</td>
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<tr>
<td>Sivananda Technical</td>
<td>63 %</td>
<td>42 %</td>
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Principals from 450 schools and 10 district directors were honoured SADTU KZN 4th Excellence Awards at The Square Botique Hotel in Umhlanga.
The Free State became the first province to hold its Provincial General Council from 13 to 14 April, 2019 and adopted the following Declaration:

The 140 delegates gathered at Woodlands Lodge in Parys, representing over 14 000 members in the province, attended the Provincial General Council (PGC) convened under the theme; “Restore the character of SADTU as a Union of Revolutionary Professionals, Agents of Change and Champions of Peoples Education for Peoples Power, in pursuit of Socialism”. Our meeting is dictated by our constitution which directs the PGC to adopt policy issues of major importance between conferences.

We note that our PGC took place as the Union was heading towards its 9th National Congress, the highest decision making body in the union, scheduled for September 2019. We therefore took advantage of the PGC to thoroughly prepare the province for the work ahead. We are looking forward to a National Congress of teachers and education workers with the main purpose of building a strong and united organisation.

The PGC spent adequate time in analysing the state of the union in the province, to map the way forward. We noted some neo-liberal attempts by former union leaders, whom the union expelled, to attack SADTU and its leaders at national and other levels in various provinces. The PGC fully supported legal action taken by the national leadership to defend the union and its leaders. We call on all leaders in the province to be vigilant, to be closer to members and provide quality service. We strongly believe that the defence mechanism against any infiltration of the union is our unity, which is informed by sharing information with members, negotiating favourable benefits for members, representing members victimised by unfair labour practices, organising capacity building workshops, engaging in sport, arts and cultural activities. As well as being a goal oriented organisation, working towards realising our objectives of the 2030 vision.

The PGC received messages of support from alliance partners; the SACP and COSATU, whose inputs contributed immensely in debates and the adoption of resolutions. The council further received presentations from SACE, GEPF, and GEMS to clarify some of the members concerns on the ground. We welcome with appreciation the move by SACE to launch the Teachers’ Rights, Responsibilities and Safety Programme, to address the scourge of violence in schools, as it affects both students and teachers. This portrays SACE very differently from the view many teachers hold - which it only cares about the rights of learners, whilst it is the Council for Educators, which it has to develop and protect.

The PGC was disappointed by the absence of the leader of the alliance, the ANC. The PGC continues to regard the ANC as an organisation rooted amongst the masses and in particular the working class who are the motivational force of our National Democratic Revolution. We therefore expect the ANC to always be where the masses are. This absence has to be condemned with the contempt it deserves, and through COSATU we will use the appropriate forum to express our disatisfaction.

PGC appreciated the historic Matthew Goniwe Memorial Lecture, organised by the province and presented by the General Secretary, Cde Mugwena Maluleke. This memorial lecture has revived and sharpened our political understanding of a true revolutionary in the real challenging working environment. Cde Matthew Goniwe’s political attributes cannot be divorced from his character: a strict disciplinarian, and stickler for punctuality. Hence we commit to providing public quality education to eradicate high levels of poverty, unemployment and inequality.

Our PGC is preceded by numerous activities organised by the union in the province, which are in line with our 2030 Vision. Through these activities we have bridged the gap between members and leaders, and brought unity and stability to the organisation. During the period under review the PGC noted with appreciation the following successful activities:

- Induction workshop for all Regional and Provincial Office Bearers;
- Young Women Brigade for empowerment of young (female) workers;
On safety in schools:
The PGC noted and appreciated that through the insistence of SADTU, the provincial department of education finally convened a safety in schools summit, of which the majority of the participants were teachers, but was disappointed at the snail’s pace of consolidating resolutions of the summit for implementation. The PGC resolved that the department of education should be caused to avail itself of the summit resolutions and start implementation without any further delay.

