CHAPTER 4
EDUCATIONAL CAREER DEVELOPMENT PROGRAMMES

4.1 INTRODUCTION
The leadership role of the principal has to mirror change in practice. The principal plays a vital role in accommodating the special career developmental needs of the female educator, for example mentoring and leadership skills. In this chapter different career ladders in education will be discussed, indicating its interrelationship with teachers' work and career development (cf. Fig. 4.1).

Figure 4.1: Overview: career development programmes, educator’s work and role of principal
In this chapter a brief discussion of different career ladders and the design thereof, as well as the benefits and the non-benefits of career ladders are discussed. From the different roles of the principal regarding career development of female educators, for example his/her role as delegator (cf. Par. 3.5.3), motivator (cf. Par. 3.5.5) and as mentor and coach (cf. Par. 3.5.4) a possible theoretical approach is developed for principals to the career development of female educators. This is done in accordance with research aim 3 (cf. Par. 1.3). In the next paragraph, the relationship between career ladders, Human Capital (HC), Human Resources (HR) and Social Capital (SC) will be discussed.

4.2 THE RELATIONSHIP BETWEEN CAREER LADDERS, HUMAN CAPITAL, HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT, AND SOCIAL CAPITAL

In each and every organization (school) the following HR competencies are needed, namely individual, managerial, motivational, analytical and interpersonal competencies (Lee, 2009:1). For the female educator individual competencies refer to the personal attributes required for a role as well as competencies needed in key areas (cf. Pars. 3.8; 2.3.1.5 - 2.3.1.7). Key areas for the female educator may refer to teaching capabilities as well as subject and curriculum content (cf. Par. 2.3.2 & Figures 2.3 & 2.4). Managerial competencies refer to the ability to manage others (Lee, 2009:1) for example on post level 1 it refers to class and subject management by means of planning and executing teaching and learning (cf. Pars. 3.5.1 - 3.5.2). Elements of management competencies are for example the managing of others, focusing on key areas such as leadership in all its dimensions as well as planning and project management. The female educator as grade or subject head has to plan the management of a subject or tasks associated to head a grade. Flowing from research done on different career ladder programmes, educators will have to demonstrate competency in terms of the instructional process (Hensen & Hall, 1993: 323-353) although the principal is the instructional leader of the school (Cloete, 2007; Kruger, 2008b:246-251) (cf. Pars. 4.6-4.8). As subject educator, planning is done in accordance with the NCS (National Curriculum Statement) subject policies in terms of learning and teaching activities by means of learning programmes, work schedules and lesson plans. Programmes of assessment and the planning of assessment tasks, all are part and parcel of an educators' work. Good planning by the principal will crystallize into a well-organized school where instruction can take place within an environment cohesive to teaching and learning (ibid.) (cf. Par. 3.7.1.1).
Motivational competencies (cf. Par. 3.7.1.1) refer to drivers and qualities needed to be successful in a role. Resilience, motivation and initiative are needed to be successful in this area. In general, female educators are viewed as good teachers; they have the ability to motivate their learners to believe in themselves to be successful (cf. Pars. 3.6.1.1 - 3.6.1.4). The mentoring role of female educators and their role in the induction programme of new/novice educators are important and are closely related to interpersonal competencies, referring to how one works with other individuals (in class, with colleagues and with authoritarian figures) (cf. Par. 3.5.1). Communication, the ability to be a team member and openness are vital parts of a female educator's competencies (cf. Par. 3.5.4.1). The new curriculum calls for original, creative and innovative thinking and the female educator in her classroom in general displays these personality traits. Analytical competencies, for example decision-making skills, are as important for post level 1 educators as for members of the SMT.

The Questionnaire sent on Staff Retention (FSDoe, 2009a:1-6) was developed to empower the HR section to provide input to the Staff Attraction and Retention Rapid Results Project. It is specifically stated that HR is interested in the needs of all staff members and not only in those of infrastructure-related staff. The questionnaire set had to be completed before 13 February 2009 and was built on the following categories: compensation, working conditions, departmental procedures and policies, management and supervision, HR, recruitment and selection, induction, performance management, corporate culture, professional development, adequate resources, communication, and trust. All the above-mentioned factors influence the retaining of staff (ibid.). It is interesting to take note that in a knowledge and skills audit questionnaire currently circulating through the Free State (FSDoe, 2009b), Question 1.16 (FSDoe, 2009b:4) specifically deals with the question on why the FSDoe is not attracting and retaining skilled professionals. The question (1.16) refers to a competitive salary (process theories) and feelings of staff regarding assistance/support given by the employer, responses to challenges, qualifications and current legislation etcetera (ibid.).

