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We all have the power to prevent AIDS

AIDS
affects
us all



A
new
struggle

Prevention is the cure

**AIDS
HELPLINE**

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DEPARTMENT OF HEALTH

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GOVERNMENT NOTICE

DEPARTMENT OF EDUCATION

No. 82

4 February 2000

NATIONAL EDUCATION POLICY ACT, 1996

NORMS AND STANDARDS FOR EDUCATORS

The Minister of Education has, in terms of section 3(4)(f) and (l) of the National Education Policy Act, 1996 (Act No. 27 of 1996), determined Norms and Standards for Educators as National Policy, and which policy is, in terms of section 7 of the said Act hereby published.

Professor Kader Asmal, MP
Minister of Education

Norms and Standards for Educators

LIST OF ACRONYMS

Advanced Certificate in Education	ACE
Adult Basic Education and Training	ABET
Bachelor of Education Degree	BEd
Certificate in Education	CE
Committee on Teacher Education Policy	COTEP
Diploma in Education	DE
Early Childhood Development	ECD
Education, Training and Development	ETD
Education Training and Development Practices	ETDP
Education and Training Quality Assurance	ETQA
Further Education and Training	FET
General Education and Training	GET
Heads of Education Departments Committee	HEDCOM
Master of Education Degree	MEd
National Qualifications Framework	NQF
National Standards Body	NSB
Outcomes-based Education	OBE
Post Graduate Certificate in Education	PGCE
Recognition of Prior Learning	RPL
South African Council for Educators	SACE
Sector Education and Training Authority	SETA
South African Qualifications Authority	SAQA

GLOSSARY

Applied competence means the ability to put into practice in the relevant context the learning outcomes acquired in obtaining a qualification.

Credit means that value assigned to a given number of notional hours of learning.

Critical Outcomes or **Critical Cross-field Education and Training Outcomes** means those generic outcomes which inform all teaching and learning, and are as defined in these regulations.

Education and Training Quality Assurance body (ETQA) means a body established in terms of section 5(1)(a)(ii) of the Act, responsible for monitoring and auditing achievements in terms of national standards and qualifications, and to which specific functions relating to the monitoring and auditing of national standards and qualifications have been assigned in term of section 5(1)(b)(1) or the Act.

Elective learning or **Elective** means a selection of additional credits at the level of the NQF specified, from which a choice may be made to ensure that the purpose(s) of the qualification is achieved.

Field means a particular area of learning used as an organizing mechanism for the National Qualifications Framework.

Fundamental Learning or **fundamental** means that learning which forms the grounding or basis needed to undertake the education, training or further learning required in the obtaining of a qualification.

Integrated Assessment means that form of assessment which permits the learner to demonstrate applied competence and which uses a range of formative and summative assessment methods.

Level Descriptor means that statement describing a particular level of the eight levels of the National Qualifications Framework.

National Standards Body (NSB) means a body registered in terms of section 5(1)(a)(ii) of the Act, responsible for establishing education and training standards or qualifications, and to which specific functions relating to the registration of national standards and qualifications have been assigned in terms of section 5(1)(b)(i) of the Act.

Notional Hours of Learning means the learning time that it is conceived it would take an average learner to meet the outcomes defined, and includes concepts such as contact time, time spent in structured learning in the workplace and individual learning.

Outcomes means the contextually demonstrated end products of the learning process.

Provider means a body which delivers learning programmes which culminate in specified National Qualifications Framework standards and or qualifications and manages the assessment thereof.

Primary Focus means that activity or objective within the sector or sub-system upon which an organisation or body concentrates its efforts.

Qualification means a planned combination of learning outcomes which has a defined purpose or purposes, and which is intended to provide qualifying learners with applied competence and a basis for further learning; and it means the formal recognition of the achievement of the required number and type of credits and such other requirements at specific levels of the National Qualifications Framework as may be determined by the relevant bodies registered for such purpose by the South African Qualifications Authority.

Quality Assurance means the process of ensuring that the degree of excellence specified is achieved.

Recognition of Prior Learning means the comparison of the previous learning and experience of a learner howsoever obtained against the learning outcomes required for a specified qualifications, and the acceptance for purposes of qualifications of that which meets the requirements.

Specific Outcomes means contextually demonstrated knowledge, skills and values which support one or more critical outcomes.

Specialised learning or **Specialisation** means that specialised theoretical knowledge which underpins application in the area of specialisation.

Standard means registered statements of desired education and training outcomes and their associated assessment criteria.

Unit Standard means registered statements of desired education and training outcomes and their associated assessment criteria together with administrative and other information as specified in these regulations.

1. SCOPE AND PURPOSE OF THIS POLICY STATEMENT

The term *educator* in this policy statement applies to all those persons who teach or educate other persons or who provide professional educational services at any public school, further education and training institution or departmental office. The term includes educators in the classroom, heads of departments, deputy-principals, principals, education development officers, district and regional managers and systems managers.

As soon as other processes of generating standards and qualifications have been finalised by the relevant stakeholder bodies, the policy will be augmented to encompass the entire range of educators as defined in the Employment of Educators Act (Act no 76 of 1998), including those persons who teach, educate or train other persons in adult basic education centres or in early childhood development centres and those who provide professional therapy and educational psychological services.

The term *educator development* used in this policy refers to ongoing education and training of educators as a continuum, including both pre-service and in-service education and training.

The policy describes the *roles*, their associated set of *applied competences* (norms) and *qualifications* (standards) for the development of educators. It also establishes key strategic objectives for the development of learning programmes, qualifications and standards for educators. These norms and standards provide a basis for providers to develop programmes and qualifications that will be recognised by the Department of Education for purposes of employment. This policy on Norms and Standards for Educators needs to be informed by continued research, and provides a focus for that research.

The roles, their associated set of applied competences and the qualifications described here will be used by the Department of Education for purposes of recognition and evaluation of qualifications for employment as an educator.