On no-fee school allocation to schools:
The PGC noted that allocations to schools per learner has been capped at R100 since the inception of the classification of schools in terms of quintiles. In terms of the time of the no-fee schools are not allowed to charge school fees, except for fundraising, which is very difficult in these poor communities.

The PGC resolved that there should be an increase in no-fee schools allocation to enable the schools to perform optimally.

On delay in payment of temporary teachers:
The PGC condemned the delay in payment of temporary teachers by the department of education. Some temporary teachers had not been paid since January 2019. The PGC called on structures to follow the dispute resolution mechanism enshrined in the ELRC Constitution.

On membership service:
- The Council condemned and called for action against structures that continue to contravene the constitution of the union by not calling meetings as expected.
- The Council noted the challenges in TVETs where amongst others, 37% is still owed to lecturers in lieu of benefits and non-conversion of temporary lecturers to permanent positions in some colleges. To this end, the PGC resolved that the union should apply the constitution of the ELRC on dispute resolution, to ensure compliance by the colleges.
- The Council further noted with concern the sorry state of Grade R and ECD practitioners, and acknowledged with appreciation the progress registered in the ELRC to bring uniformity across provinces. The Council welcomed the provincial programme of the union to meet Grade R and ECD practitioners, to update them on developments in the bargaining councils. We condemned the provincial government of the Free State for not increasing the stipends for these practitioners since 2013, despite ever escalating prices in the markets and demand urgent attention to address the impasse.
- The PGC condemned the unilateral change of conditions of service of subject advisors and resolved that the union should invoke ELRC dispute resolution procedures.

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On support for the ANC:
Guided by our National Congress resolution and that of COSAFAU, we commit to be on the streets in our numbers to ensure a convincing victory for the ANC in the coming national general elections. As SADTU we are not apologetic about our support for the ANC in the coming national general election, as per the Congress resolution. Whilst we acknowledge the challenges within the movement, we strongly believe these challenges are not insurmountable. We stand behind the state capture commission, but caution against putting the cart before the horse by trialing those implicated in public spaces without allowing the commission to conclude its work and make clear recommendations. We further caution against being caught up in elections hype and supporting those who make a noise at the periphery, and not approaching the commission to testify.

On international solidarity work:
The PGC in support of the victims of Cyclone Idai in Mozambique, Zimbabwe and Malawi, resolved to mobilise members and society at large to contribute clothes, canned foods and any other contribution in kind. All contributions will be sent to the national office to be directed to the affected countries.

We will spare neither effort nor strength to pledge our solidarity with the people of Venezuela, Palestine and Cuba. We condemn the conduct of the USA President Donald Trump-led government, to restore some trade and travel restrictions lifted in Cuba. This is a reversal of the work done by the administration of his predecessor, Barrack Obama. We condemn in the strongest terms the imposition of governments by the USA in replacing sitting heads of state under undemocratic processes, in these countries. We call on members to support the alliance international solidarity campaigns to advance our course.

In conclusion:
We are re-energised as members and re-commit ourselves to work harder in building a strong organisation in the education sector. We will improve on servicing members, including those in vulnerable sectors such as AET, ECD, TVET and office based. Our unity is paramount and we will defend it with all our might.

We will remain a member driven union and will represent our members’ aspirations with utmost dedication.

AND SO WE DECLARE.
Human Rights Commission report vindicates SADTU

In October 2017 the South African Human Rights Commission initiated a four day investigative hearing into the service delivery protests in Eldorado Park and the disruption of teaching and learning at Klipspruit West Secondary School. The purpose of the hearing was to investigate issues relating to the disruption of teaching and learning, allegations of racism, marginalisation, inequality, and excessive use of force during service delivery protests. On 31 January 2019, the Commission launched the finalised investigative report containing its findings and recommendations. The commission’s finding vindicated SADTU as the Union had always maintained that incidents that saw African teachers rejected in these communities were racially motivated.