HC can be utilized in different ways (cf. Par. 2.3.1) and by means of career development, HRM and HRD, career ladders map out the road for promotion and progression. Career ladders, career development, HRM and HRD are all interlinked (cf. Par. 2.3.2). The way an individual views his/her own career is determined by the career ladder, HRM, HRD and the career development process (cf. Par. 2.7.2). Social networks are built through proper career...
development (cf. Par. 2.3.3.1). The unleashing and utilization of HC, the “caring” and supportive function of social networks, the relationship between the individual and the network to act as sources of SC become more and more important in career development.

Through well-established networking (cf. Pars. 2.3.2 -2.3.3.2) one allows oneself to use resources in terms of job opportunities and to market oneself based on fostering relationships and forming the bases of strong and active networks. A highly successful career network can be established, firstly through people one already knows, i.e. by means of existing networks. In the school/district where the female educator's capabilities and qualifications and the role she is pursuing are already known, colleagues, principals and friends, from the present and the past will provide a strong and active social and career network. The network can be extended through developing new networks by means of the internet (on line), committees and structured meetings, for example Subject Cluster meetings, professional working groups (PWGs) in towns/area and mentoring. In essence it is important to be actively involved and visible within schools and within the external environment (cf. Par. 2.3.3.1). It is essential that the female educator sees herself as a resource and act as a resource for other colleagues who will return the favour when needed in terms of knowledge of career opportunities and will act as references. By building SC in this way, she will enhance her awareness of career development opportunities.

Teaching takes place within a system; therefore within an organization. Systemic factors, for example organization culture and structure, will influence teaching and also the career development of educators.

4.3 VARIABLES IN CAREER LADDERS FOR EDUCATORS
Teaching is complex – associated with many constraints. It needs to be analyzed and will impact on career structures, organizational aspects, resource allocation, decision making and leadership (Parker et al, 1990:16-32). Design elements of differentiating teacher's work (cf. Figure 4.2) are structural characteristics, evaluation and assessment, latitude of choice and conditions of support (ibid.).
According to Figure 4.2 it is evident that the structural characteristics of educators' work include structural characteristics i.e. career ladders. This includes elements like the length of the career ladder and the time to spend at each stage. Different tasks are associated with each stage. Teachers' work are evaluated and the "who", "what", "how" and "when" are also part of the design elements of educators' work. Both latitude of choice and conditions of support (for example the availability of staff for support), are essential elements of differentiating educators' work.

Educators are working in education where a certain level of minimum training and performance are expected, associated with support given. Variables that will influence an educator's work are for example presage variables, process variables, intermediate outcome variables and outcome variables (Ebmeier & Hart, 1992:263). Students' success leads to job
and career success (cf. Par. 2.7), promotion and career development, building SC. Variables within a career ladder are indicated in Figure 4.3.

Figure 4.3: Career ladder in terms of variables: Adapted from Missouri Career Ladder Programme (Ebmeler & Hart, 1992:263)
In Figure 4.3 presage variables refer to variables regarding the teacher, the learner and the context of the school and the community. It refers to the teacher's training level, beliefs about teaching as well as teaching and administrative experience. Combined with the learner's background and academic expectations in the context of the school in terms of staff experience, community support and student characteristics maintenance, integration, adaptation and goal attainment will be established. Process variables refer to maintenance (loyalty, motivation, efficacy, interests and job satisfaction) of staff members (cf. Figure 4.3). Maintenance variables are intertwined with adaptation, integration and goal attainment focused on the needs of the school and the educators' and learners' needs. Intermediate outcomes refer to social and academic outcomes for both educators and learners, proportionally influencing the school as an organization. Student achievement will eventually lead to career success (cf. Par. 2.7), job satisfaction (cf. Par. 2.7.1), promotion enhancing the career development of educators and ultimately the utilization of HC in building SC.

The interrelationship between the educator, the learners and the context of the school will eventually determine the level of teaching and teacher motivation and by means of clear direction to and understanding of the community, goal attainment will follow. For the successful educator, intermediate academic outcomes will enhance the educator's motivation and eventually job satisfaction, career success and possible promotion. Career ladders as a tool to formalize entry, progression and career paths in education entails certain benefits and non-benefits for educators.