2. BACKGROUND TO THE DEVELOPMENT OF THIS POLICY

This policy statement derives from the final report produced by the Technical Committee on the Revision of Norms and Standards for Educators, Department of Education, September 1998. The Technical Committee engaged in a variety of activities over a period of nine months culminating in the final report. Besides literature and policy review, the Committee consulted intensively with a range of stakeholders and drew heavily on the work of others, including:

- The regulations and discussion documents of the South African Qualifications Authority (SAQA);

- The reports of the Education, Training and Development Practices Project;
- The report of the President's Education Initiative (*Getting Learning Right, 1999*);
- The Centre for Educational Technology and Distance Education (*Criteria for Quality Distance Education*);
- Adult Basic Education and Training standards generating task team;
- Early Childhood Development Interim Accreditation Committee;
- The Green Paper on 'Quality Education for All Learners: The Challenge of Addressing Barriers to Learning and Development'.

This policy statement should be read together with *The Final Report of the Technical Committee on the Revision of the Norms and Standards for Educators* (Department of Education, September 1998) and with collective agreements of the Education Labour Relations Council, including those on *Development Appraisal*, the *Duties and Responsibilities of Educators* and *Educator Workloads*, as well as the South African Council for Educators' *Code of Conduct*.

3. ROLES AND COMPETENCES

The cornerstone of this Norms and Standards policy is the notion of *applied competence* and its associated *assessment criteria*.

Applied competence is the overarching term for three interconnected kinds of competence:

- *Practical competence* is the demonstrated ability, in an authentic context, to consider a range of possibilities for action, make considered decisions about which possibility to follow, and to perform the chosen action.
- It is grounded in *foundational competence* where the learner demonstrates an understanding of the knowledge and thinking that underpins the action taken; and
- integrated through *reflexive competence* in which the learner demonstrates ability to integrate or connect performances and decision-making with understanding and with an ability to adapt to change and unforeseen circumstances and to explain the reasons behind these adaptations.

Applied competence also refers to the ability to integrate the discrete competences which constitute each of the seven educator roles. This is important so that competence in a role is assessed, rather than simply the ability to perform a discrete competence. In turn, the seven roles should also be assessed in an integrated and applied manner.

In addition, this applied competence must be demonstrated within the subject or phase specialist role that defines the *purpose* of the qualification. While all qualifications must develop applied competence, the level at which this competence is demonstrated will differ according to the purpose and nature of the qualification.

All the competences must be developed in all initial educator qualifications. They should not, however, be seen as static. They may be developed in different ways, with different emphases and at different depths. Providers have the responsibility to decide how this should be achieved, and before designing a learning programme it will be necessary to establish the particular nature of the clients and which qualification the learners are to be prepared for.

A number of factors will impact on this decision, including:

- the type of learners in the programme, especially their levels of maturity and experience;
- the context - rural, urban or peri-urban;
- the phase(s) to be catered for;
- language experience;
- whether the courses are to be offered through contact or distance education.

Different qualifications may demand different NQF levels for the achievement of similar competences. For example, an initial teaching qualification on level 6 for the senior phase in the general education and training band will develop and assess the competence of an educator to be a leader, administrator and manager at a lower level and in a more restricted range, focused on the classroom, than an advanced qualification at level 7, aimed at school principals, district managers and education development officers. Some qualifications might require the same level of practical competence, but could differ with regard to their degree of rigour in terms of reflexive and foundational competences. Hence the 'mix' of competences can be manipulated in order to attain the required breadth (range) and depth of the qualification.

Some competences may be seen to be more suitable for experienced rather than beginning educators, e.g. designing original learning programmes, accessing and working in partnership with professional services and other resources in order to provide support for learners. They are nevertheless included in the initial educator programme since the competences will develop as the educator becomes more experienced.

Although *teaching practice* is recognised as an essential feature that should be included in all educator programmes, no competences are specifically associated with it and there is no prescribed period of time. This is a programme element to be determined by the provider concerned and the relevant quality assurance body.

Teaching practice is seen as a mode of delivery through which all the different roles of educators should be developed and assessed. Time spent in the workplace is considered to be very important and should provide the authentic context within which student educators experience and demonstrate the integration of the competences developed in the entire curriculum.

Educators will need some proficiency in more than one official language. The levels of proficiency required are described in a number of the competences. For employment purposes providers are requested to indicate the language proficiency attained by a graduate in terms of any appropriate language endorsement.

NOTES ON THE ROLES AND THEIR ASSOCIATED COMPETENCES

1. The seven roles and associated competences for educators for schooling provide the *exit level outcomes*. They are in effect the *norms* for educator development and therefore the central feature of all initial educator qualifications and learning programmes. The critical cross-field outcomes are integrated into the roles and their applied competence. Providers have the freedom and the responsibility to design their learning programmes in any way that leads learners to the successful achievement of the outcomes as represented in their associated assessment criteria.
2. While providers should develop these roles and competences in all qualifications offered, they will combine and weight the roles differently in accordance with the specific purpose of the qualification. A more advanced qualification may pay less attention to a number of the roles and be focused primarily on one or two roles.
3. The seventh role, that of a learning area/subject/discipline/phase specialist, is the over-arching role into which the other roles are integrated, and in which competence is ultimately assessed. The specialisation can take a variety of forms. It can be linked to phase (for example, foundation phase), or to a subject/learning area (for example, mathematics or human and social sciences), or a combination thereof. Qualifications must be designed around the specialist role as this encapsulates the 'purpose' of the qualification and 'shapes' the way the other six roles and their applied competences are integrated into the qualification.
4. A specialisation for teaching will always include both a subject/learning area specialisation and a phase specialisation. In the case of foundation phase educators, the specialisation will be the three learning areas of the foundation phase as well as an understanding of learners and learning in the first years of formal schooling.
5. The role of learning area/subject/discipline/phase specialist is described above as it relates to the central role of learning mediation. However, other specialisations, based on the other roles, are possible in 'post-basic' qualifications. For example, educators could specialise in Educational Management that goes beyond the classroom into the management of an institution or department; or in Curriculum Studies that builds on the role of researcher as well as the role of learning materials designer; or Materials Development in which the emphasis on materials and

programmes for the classroom and school shifts to materials development for the public domain.