By: Educators’ Voice reporter

The Human Rights Commission has found that disruptions in schools in the Eldorado Park area and upheaval in the community were racially motivated. The SAHRC investigation sought to answer three important aspects of the situation in that area:

1. Whether there was racial discrimination in schools in the Eldorado Park area and upheaval in the community was racially motivated.
2. Whether the protests were related to disruptions and the closure of Klipspruit West Secondary School, in the classroom or in other aspects of school administration, and if so, what effect such discrimination was having on the right to basic education?
3. Whether the South African Police Service appropriately responded to the protests, particularly protests held in schools in the Eldorado Park area surrounding areas.

Suggesting that racial tensions were not unique to schools and communities in Eldorado Park, the commission stated: “The commission is alive to the history and current racial tension in the country within coloured communities, including the recent incidents at Reiger Park, Ennerdale and Kliptown. Numerous submissions contained allegations that the coloured community in Eldorado Park and surrounding areas had been discriminated against and disadvantaged to the benefit of black members of the community.”

The commission said these submissions: “indicated that the alleged discriminatory treatment of the coloured community was practised at a national level as well.”

The commission said, however, that the scope of the inquiry did not permit a consideration of alleged systemic discrimination of coloured communities nationally.

The commission concluded that there was prima facie evidence of racial tensions in the greater Eldorado Park area, between “coloured” and black communities. It found that there was a perception among coloureds that the government unfairly prioritises black communities when it comes to service delivery and job opportunities, at the expense of coloured communities.

The commission further said it accepts a submission that coloured individuals in that community have feelings of being left behind in South Africa’s Constitutional Democracy. “This sense of being left behind, as well as issues of lack of housing, poverty and unemployment within the coloured community, formed one of the underlying causes of the protests”, the report revealed.

The commission recommended that a more focused provincial dialogue regarding racial tensions between racial groups be convened, under the auspices of the provincial and local government, together with Chapter 9 bodies working with human rights and other stakeholders to begin the journey of addressing the tensions and facilitating healing and social cohesion.

The commission further recommended that further investigation be conducted by the office of the Premier of Gauteng, within a period of 180 days.

The commission ordered this investigation because some of the parties had made submissions and suggested recommendations in relation to various issues calling for consideration of whether such recommendations fell within the ambit of the commission’s terms of reference for this particular inquiry.

The commission said such issues relate to suggested recommendations with regard to poor service delivery, the high unemployment rate, and government’s development plans for Eldorado Park.

The commission further ordered that the investigation include relevant government departments, including the Gauteng MEC for Human Settlements, Department of Cooperative Governance and Traditional Affairs (COGTA), and the city of Johannesburg. It said findings and recommendations of the investigation should be submitted to the commission before December 2019.

The commission’s finding of racial tensions in the area disputes numerous claims by communities around Eldorado Park that the ructions in the areas were not racially motivated. The claims of racism gained traction after parents and stakeholders at the Kliptown West Secondary School rejected the appointment of a black principal. A strike ensued as a result and lessons were disrupted.

The commission’s report has since revealed that there is overwhelming evidence that the black school principal, in particular, was rejected by the community and the school on account of her race. The commission found this was a violation of her Constitutional rights, including the right not to be unfairly discriminated against on the basis of race, and was also a violation of her dignity.

The commission recommended that the department of education conduct a survey at Klipspruit West Secondary and schools in the greater Eldorado Park area, to identify and assess policy and procedures which deviate from the Constitution and law, particularly in respect of racism. The department was to provide the findings of its survey within two months of the commencement of the 2019 school year.

The commission further recommended that the department include race sensitivity and diversity programs for educators, school management teams and SGBs at Klipspruit West and other schools in Eldorado Park, in its action plan.

To avoid further disruptions to teaching and learning, the commission ordered the provincial department to develop and implement more effective early warning systems.

