

NATIONAL ASSEMBLY

FOR WRITTEN REPLY

QUESTION 339

DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 08/03/2013

(INTERNAL QUESTION PAPER: 06/2013)

Mrs J M Maluleke (ANC) to ask the Minister of Basic Education:

Whether she is aware of the challenges of the current post provisioning model in that (a) it does not allow for the diversification of the school curriculum and (b) there are not enough teachers for all the subjects covered by the specified model; if so, what steps does she intend to take in this regard? NW484E

REPLY

Whether she is aware of the challenges of the current post provisioning model in that (a) it does not allow for the diversification of the school curriculum and

(a) The current post provisioning model does allow for the diversification of the school curriculum. Norms for provisioning for each of the subjects and learning areas are weighted and factored into the model. These norms are based on the principle of equitable distribution of a limited resource (teachers) and schools, especially secondary schools, which offer a complex curriculum. This may invariably disadvantage some schools e.g. the offering of subjects that are not weighted and result in a much lower than the average learner educator ratio. This places stress on teacher provisioning. Allocating teachers to such schools may mean taking posts from other schools. Schools that need to change their curriculum need to request permission from the Head of Department to ensure that all relevant factors are taken into consideration before approval is granted. These factors include compliance to the curriculum policy, the number of funded posts and the viability of offering subjects that require low learner numbers.

(b) there are not enough teachers for all the subjects covered by the specified model; if so, what steps does she intend to take in this regard?

As explained in the question (a) above, the overall basket of posts declared is constrained by the budget available. The post distribution model can only distribute the number of posts that have been declared. The larger the basket of posts created overall, the more posts will be allocated to each school and greater are the possibilities of catering for highly diversified curriculum offering. The Department is aware of shortages in certain subjects mainly mathematics, physical sciences, home language teachers in the foundation phase and senior phases generally and more acutely in indigenous languages. However, we believe that initiatives such as the Funza Lushaka Bursary Scheme and provincial bursary schemes with their focus on scarce skills are making a significant contribution towards ensuring the supply of teachers in scarce skills. For the first time since its inception the number of teachers that graduated through the Funza Lushaka Bursary Scheme has exceeded 3000 and each of these educators is qualified in one or more of the scarce skills.