6. The list of roles and their associated competences below is meant to serve as a *description* of what it means to be a competent educator. It is not meant to be a checklist against which one assesses whether a person is competent or not. The roles and competences must be integrated in the learning programme and should inform the exit level outcomes of a qualification and their associated assessment criteria. Ultimately, the qualification should reflect an applied and integrated competence. This demonstrated ability to integrate theory and practice in teaching must be assessed within all educator qualifications.
7. In the descriptions below the seven roles are described in a manner appropriate for an initial teaching qualification.

The seven roles are:

Learning mediator

The educator will mediate learning in a manner which is sensitive to the diverse needs of learners, including those with barriers to learning; construct learning environments that are appropriately contextualised and inspirational; communicate effectively showing recognition of and respect for the differences of others. In addition an educator will demonstrate sound knowledge of subject content and various principles, strategies and resources appropriate to teaching in a South African context.

Interpreter and designer of learning programmes and materials

The educator will understand and interpret provided learning programmes, design original learning programmes, identify the requirements for a specific context of learning and select and prepare suitable textual and visual resources for learning. The educator will also select, sequence and pace the learning in a manner sensitive to the differing needs of the subject/learning area and learners.

Leader, administrator and manager

The educator will make decisions appropriate to the level, manage learning in the classroom, carry out classroom administrative duties efficiently and participate in school decision making structures. These competences will be performed in ways which are democratic, which support learners and colleagues, and which demonstrate responsiveness to changing circumstances and needs.

Scholar, researcher and lifelong learner

The educator will achieve ongoing personal, academic, occupational and professional growth through pursuing reflective study and research in their learning area, in broader professional and educational matters, and in other related fields.

Community, citizenship and pastoral role

The educator will practise and promote a critical, committed and ethical attitude towards developing a sense of respect and responsibility towards others. The educator will uphold the constitution and promote democratic values and practices in schools and society. Within the school, the educator will demonstrate an ability to develop a supportive and empowering environment for the learner and respond to the educational and other needs of learners and fellow educators.

Furthermore, the educator will develop supportive relations with parents and other key persons and organisations based on a critical understanding of community and environmental development issues. One critical dimension of this role is HIV/AIDS education.

Assessor

The educator will understand that assessment is an essential feature of the teaching and learning process and know how to integrate it into this process. The educator will have an understanding of the purposes, methods and effects of assessment and be able to provide helpful feedback to learners. The educator will design and manage both formative and summative assessment in ways that are appropriate to the level and purpose of the learning and meet the requirements of accrediting bodies. The educator will keep detailed and diagnostic records of assessment. The educator will understand how to interpret and use assessment results to feed into processes for the improvement of learning programmes.

Learning area/subject/discipline/phase specialist

The educator will be well grounded in the knowledge, skills, values, principles, methods, and procedures relevant to the discipline, subject, learning area, phase of study, or professional or occupational practice. The educator will know about different approaches to teaching and learning (and, where appropriate, research and management), and how these may be used in ways which are appropriate to the learners and the context. The educator will have a well-developed understanding of the knowledge appropriate to the specialism.

The roles are broken down into:

- *Practical Competence*
- *Foundational Competence, and*
- *Reflexive Competence.*

LEARNING MEDIATOR

Practical competences
<i>(Where the learner demonstrates the ability, in an authentic context, to consider a range of possibilities for action, make considered decisions about which possibility to follow, and to perform the chosen action.)</i>
Using the language of instruction appropriately to explain, describe and discuss key concepts in the particular learning area/subject/discipline/phase.
Using a second official language to explain, describe and discuss key concepts in a conversational style.
Employing appropriate strategies for working with learner needs and disabilities, including sign language where appropriate.
Preparing thoroughly and thoughtfully for teaching by drawing on a variety of resources; the knowledge, skills and processes of relevant learning areas; learners' existing knowledge, skills and experience.
Using key teaching strategies such as higher level questioning, problem-based tasks and projects; and appropriate use of group-work, whole class teaching and individual self-study.
Adjusting teaching strategies to: match the developmental stages of learners; meet the knowledge requirements of the particular learning area; cater for cultural, gender, ethnic, language and other differences among learners.
Adjusting teaching strategies to cater for different learning styles and preferences and to mainstream learners with barriers to learning.
Creating a learning environment in which: learners develop strong internal discipline; conflict is handled through debate and argument, and learners seek growth and achievement.
Creating a learning environment in which: critical and creative thinking is encouraged; learners challenge stereotypes about language, race, gender, ethnicity, geographic location and culture.
Using media and everyday resources appropriately in teaching including judicious use of: common teaching resources like text-books, chalkboards, and charts; other useful media like overhead projectors, computers, video and audio (etc); and popular media and resources, like newspapers and magazines as well as other artefacts from everyday life.
Foundational competences
<i>(Where the learner demonstrates an understanding of the knowledge and thinking which underpins the actions taken.)</i>
Understanding different explanations of how language mediates learning: the principles of language in learning; language across the curriculum; language and power; and a strong emphasis on language in multi-lingual classrooms.
Understanding different learning styles, preferences and motivations.
Understanding different explanations of how learners learn at different ages, and potential causes of success or failure in these learning processes.
Understanding the pedagogic content knowledge – the concepts, methods and disciplinary rules – of the particular learning area being taught

Understanding the learning assumptions that underpin key teaching strategies and that inform the use of media to support teaching.
Understanding the nature of barriers to learning and the principles underlying different strategies that can be used to address them.
Understanding sociological, philosophical, psychological, historical, political and economic explanations of key concepts in education with particular reference to education in a diverse and developing country like South Africa.
Exploring, understanding, explaining, analysing and utilizing knowledge, skills and values underpinning ETD practices.
Reflexive competences
<i>(Where the learner demonstrates the ability to integrate or connect performances and decision making with understanding and with the ability to adapt to change and unforeseen circumstances and explain the reasons behind these actions.)</i>
Reflecting on the extent to which the objectives of the learning experience have been achieved and deciding on adaptations where required.
Defending the choice of learning mediation undertaken and arguing why other learning mediation possibilities were rejected.
Analysing the learning that occurs in observed classroom interactions and in case studies.
Making judgements on the effect that language has on learning in various situations and how to make necessary adaptations.
Assessing the effects of existing practices of discipline and conflict management on learning.
Reflecting on how teaching in different contexts in South Africa affects teaching strategies and proposing adaptations.
Reflecting on the value of various learning experiences within an African and developing world context.
Reflecting on how race, class, gender, language, geographical and other differences impact on learning, and making appropriate adaptations to teaching strategies.
Critically evaluating the implications for schooling of political social events and processes and developing strategies for responding to these implications.
Critically reflecting on the ways barriers to learning can be overcome.
Critically reflecting on the degree to which issues around HIV/AIDS have been integrated into learning.
Analysing the strengths and weakness of the ways in which environmental, human rights and other critical cross-field issues have been addressed.