SADTU CONGRATULATES ITS LEADERS

Cde Veronica Hofmeester who joined the Union in 1990 and rose to become Vice President for Education, has been appointed Chief Director for Continuing Professional Teacher Development at the Department of Basic Education

Cde Ronnie Moroazitsho has been leading the Union from branch to province as chairperson from 1995-2019.

Cde Zanele Sifuba has been appointed as the Speaker of the Free State Legislature. Comrade Sifuba has been serving the union from 2004-2019.
SADTU Institute continues to train members

The SADTU Curtis Nkondo Professional Development Institute (SCNPDI), the vehicle for teacher professional development within the union, has trained 877 members in 2019.

The SCNPDI specializes in the growth of teacher competencies in different domains of knowledge that helps them improve their work. Since its inception in 2010, the Institute has trained over 108 000 teachers.

The union and the SCNPDI understand teacher needs in the classroom and have contributed to addressing these needs and quality teaching and learning on an ongoing basis. The institute developed a basket of teacher development programmes that may be described as fit for purpose and innovative.

In the main, the institute focuses on contributing towards national priorities by responding to the following:

1. The National Development Plan
2. The National Skills Development Framework
3. Department of Education Teacher Development Priorities
4. National Strategy on Learner Attainment
5. DBE Action Plans

Research and Development
Since its establishment, the institute collaborated with several entities to better understand the teacher professional development landscape. The institute developed a growing view that teachers need support in a broad range of domains that extend within and beyond their core responsibilities.

SADTU engaged in the teacher well-being project with the University of the Western Cape to understand teachers’ experiences at school, their perspectives on conditions at school and their perspectives on levels of support.

The union and SCNPDI continue to innovate and experiment to move quality education forward, while simultaneously developing teacher capacity across the board. The SCNPDI guides its work through research and development work within the organization and by drawing from valuable work done at other entities including the Department of Education and universities.

By researching and innovating in teacher development, the SCNPDI is focusing on enabling teachers to function at a much higher level than they are currently functioning at.

Teacher Professional Development Landscape
The SCNPDI acknowledges the magnitude of the teacher development needs and constraints that limit growth and development in this area. With this in mind, the institute’s strength is in supporting small-scale interventions and engaging in innovation(innovative?) programmes. The institute can deliver programmes, although it is not ideal with short time frames in rural areas where teachers receive little support.

Rationale for Training Plan
Following discussion with the Department of Basic Education (DBE), on priority training areas and the successes experienced with similar training, the SCNPDI has supported programmes related to Accounting (FE&T) and Mathematics in Grades 4-7. The Institute recognizes the need to support accounting because of poor learner success rates and declining enrollment in this subject. The training is a response to the need to strengthen the subject at school level. In addition, DBE relaxed the condition around Accounting and Mathematics. With the relaxation, more learners are expected to enroll in Accounting. In the longer term, addressing Mathematics needs in Grade 4-7 could indirectly support improvement in related subjects like the sciences, technology, accounting, and economics among others.

In January, members from Limpopo, Eastern Cape, Western Cape, North West and Gauteng attended a three-day Lead Teacher Training on Maths for Grades 4 to 7 at the Holiday Inn in Benoni. The members then cascaded the training in their provinces as follows: 106 members were trained at Orion Safari Lodge in Rustenburg, North West; 60 members were trained at Lesedi Cultural Village in Gauteng; 77 members were trained at Mpkwenei Resort in the Eastern Cape and 131 members were trained at the Holiday Inn in Cape Town.

Building Professional Learning Communities (PLC’s)
The National Education Collaboration Trust (NECT) invited teacher unions to collaborate with them on a teacher development project. The NECT aimed to institutionalize their learning programme material to improve curriculum coverage at school level and the SADTU institute aims to innovate with the idea of “efforts” to institutionalize external innovation, like curriculum coverage and assessment practices into the day-to-day activities of the school.

The institute identified the gap between conceptualization and enactment of programmes as problematic.

The commonly used cascade model of training failed to translate well-articulate ideas like those in CAPS, into effective practice. The institute together with the NECT, conceptualized a training programme to deliver on both the improvement of curriculum engagement and the institutionalization of these into the school routines of which Professional Learning Communities is the beginning of a bigger professional development arrangement.

What is new with the collaboration project?
1. The institute combined two different modalities of training.
2. The innovation utilizes PLCs to set up a forum for teacher collaboration at school level.
3. The innovation aims to bring relevant school structures under one umbrella to change the school context and classroom activities.
4. SMT and teachers in different schools have opportunities to take responsibility for their own development.
5. Schools have opportunities to determine levels of school improvement based on evidence from classroom activities.
6. The idea is to bring about improvement in the actual work that teachers are asked to do in the classroom.
7. District officials, school management teams and classroom teachers have spaces to better understand their roles and how best to enhance those roles.
8. Stakeholders may transform their current roles to support learning in the classroom.

Project Monitoring and Evaluation findings:
1. More effort required for full district implementation of PLCs and Learning Programmes.
2. PLC Training for all principals in the selected districts - 435 principals in the Eastern Cape and 600 principals in Limpopo in Module 1, 2, 3 and 4 and 5 will follow.

The SCNPDI and NECT identified Sekhukhune District in Limpopo and Butterworth District in Eastern Cape, for the innovation project.

Dosage of Training
1. NECT Learning Programme Training for all teachers in primary schools in the two districts utilizing the limited cascade model. The department of education took responsibility for the training.
2. Issues related to written work and utilization of time in the classroom.
3. Language issues presented challenges for some teachers and learners.

The project started in 2017 and is expected to continue in 2019 depending on funding.
The National Executive Committee (NEC) of the South African Democratic Teachers’ Union (SADTU) held a successful National Executive Committee (NEC) meeting on 31 May to 1 June 2019 at SADTU Village in Kempton Park. This was the second meeting in 2019. The management of the affairs of the Union, are vested in the NEC. It is composed of members who are National Office Bearers, provincial chairpersons and secretaries. A highlight of the NEC meeting was the announcement that the Union has been granted a licence to have its own savings and credit co-operative (SACCO) in terms of the Co-operative Banks Act 40 of 2007. This stems from years of hard work by the Union and the submission of the application for registration on 17 November, 2017.

A SACCO is a member-owned co-operative banking institution that is 100% owned and controlled by its members who use its banking services. The granting of this license means members of SADTU have achieved what was envisaged by the champion of the Black Consciousness Movement, Steven Bantu Biko; “Black people shall be free when they own their own savings and credit co-operative institutions.”

The Committee also deliberated on the theme of the Union’s upcoming 9th Congress to be held from 25 to 28 September at the Nasrec Conference Centre. The NEC meeting was the first after the country’s national general elections. The meeting provided a platform to reflect on the elections. The NEC noted that even though the ANC came out victorious, the elections were one of the most difficult since the country started a democracy in 1994, as the Movement was beset by organisational challenges like factionalism, corruption allegations and failure to implement adopted progressive policies. Despite the high numbers of registered voters, turnout at the polls was low and the number of young eligible voters who cast their votes continued to decline. As much as the country had its expectations on the elections, institutions such as the International Monetary Fund (IMF) and the World Bank, equally had interest in the path the country was going to take and this would not make things easier for the workers of our country. The NEC then called on the newly elected President Cyril Ramaphosa not to be desperate to attract Foreign Direct Investment by appeasing the ratings agencies that are the bastion of neo-liberal macro-economic policies, at the expense of workers and the poor.

On Education matters/labour matters:

General Education Certificate

The NEC resolved to develop a paper on the Union’s proposal for the General Education Certificate and generate input from all structures of the Union. The Department of Basic Education wants to implement the General Education Certificate where Grade 9’s will be subjected to external examinations. Learners will have to choose their streams based on their performance in Grade 9. The NEC noted that the Three-Streams Model was not ready for implementation.