INTERPRETER AND DESIGNER OF LEARNING PROGRAMMES AND MATERIALS

Practical competences
<i>(Where the learner demonstrates the ability, in an authentic context, to consider a range of possibilities for action, make considered decisions about which possibility to follow, and to perform the chosen action.)</i>
Interpreting and adapting learning programmes so that they are appropriate for the context in which teaching will occur.
Designing original learning programmes so that they meet the desired outcomes and are appropriate for the context in which they occur.

Adapting and/or selecting learning resources that are appropriate for the age, language competences, culture and gender of learning groups or learners.
Designing original learning resources including charts, models, worksheets and more sustained learning texts. These resources should be appropriate for subject; appropriate to the age, language competence, gender, and culture of learners; cognisant of barriers to learning.
Writing clearly and convincingly in the language of instruction.
Using a common word processing programme for developing basic materials.
Evaluating and adapting learning programmes and resources through the use of learner assessment and feedback.
Foundational competences
<i>(Where the learner demonstrates an understanding of the knowledge and thinking which underpins the actions taken.)</i>
Understanding the principles of curriculum: how decisions are made; who makes the decisions, on what basis and in whose interests they are made.
Understanding various approaches to curriculum and programme design, and their relationship to particular kinds of learning required by the discipline; age, race, culture and gender of the learners.
Understanding the principles and practices of OBE, and the controversies surrounding it, including debates around competence and performance.
Understanding the learning area to be taught, including appropriate content knowledge, pedagogic content knowledge, and how to integrate this knowledge with other subjects.
Knowing about sound practice in curriculum, learning programme and learning materials design including: how learners learn from texts and resources; how language and cultural differences impact on learning.
Understanding common barriers to learning and how materials can be used to construct more flexible and individualised learning environments.
Reflexive competences
<i>(Where the learner demonstrates the ability to integrate or connect performances and decision making with understanding and with the ability to adapt to change and unforeseen circumstances and explain the reasons behind these actions.)</i>
Reflecting on changing circumstances and conditions and adapting existing programmes and materials accordingly.
Critically evaluating different programmes in real contexts and/or through case studies both in terms of their educational validity as well as their socio-political significance.

LEADER, ADMINISTRATOR AND MANAGER

Practical competences
<i>(Where the learner demonstrates the ability, in an authentic context, to consider a range of possibilities for action, make considered decisions about which possibility to follow, and to perform the chosen action.)</i>
Managing classroom teaching of various kinds (individualised, small group etc.) in different educational contexts and particularly with large and diverse groups.
Constructing a classroom atmosphere which is democratic but disciplined, and which is sensitive to culture, race and gender differences as well as to disabilities.

Resolving conflict situations within classrooms in an ethical sensitive manner.
Promoting the values and principles of the constitution particularly those related to human rights and the environment.
Maintaining efficient financial controls.
Working with other practitioners in team-teaching and participative decision making.
Accessing and working in partnership with professional services and other resources in order to provide support for learners.
Respecting the role of parents and the community and assisting in building structures to facilitate this.
Foundational competences
<i>(Where the learner demonstrates an understanding of the knowledge and thinking which underpins the actions taken.)</i>
Understanding approaches to problem-solving, conflict resolution and group dynamics within a South African and developing world context characterised by diversity.
Understanding various approaches to the organisation of integrated teaching programmes and team teaching.
Understanding various approaches to the management of classrooms, with particular emphasis on large, under-resourced and diverse classrooms.
Knowledge of available professional and community support services and strategies for using their expertise.
Understanding current legislation on the management of learners and schools.
Knowledge of educators' unions, the South African Council for Educators and other relevant professional bodies.
Understanding constitutional commitments to human rights and the environment.
Reflexive competences
<i>(Where the learner demonstrates the ability to integrate or connect performances and decision making with understanding and with the ability to adapt to change and unforeseen circumstances and explain the reasons behind these actions.)</i>
Reflecting on strategies to assist educators working on integrated teaching programmes and in team teaching.
Critically examining a variety of management options, making choices based on existing and potential conditions, and defending these choices.
Adapting systems, procedures and actions according to circumstances.

COMMUNITY, CITIZENSHIP AND PASTORAL ROLE

Practical competences
<i>(Where the learner demonstrates the ability, in an authentic context, to consider a range of possibilities for action, make considered decisions about which possibility to follow, and to perform the chosen action.)</i>
Developing life-skills, work-skills, a critical, ethical and committed political attitude, and a healthy lifestyle in learners.
Providing guidance to learners about work and study possibilities.
Showing an appreciation of, and respect for, people of different values, beliefs, practices and cultures.
Being able to respond to current social and educational problems with particular emphasis on the issues of violence, drug abuse, poverty, child and women abuse,

HIV/AIDS and environmental degradation. Accessing and working in partnership with professional services to deal with these issues.
Counselling and/or tutoring learners in need of assistance with social or learning problems.
Demonstrating caring, committed and ethical professional behaviour and an understanding of education as dealing with the protection of children and the development of the whole person.
Conceptualising and planning a school extra-mural programme including sport, artistic and cultural activities.
Operating as a mentor through providing a mentoring support system to student educators and colleagues.
Foundational competences
<i>(Where the learner demonstrates an understanding of the knowledge and thinking which underpins the actions taken.)</i>
Understanding various approaches to education for citizenship with particular reference to South Africa as a diverse, developing, constitutional democracy.
Understanding key community problems with particular emphasis on issues of poverty, health, environment and political democracy.
Knowing about the principles and practices of the main religions of South Africa, the customs, values and beliefs of the main cultures of SA, the Constitution and the Bill of Rights.
Understanding the possibilities for life-skill and work-skill education and training in local communities, organisations and business.
Knowing about ethical debates in religion, politics, economics, human rights and the environment.
Understanding child and adolescent development and theories of learning and behaviour with emphasis on their applicability in a diverse and developing country like South Africa.
Understanding the impact of class, race, gender and other identity-forming forces on learning.
Understanding formative development and the impact of abuse at individual, familial, and communal levels.
Understanding common barriers to learning and the kinds of school structures and processes that help to overcome these barriers.
Knowing about available support services and how they may be utilised.
Knowing about the kinds of impact school extra-mural activities can have on learning and the development of children and how these may best be developed in co-operation with local communities and business.
Reflexive competences
<i>(Where the learner demonstrates the ability to integrate or connect performances and decision making with understanding and with the ability to adapt to change and unforeseen circumstances and explain the reasons behind these actions.)</i>
Recognising and judging appropriate intervention strategies to cope with learning and other difficulties.
Reflecting on systems of ongoing professional development for existing and new educators.
Adapting school extra curriculum programmes in response to needs, comments and

criticism.
Reflecting on ethical issues in religion, politics, human rights and the environment.
Reflecting on ways of developing and maintaining environmentally responsible approaches to the community and local development.
Adapting learning programmes and other activities to promote an awareness of citizenship, human rights and the principles and values of the constitution.
Critically analysing the degree to which the school curriculum promotes HIV/AIDS awareness.
Critically analysing the degree to which the school curriculum addresses barriers to learning, environmental and human rights issues.

SCHOLAR, RESEARCHER AND LIFELONG LEARNER

Practical competences
<i>(Where the learner demonstrates the ability, in an authentic context, to consider a range of possibilities for action, make considered decisions about which possibility to follow, and to perform the chosen action.)</i>
Being numerically, technologically and media literate.
Reading academic and professional texts critically.
Writing the language of learning clearly and accurately.
Applying research meaningfully to educational problems.
Demonstrating an interest in, appreciation and understanding of current affairs, various kinds of arts, culture and socio-political events.
Upholding the principles of academic integrity and the pursuit of excellence in the field of education.
Foundational competences
<i>(Where the learner demonstrates an understanding of the knowledge and thinking which underpins the actions taken.)</i>
Understanding current thinking about technological, numerical and media literacies with particular reference to educators in a diverse and developing country like South Africa.
Understanding the reasons and uses for, and various approaches to, educational research.
Understanding how to access and use common information sources like libraries, community resource centres, and computer information systems like the internet.
Understanding and using effective study methods.
Reflexive competences
<i>(Where the learner demonstrates the ability to integrate or connect performances and decision making with understanding and with the ability to adapt to change and unforeseen circumstances and explain the reasons behind these actions.)</i>
Reflecting on critical personal responses to, literature, arts and culture as well as social, political and economic issues.
Reflecting on knowledge and experience of environmental and human rights issues and adapting own practices.

ASSESSOR

Practical competences
<i>(Where the learner demonstrates the ability, in an authentic context, to consider a range of possibilities for action, make considered decisions about which possibility to follow, and to perform the chosen action.)</i>
Making appropriate use of different assessment practices, with a particular emphasis on competence-based assessment and the formative use of assessment, in particular continuous and diagnostic forms of assessment.
Assessing in a manner appropriate to the phase/subject/learning area.
Providing feedback to learners in sensitive and educationally helpful ways.
Judging learners' competence and performance in ways that are fair, valid and reliable.
Maintaining efficient recording and reporting of academic progress.
Foundational competences
<i>(Where the learner demonstrates an understanding of the knowledge and thinking which underpins the actions taken.)</i>
Understanding the assumptions that underlie a range of assessment approaches and their particular strengths and weaknesses in relation to the age of the learner and learning area being assessed
Understanding the different learning principles underpinning the structuring of different assessment tasks.
Understanding a range of assessment approaches and methods appropriate to the learning area/subject/discipline/phase.
Understanding language terminology and content to be used in the assessment task and the degree to which this is gender and culturally sensitive.
Understanding descriptive and diagnostic reporting within a context of high illiteracy rates among parents.
Reflexive competences
<i>(Where the learner demonstrates the ability to integrate or connect performances and decision making with understanding and with the ability to adapt to change and unforeseen circumstances and explain the reasons behind these actions.)</i>
Justifying assessment design decisions and choices about assessment tasks and approaches.
Reflecting on appropriateness of assessment decisions made in particular learning situations and adjusting the assessment tasks and approaches where necessary.
Interpreting and using assessment results to feed into processes for the improvement of learning programmes.

LEARNING AREA/SUBJECT/DISCIPLINE/PHASE SPECIALIST

Practical competences
<i>(Where the learner demonstrates the ability, in an authentic context, to consider a range of possibilities for action, make considered decisions about which possibility to follow, and to perform the chosen action.)</i>
Adapting general educational principles to the phase/subject/learning area.
Selecting, sequencing and pacing content in a manner appropriate to the phase/subject/learning area; the needs of the learners and the context.

Selecting methodologies appropriate to learners and contexts.
Integrating subjects into broader learning areas and learning areas into learning programmes.
Teaching concepts in a manner which allows learners to transfer this knowledge and use it in different contexts.
Foundational competences
<i>(Where the learner demonstrates an understanding of the knowledge and thinking which underpins the actions taken.)</i>
Understanding the assumptions underlying the descriptions of competence in a particular discipline/subject/learning area.
Understanding the ways of thinking and doing involved in a particular discipline/subject/learning area and how these may be taught.
Knowing and understanding the content knowledge of the discipline/subject/learning area.
Knowing of and understanding the content and skills prescribed by the national curriculum.
Understanding the difficulties and benefits of integrating this subject into a broader learning area.
Understanding the role that a particular discipline/subject/learning area plays in the work and life of citizens in South African society – particularly with regard to human rights and the environment.
Reflexive competences
<i>(Where the learner demonstrates the ability to integrate or connect performances and decision making with understanding and with the ability to adapt to change and unforeseen circumstances and explain the reasons behind these actions.)</i>
Reflecting on and assessing own practice.
Analysing lesson plans, learning programmes and assessment tasks and demonstrating an understanding of appropriate selection, sequencing and pacing of content.
Identifying and critically evaluating what counts as undisputed knowledge, necessary skills, important values.
Making educational judgements on educational issues arising from real practice or from authentic case study exercises.
Researching real educational problems and demonstrating an understanding of the implications of this research.
Reflecting on the relations between subjects/disciplines and making judgements on the possibilities of integrating them.