Early Childhood Development and Grade R practitioners

The Union has observed the deliberate delay by the Department of Basic Education (DBE) to implement the ANC and NDP directives on the universalization and formalization of Early Childhood Development (ECD) and Grade R.

On issues pertaining to remunerations

Performance bonuses:

The NEC endorsed the decision to declare a dispute against the employer’s tabled proposal to amend the Department’s Incentive Policy Framework with a view to reducing the budget allocation for payment of performance bonuses to all categories of employees with effect from 1 April, 2019. When the employer presented this proposal, labour rejected it and requested the employer to provide details on how the performance bonuses were paid in the previous financial year, in order to determine which category of employees raked in the better part of the budget, starting from Directors General and senior managers. The employer failed to provide labour with a persuasive argument on the matter.

Government Employees Housing Scheme (GEHS)

The NEC raised concern that the process of developing a fully functional Government Employees Housing Scheme (GEHS) is moving at a snail’s pace. It then adopted a timeline that will ensure that the Scheme will be fully operational by September 2019.

Early retirement without penalisation

The NEC took a decision not to advise members to take the early retirement without penalisation of pensions benefit, as this had not been clearly explained to members.

On the marks awarded to members going forward.

Term Insurance. SADTU Financial Services will do an audit of the use of performance bonuses.

Service and Administration (DPSA), was misled by her negotiating team that it is conflict in supporting the theory that the Employment Act determines sectoral scopes.

The NEC was adamant that it would not negotiate any other proposal unless the teacher to minister to take GEHS from being a benefit within DPSA to another Department.

On member benefits:

The Journal of SADTU: The NEC endorsed the launch of the Union’s Journal and the first International Journal of SADTU’s editorial board made up of 10 academics in different categories of employees with effect from 1 April, 2019. When the employer presented this proposal, labour rejected it and requested the employer to provide details on how the performance bonuses were paid in the previous financial year, in order to determine which category of employees raked in the better part of the budget, starting from Directors General and senior managers. The employer failed to provide labour with a persuasive argument on the matter.

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This benefit first came to light during the Minister of Finance’s budget speech in February 2019, as a measure of reducing the public sector wage bill. The Minister announced that public servants aged 55 and older would be allowed to take early retirement without penalties. The matter was introduced at PSCBC level and labour probed it extensively and requested the employer to present a comprehensive Human Resource Plan, inclusive of all departments, in order to determine the extent to which various departments would be affected by this policy change. However, the Employer failed to present the plan.

The NEC felt this retirement benefit was not done in good faith. It did not have the interests of workers at heart but was meant to appease the rating agencies.

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The Union has observed the deliberate delay by the Department of Basic Education (DBE) to implement the ANC and NDP directives on the universalization and formalization of Early Childhood Development (ECD) and Grade R.

The wages of Grade R practitioners are a cause for concern when they are doing the most important work in the building of the nation. They are subjected to intolerable and abhorrent conditions at the workplace. They work without knowing whether they will receive a salary at the end of the month and without benefits such as UIF and pension.

The Union believes that the sector must be formalized with immediate effect in order to address the conditions of service negatively affecting employees.

The Union believes collective bargaining is a key measure to reduce inequality of income and wealth. During the election campaign, Minister Motsoaledi stated that an agreement would be concluded on Grade R, but the Department has not moved an inch except for provinces to continue widening the wage gap amongst themselves.

The NEC accused the DBE of undermining collective bargaining and failing to recognize it as a key instrument for addressing inequality in general and wage inequality in particular.

SADTU has also submitted demands to the CEM and HEDCOM as well as items to the Education Labour Relations Council (ELRC), calling for prioritizing of Grade R working conditions with regards to salaries, study funds, norms and standards in terms of practitioner-learner ratios, pay progression and preparation for learning through playing activities rather than writing and testing. SADTU is also asking for appropriate facilities and psychosocial services linked to district or circuit to be availed to each school whilst developing a clear plan for the broader ICID.