4. QUALIFICATIONS FRAMEWORK

According to SAQA¹ a *qualification* is:

a planned combination of learning outcomes which has a defined purpose or purposes, and which is intended to provide qualifying learners with applied competence and a basis for further learning.

Also,

a qualification may be achieved in whole or in part through the recognition of prior learning, which concept includes but is not limited to learning outcomes achieved through formal, informal and non-formal learning and work experience.

The following framework of qualifications, together with the seven roles and their associated applied competences allows providers, through the Standards Generating Body for Educators in Schooling, to develop qualifications and programmes that are designed for specific purposes and contexts, but within an overall regulatory framework promoting national standards. It will also be used by the Department of Education to recognise and evaluate qualifications for employment in education.

Qualifications for educators for schooling will be qualifications based on exit level outcomes and associated assessment criteria or qualifications based on unit standards.

Qualifications for educators in the Schooling sub-field of Field 05 will be entitled by two categories: *Type* and *Specialisation*.

Type is the name of the qualification that indicates level and credits on the NQF. The list of qualification types and their aims is shown on the next page.

Specialisation is a phrase in brackets after the qualification type, for example, Diploma in Education (Senior Phase: Human and Social Sciences). It indicates the *particular purpose* of the qualification and could include a phase specialisation (such as Foundation Phase), a subject/learning area specialisation (e g Further Education: Mathematics), a specialisation in a particular role (e g Education Management), or a professional or occupational practice (e g Curriculum Studies). There is no predetermined set of purposes/specialisations.

The qualifications described here may need to be amended in the light of new academic policy on higher education.

¹ SAQA Regulations, Government Gazette no 6140, 28 March 1998, Sections 8 (1) (a), (h)

	Aim of qualification	Total credits	Level
Certificate in Education	To develop introductory practical and foundational competence, and some degree of reflexive competence. To provide an entry or exit point before the completion of the Diploma in Education.	120	5
Diploma in Education	To accredit a learner with introductory practical, foundational and reflexive competence. To provide an entry and exit point before the completion of the Bachelor of Education degree.	240	5
First Bachelor's Degrees	To accredit a general formative qualification with one or more subject/learning area specialisations in order to provide access to a PGCE as a 'capping' qualification.	360/ 480	6
Post-Graduate Certificate in Education	To accredit a generalist educator's qualification that 'caps' an undergraduate qualification. As an access requirement candidates are required to have appropriate prior learning which leads to general foundational and reflexive competence. The qualification focuses mainly on developing practical competence reflexively grounded in educational theory.	120	6
Bachelor of Education	To accredit an initial qualification for educators in schools. The learner will have strong practical and foundational competence with the reflexive competence to make judgements in a wide context. The qualification is intended for candidates seeking a focused teaching degree with strong subject and educational theory competence.	480	6
Advanced Certificate in Education	To accredit further specialised subject/learning area/discipline/phase competence, or a new subject specialisation, or a specialisation in one or more of the roles as an advanced study intended to 'cap' an initial or general teaching qualification. Through this qualification learners will be prepared to embark on a course of study at NQF level 7. It must, therefore, include appropriate demands in terms of rigour.	120	6

Bachelor of Education (Honours)	To accredit the advanced and specialised academic, professional or occupational study of an aspect of education. It is designed to build the competence of expert educators and curriculum specialists, system managers, or educational researchers. Through this qualification learners will be prepared to embark on a course of study leading to an M Ed at NQF level 8. Although the B Ed (Honours) must include some specialisation and a focus on research, the nature of these will vary depending on whether an academic, professional or occupational focus is chosen.	120	7
Post Graduate Diploma in Education	To accredit advanced and specialised occupational, academic and professional study. This qualification can accredit the coursework component of a Masters' degree or provide an entry or exit point before the completion of a Masters' degree.	120	8
Master of Education	To accredit the advanced and specialised academic or professional study of an aspect of education with emphasis on research. The degree may be taken by thesis or by a combination of thesis and coursework.	240	8
Doctor of Education	To accredit the highly advanced and specialised academic or professional study of an aspect of education in which the learner demonstrates capacity for sustained, original research.	360	8

The various qualification types are shown in the following diagram:

QUALIFICATIONS FOR EDUCATORS IN SCHOOLING ²

NQF Level	
8	<p>Doctor of Education (360)</p> <p>Master of Education (thesis and/or course work) (240) ⇔ Post Graduate Diploma in Education (120)</p>
7	<p>Bachelor of Education (Honours) (120)</p>
6	<p>PGCE (120) ⇒ Advanced Certificate in Education (120) ⇐ Bachelor of Education (480)</p> <p>↑</p> <p>First Degrees (360 or 480)</p> <p>↑</p>
5	<p>Diploma in Education (240)</p> <p>↑</p> <p>Certificate in Education (120)</p>
4	<p>FET Certificates</p>
3	<p>School leaving certificates</p>
2	<p>School leaving certificates</p>
1	<p>GET Certificates</p>

² Please note that the number of credits indicated in brackets after each qualification are minimum credits, of which a minimum of 72 should be at or above the level at which the qualification is registered.

MINIMUM SPECIALIST REQUIREMENTS FOR BASIC TEACHING QUALIFICATIONS

There is no longer a list of prescribed teaching subjects. Learners and providers are advised, however, that the design of programmes and qualifications, including subject choices, must lead to the competence to teach learning programmes, learning areas, subjects or foci in the school curriculum.