TVET and CET sectors

The NEC is resolute that professionals in curriculum Education and Training (CET) and Technical Vocational Education and Training (TVET), belong and contribute to belong to the Education Labour Relations Council (ELRC) in terms of Dispute Resolutions mechanisms and sector collective bargaining, irrespective of how much propaganda is spread.

No amount of cajoling by the Public Service Co-ordinating Bargaining Council (PSCBC) employer and those who wish to liquidate our Union will change the status quo. Of the total number of unions in the PSCBC, 84% understand and agree that it’s not the employment act that determines the scope for dispute resolutions and collective bargaining on sectoral matters, but that it is the content of the job that matters. The previous Minister of the Department of Public Service and Administration (DPSA), was misled by her negotiating team that it is conflict in supporting the theory that the Employment Act determines sectoral scopes.

The NEC was adamant that it would not negotiate any other proposal unless the teacher to minister to take GEHS from being a benefit within DPSA to another Department.

The NEC called on members to vote for COSATU members as labour trustees on the board of the Government Employee Pension Fund (GEPF).

Pensions Redress Programme

The NEC expressed concern that members whose benefits are being clawed back by unscrupulous people are being around, more especially in the Western Cape, asking members to fill in forms so that they can be paid as part of the Pensions Redress Programme.

The Pensions Redress Programme aims to compensate current and former members who were disadvantaged by past discriminatory practices and robbing of their pensionable services linduring services were terminated when they took leave to give birth and were re-employed as new employees upon their return. Their pensionable service was reduced as their service before they took maternity leave was not recognised.

The process towards ensuring pension redress began in 1998, when the Public Service Co-ordinating Bargaining Council (PSCBC) concluded a Resolution to recognise years of non-contributory service as unbroken years of pensionable service for employees who were discriminated against on the basis of race, gender or status.

The NEC resolved to call on the PSCBC to investigate these reports and release a communique stating that the application and verification processes have been finalised and closed.

On member benefits:

The Journal of SADTU: The NEC endorsed the launch of the Union’s Journal and the first International Conference to take place on 3 to 5 July, 2019.

Government Employees Housing Scheme (GEHS): The NEC raised concern that the process of developing a fully functional Government Employees Housing Scheme (GEHS) is moving at a snail’s pace. It then adopted a timeline that will ensure that the Scheme will be fully operational by September 2019.

The NEC was clear that the SA Home Loans project was about corruption and not the implementation of the collective agreement that would ensure that public servants use the own savings to change their socio-economic situation. The NEC was adamant that it would not allow any minister to take GEHS from being a benefit within DPSA to another Department.

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The Mokopane Branch in Limpopo, held its third annual Merit Awards on 5 March 2019 at Mokopane South Primary School. The theme for the 2019 awards: “Celebrating Revolution of Quality Public Education” and celebrated and recognized educators who achieved 70% and above in the subjects they teach in Matric. Best performing schools were also recognised. This year saw 190 educators and 12 schools honoured.

The purpose of the event was to highlight, champion and celebrate SADTU educators who are shaping the nation with quality public education. Limpopo Gender Convener, Thando Ndaba Makitla, paid tribute to these educators for doing their best to deliver quality public education; “We celebrate this day, in honour of the great service rendered by our teachers. As far as the teaching profession is concerned, this is the mother of all other professions in the world, because no other profession is possible without teaching.

“Against all odds, you are always equal to the task despite the challenges you encounter in your line of work. Violence against teachers should be addressed as a matter of urgency. The government must do something before it is too late,” she said.

In her closing remarks, Ndaba-Makitla said teachers should continue playing multi-dimensional key roles as a role models, mentors, facilitators, problem-solvers and more importantly as nation builders.

“I instill positive attitudes in learners and bring a positive impact towards classroom management.”

Piet-Potgieter Secondary School teacher and SADTU member, Martha Ngoasheng whose subject, Life-Orientation received 100% pass, had this to say about being recognised; “I feel motivated that my work as a teacher is being recognized.” Ngoasheng has been teaching for over 30 years and what keeps her going is her love for education. She said her success in getting distinctions from a class of 92 was based on two things: “I instill positive attitudes in learners and bring a positive impact towards classroom management.”

Matsobane Thamaga, Principal at Kgati Ya Moshate Secondary School - the school awarded Best Performing School, highlighted that team work was key for achieving better results. “The School Management Team continuously use various tools to monitor and control curriculum coverage, parents are always involved in the education of their children, excellent visit and support by curriculum specialists as well as the support of the Circuit Manager, enabled the school to excel,” he said.

Kgati Ya Moshate achieved 92.7% in 2018 matric results, which is a huge improvement from 54.2% in 2017. Thamaga commended SADTU for recognizing its members for their hard work. “The Union has the obligation to motivate its members and recognize their good work,” he said.

Western Region, Regional Secretary Raymond Phalane outlined the importance of the Awards. He defined them as a “tremendous beacon” for progress, saying they motivated educators to improve their performance and stay in the profession.

Phalane praised teachers for their dedication despite working under difficult conditions and said they are to be commended: “Teachers are doing their best despite hostile conditions like overcrowding and poor security, even while learners are butchering each other and their educators.”
Launch of SADTU Western Cape APP

The SADTU Western Cape APP is the brainchild of previous COSATU Provincial Secretary, comrade Tony Ehrenreich who had a vision of a communications APP to speak to members of the federation in a seamless manner. The SADTU Western Cape app was developed in conjunction with ElearnSA as a communications application to share information and enhance the sharing of knowledge with members. In summary, it is a secure central communications platform extracting relevant information from various sources, and making this information available to members via a single application.

The SADTU Western Cape app has the following added benefits for all SADTU members:

1. Resources for Matric Teachers and learners, which include all past Matric question papers and Study Guides for matriculants. This is part of the union’s PILLAR 1: SERVICING UNION MEMBERS.
2. The app hosts labour matters which includes information of Appointments and Promotions, Disciplinary Procedures, Grievance handling, and updates on all labour matters
3. In the Education folder we have foundation phase lesson plans which was developed by SADTU for use by all teachers. There are resource materials on ECD, Curriculum, the NTA and Professional development to mention a few.
4. If you are interested in Politics, please visit the Politics icon in the app.
5. The Tutor modules has wonderful videos on how to teach different aspects of the curriculum, please watch the YouTube videos
6. The Gender icon has the following resource materials: Domestic Violence, Campaigns, LGBTIQ+ and Gender and the Law.
7. The Sport, Arts and Culture folder includes material on both Music and Sport.

Click on the Breaking News icon and enjoy free newspapers, as well as viewing events of SADTU Western Cape, in our very own news channel called SADTU WC.

The APP caters for all your education needs and will be updated on a regular basis. Please participate in the Discussion forum.

The app had moved to a new improved platform and we have to mobilise for more downloads. Every SADTU member should have the app on their phones, so as to remain in constant contact with us, and to be kept informed of the latest activities of SADTU.

Our partners who are active on the APP are the following:
Metropolitan, Old Mutual, Shooter and Shutter, Via Afrika, ELRC, SACE and PSCBC.

You can download the app for free in the playstore or App Store, search for SADTU Western Cape to download.

Andrew Malombo Shikwambana Consultants

Good day Comrades

We relocated to our new premises.

Please contact us with any questions you may have concerning your SADTU (Safirican voluntary) funeral policy.

ADDRESS:
21- 9th Street
Houghton Estate
Johannesburg
2001

NEW CONTACT DETAILS:

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<td>Fax</td>
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