The considerable importance of the specialist role should be reflected in the apportionment of credits. For each basic qualification, there is a minimum number of SAQA credits dedicated to the specialist role:

DE	96 credits
B Ed	240 credits
PGCE	20 credits

The precise specialist requirements for the initial teaching qualifications leading to qualified educator status are as follows:

Foundation Phase (Grade R to Grade 3)

- A study of the 3 learning programmes as prescribed by the national curriculum. These must include the disciplinary bases of content knowledge, methodology and relevant pedagogic theory.
- Expertise in the development of early literacy, particularly reading competence.
- Expertise in the development of early numeracy.
- Expertise in the development of life-skills.
- The above specialist requirements should carry the following credits:
 DE 72 credits at NQF 5 or higher, 24 credits at NQF 4 or higher.
 B Ed 96 credits at NQF 6, 108 credits at NQF 5 or higher.
 PGCE 20 credits at NQF 6.

Intermediate Phase (Grade 4 to Grade 6)

- A study of the 5 learning programmes as prescribed by the national curriculum. These must include the disciplinary bases of content knowledge, methodology and relevant pedagogic theory.
- Expertise in the development of reading competence, particularly reading comprehension.
- Expertise in the development of numeracy.
- Expertise in the development of life-skills.

The above specialist requirements should carry the following credits:

DE	72 credits at NQF 5 or higher, 24 credits at NQF 4 or higher.
B Ed	96 credits at NQF 6, 108 credits at NQF 5 or higher.
PGCE	20 credits at NQF 6.

Senior Phase (Grade 7 to Grade 9)

- A study of at least two subjects which meet the requirements of the learning area specialisations as prescribed by the national curriculum.
- The studies must include the disciplinary bases of content knowledge, methodology and relevant pedagogic theory.
- The above specialist requirements should carry the following credits:

DE	72 credits at NQF 5 or higher.
B Ed	96 credits at NQF 6, 84 credits at NQF 5 or higher.
PGCE	20 credits at NQF 6.

In addition

- A study of **one** out of the learning areas of:
Mathematical Literacy, Mathematics and Mathematical Sciences
Natural Sciences
Technology

This study must be in a learning area not taken elsewhere in the curriculum.

It should carry at least 24 credits at NQF level 4 or higher for all qualifications except the PGCE where it may be recognised as prior learning.

Further Education (Grade 10 to Grade 12)

- A study of one or more subjects or specialisations suitable for the phase.
- The study must include the disciplinary bases of content knowledge, methodology and relevant pedagogic theory.
- The above specialist requirements should carry the following credits:

DE	36 credits at NQF 6, 60 credits at NQF 5 or higher.
B Ed	96 credits at NQF 6, 108 credits at NQF 5 or higher.
PGCE	20 credits at NQF 6.

NOTES ON ARTICULATION

ARTICULATION WITHIN THE QUALIFICATIONS FRAMEWORK FOR EDUCATORS FOR SCHOOLING:

- Learners who complete a 360 or 480 credit Bachelor's (other than a B Ed) degree are deemed to have completed their subject specialization, but need to complete a Post Graduate Certificate in Education as a professional capping qualification.
- A 480 credit B Ed degree includes both the professional qualification and the subject or phase specialization.
- There are two entry and exit points within a B Ed - a Certificate in Education or a Diploma in Education.
- Learners entering a B Ed from a new 240 credit Diploma in Education or an old three-year Diploma in Education will be required to complete an additional 240 credits of the B Ed degree in order to achieve the over-arching purpose of the degree on a higher level.
- The flexibility of a qualification, the degree to which access and exit points are open or closed, will be described in the 'rules of combination' and the 'learning assumed to be in place' contained in the registration information of the qualification.

ARTICULATION AND MOBILITY WITHIN THE WORKPLACE

- The roles, their associated applied competences and the qualifications framework provide a basis for the ongoing professional development of educators which will be steered by the Department of Education through using its occupational requirements – job descriptions, appraisal criteria, workload, post descriptions and career pathing - to influence the design of qualifications and learning programmes. The creation of multiple career and learning paths, will encourage the development of educators who are competent to teach in different contexts and in different ways, playing different roles and using different applied competences.

ARTICULATION WITHIN FIELD 05: EDUCATION, TRAINING AND DEVELOPMENT:

- The broad similarity between the contextual roles for educators for schooling, the generic roles proposed in the ETDP final report and the draft standards for ECD and ABET practitioners provides a basis for portability and flexibility between qualifications and programmes in different sub-fields of NSB Field 05. This will increase mobility for learners and practitioners by opening up different career and learning paths.

- Since '*a qualification may be achieved in whole or part through the recognition of prior learning, which concept includes but is not limited to learning outcomes achieved through formal, informal and non-formal learning and work experience*'³, the process of assessment of applied competence achieved through recognition of prior learning also provides for mobility of learners between different learning programmes and places of work.

5. THE TRANSFORMATION OF EXISTING PRACTICE: STANDARDS FOR THE DESIGN AND DELIVERY OF EDUCATOR DEVELOPMENT PROGRAMMES

A statement of the roles and competences (norms) for educators and the provision of a qualifications structure and specialist requirements (standards) are fundamental to the development of educators. They provide a definition of competence within this field, and a means of assessment of this competence. However, in themselves they will be unable to assure the quality of the learning programmes and qualifications.

It is necessary to establish key strategic objectives for the design and delivery of educator development programmes and qualifications which will provide guidance for the transformation of existing practice. The objectives are stated as standards for design and delivery and provide a basis for quality assurance of programmes by Education and Training Quality Assurance bodies. Quality assurance measures and mechanisms will be put in place by SAQA, the Council on Higher Education and its Higher Education Quality Committee, and/or the relevant Sector Education and Training Authority (SETA).

Standards for the design and delivery of programmes will include the following criteria:

PURPOSE OF THE QUALIFICATION

- The purpose of the qualification states clearly the roles, the specialism(s), the level, the target learners, employability and the articulation routes.
- The purpose is in line with national and/or local needs.
- The purpose informs the statement of applied competence, curriculum design and the assessment strategy.

TARGET LEARNERS

- Entry knowledge of learners is assessed/checked and informs the development of the programme.

³ SAQA Regulation 8 (1) (h), Government Gazette, 28 March 1998

- Access is promoted and learner support is provided.
- There are processes for the recognition of prior learning and experience.

APPLIED AND INTEGRATED TEACHING COMPETENCE

- The applied and integrated competence to be achieved by the learners is expressed in exit level outcomes, and is clearly related to the purpose of the qualification.
- The learning programme is designed in such a way that it develops this competence.
- The courses/modules in the programme and the roles that the programme seeks to develop are integrated.

APPLIED AND INTEGRATED ASSESSMENT

- The assessment strategy is clearly related to the purpose and exit level outcomes of the programme.
- The practical, foundational and reflexive competences for each role provide a basis for assessment criteria.
- Accountability and transparency are necessary features of all assessment practices and learners should be informed of the assessment criteria and strategies before the learning begins.
- Evidence can be demonstrated through a variety of options: case studies; problem-solving assignments; teaching practice in simulated and in situ contexts; portfolios of learning materials; projects; written and oral examinations.
- The assessment strategy assesses the extent to which learners have achieved *horizontal integration*, that is, the integration of roles and the knowledge and skills delivered through the different courses/modules which make up the educator development programme. It is designed in such a way that the seven roles are assessed through the specialism.
- The assessment strategy also assesses the extent to which learners have achieved the *vertical integration* of foundational, practical and reflexive competence. In other words, it assesses whether learners are able to integrate the ability to perform important teaching actions competently (a practical competence), understand the theoretical basis for these actions (foundational competence), and reflect on and make changes to teaching practices (reflective competence) so that they can be described as achieving an applied and integrated competence.
- The assessment strategy assesses the extent to which learners have the ability to *teach in authentic and changing South African contexts*.

- The assessment is *ongoing and developmental*.
- There are detailed diagnostic records of learners' progress.

KNOWLEDGE OF THE SPECIALISATION

- The development of knowledge of the specialism (discipline, subject, learning area, phase of study) embraces content knowledge (knowing that), concepts and theories (knowing why), procedural knowledge (knowing how), and strategic knowledge (knowledge about why, when, where and who)⁴.
- Knowledge of the specialism is central to the programme and integrated into the development of competence in the other roles.

INTEGRATION OF THEORY AND PRACTICE

- The worth and value of qualifications and learning programmes are determined by the learners' ability to demonstrate applied and integrated competence in the satisfying of academic, professional and occupational requirements. Such an integrated approach to learning places great emphasis on the lifelong professional development of educators.
- In order for qualifications and their associated learning programmes to be recognised for employment in education, providers must ensure that the roles and applied competence specified in the exit level outcomes of the qualification meet the requirement of learners to demonstrate their ability to integrate theory and practice.
- School experience is integrated into the programme, rather than being a separate 'add-on'. It is a structured teaching and learning experience with some form of observational assessment.
- The programme is contextually sensitive.
- There are close links between the work place (schools) and the institutions providing the programme.

EXTENDED PROFESSIONALISM

- Providers develop programmes and an institutional ethos which develops educators as extended professionals and lifelong learners.
- Programmes are increasingly offered in modes that allow practising educators to attend.

⁴ ETDP Project, *Final Report: An Indigenous Model of Profession Paths, Qualification and Standards within the National Qualifications Framework*, October 1998, National Training Board and German Technical Co-operation, p.26

- Learning materials are developed and used to create spatial flexibility in courses: learners can learn at a variety of sites and do not necessarily have to have face-to-face contact with their educators.
- Assignments are designed to encourage problem-solving within authentic contexts.
- The programme prioritises the promotion of critical engagement, reasoning and reflective thinking.
- The programme grounds teaching in a wider social, economic and political understanding and awareness.
- The provider demonstrates an understanding of educator development as an activity that goes wider than formal schooling.
- The teaching staff is involved in policy and development activities outside of their mainstream activity.

PROGRAMME DESIGN PROCESS

- The programme is designed on the basis of research, with national/local needs and standards as well as the needs of target learners and employers in mind.
- The programme has outcomes, learning and assessment strategies that are appropriate to the purpose of the qualification.
- Programmes are regularly reviewed in the light of new developments in the field as well as on the basis of feedback from employers, learners, tutors, and assessment processes.

RECOGNITION OF QUALIFICATIONS FOR EMPLOYMENT IN PUBLIC EDUCATION

In evaluating qualifications for employment in education, qualifications meeting the following criteria will be recognised. The qualification must:

- integrate the critical cross-field outcomes into exit-level outcomes of the qualification;
- integrate the six contextual roles and their applied competences into the seventh specialised or elective role that is described in the exit-level outcomes;
- be registered on the National Qualifications Framework;
- integrate the job descriptions, workloads, post level requirements and other specific occupational requirements of the employer;

- integrate the professional requirements for registration with SACE;
- be certified by the relevant ETQA or its designated body;
- be attained through a provider accredited by the relevant ETQA or its designated body.

The Department of Education will publish a list of such recognised qualifications on a regular basis.

IMPLEMENTATION OF THE NORMS AND STANDARDS FOR EDUCATORS

- The nomenclature of existing educator qualifications must be changed in accordance with these norms and standards by June 30, 2001.
 - From April 1, 2002, only those programmes leading to qualifications which are registered on the NQF and where the programme and the provider are accredited by the Higher Education Quality Committee of the Council on Higher Education will be eligible for funding from the Department of Education.
 - All existing educator qualifications which have been formally accredited by COTEP and HEDCOM and have been recorded and/or provisionally registered by SAQA will be recognised by the Department of Education for purposes of employment in public education until June 30, 2003.
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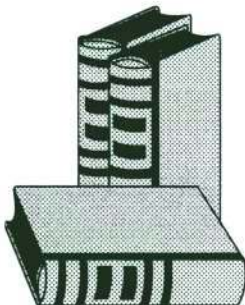
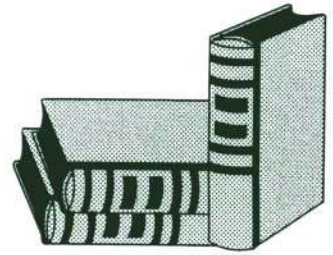
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