4.4 BENEFITS AND NON-BENEFITS OF CAREER LADDERS IN EDUCATION

Based on research done on career ladders (cf. Pars. 4.5-4.6) it is evident that in general career ladders enhance certification. Career ladders also tolerate differentiation in terms of compensation, responsibility and authority on different post/career levels. Pay progression is closely linked to the steps on career ladders (cf. Pars. 4.6-4.7). Teachers may broaden/enlarge their jobs by taking on more responsibilities due to the requirements of career ladders (Parker et al., 1990:28-36) although career ladders do not provide real answers on why they have to do it or on what bases it was justified and what the outcomes will really be on instruction (ibid.). Questions were not asked on differentiation in terms of individual knowledge and educator's preferences. Current career ladder structures do not consider existing teachers' expectations and roles in schools and according to Parker et al.
(1990:28-36), the same pattern of specialization of function and hierarchical authority is created while nothing has proved that career ladders will result in better instruction.

The Apollo profile is a career-related personality measuring instrument (Anon., 2009a:1) providing a psychometric profile based on what people "can do" (skills and experience, i.e. competencies) and what they "will do", referring to a persons' motivations, beliefs, attitudes values and preferences (Anon., 2009c:1).

4.4.1 Apolloneon profile
The profile consists of 34 factors related to career success (cf. Par. 2.7) benchmarked against highly career successful people. The profile aims to identify personal strengths and weaknesses, career development needs etcetera (Anon., 2009c:1-2; Hudson.com, 2011:1). The Apolloneon profile is an objective multipurpose instrument measuring work preferences, motivations and-values (ibid.). The instrument acts as a bases for coaching (cf. Par. 3.5.4), to identify development needs (cf. Pars. 3.5-3.6), organizational benchmarking, career development, transition and recruitment (ibid.). The "can do" factors (Anon., 2009c: 1-4; Hudson.com, 2011:1) can be addressed with training or coaching of/or skills and content development (cf. Pars. 2.3 & 3.5.4), whilst the "will do" factors (Anon., 2009c: 1-4; Hudson.com, 2011: 1), for example lost motivation (cf. Par. 3.5.5), "wrong" attitudes etcetera, are much more difficult to address (cf. Pars. 3.6.1.1; 3.7.1.1-3.7.1.4). The latter may be addressed by job redesign or special/specific training for the individual, for example by reviewing set goals. HR and HRD are essential in individuals’ career development (cf. Pars. 2.3.1-2.3.2). During the selection process (cf. Pars. 3.6.2.1-3.6.2.3) the "can do" factors can easily be established while the personal and emotional "will do" factors can be established only by special tools and techniques (Anon., 2009c: 1-4; Hudson.com, 2011:1).

The Apollo profile (Anon., 2009c:3) is concerned with enhancing career performance by identifying and diagnosing factors that can be improved for a person in a specific role within an organization, aiming at individual and organizational decision making to enhance skills and career development. HR is the competitive edge for both companies and countries and the quality and innovativeness of HR implicate growth, resulting in a flexible workforce able to respond rapidly to changes in the work place (ibid.). One’s career is part of oneself while career development of staff members acts as an agent of change creating a development culture in an organization. The 34 Apollo profile factors on management level as reported by
individuals are grouped as capability indicators (Anon., 2004:1-3). Interesting enough the Apollo profile (Anon., 2004:1-3) indicates different approaches on different factors between management and the general workforce (ibid.). For management, for instance, there is a high need for results; they are goal conscious with strong ambitions. While management prefers to have power, the workforce on average is uncomfortable with power, while management is innovatively looking at the future the general workforce prefers the status quo, i.e. they do not want change (ibid.). Other interesting differences in approaches are that workers prefer to be efficient whilst management prefers to be effective; workers focus on doing while management focuses on planning etcetera (ibid.). Whenever career development is at stake a clear career vision, mission and development plan will determine the approach towards the career needs of the individual, i.e. female educator (cf. Pars. 2.2.3.6 & 2.6). Capability indicators measure psychological skills contributing to overall capability, for example, it includes different forms of intelligence, skills and aptitude, knowledge, education and training, job interests and experience, and health and physique (Anon., 2004:1-3). Capability factors are performance based, are an indication of career development needs and are by definition an overview of the developmental needs of individuals and organizations (ibid.). The Apollo profile reports on six levels (Anon., 2004:1-3), categorizing most important factors for success as primary factors (P) and other factors not so critical as secondary factors (S) (ibid.). The Apollo profile (Anon., 2004:1-3) shows that career drivers for both management and the general workforce are achievement and ambition, whilst remuneration, recognition and independence are classified as secondary factors (S). Regarding conflict management style, both groups refer to assertiveness, competitiveness, collaboration and compromising as secondary factors. Interestingly management regards stress resilience, responsibility, and in terms of leadership directedness, delegating, power and authority, persuasion and decisiveness as primary factors (P). For management, sensitivity, security and coaching are viewed as secondary factors while general staff members regard all of the above-mentioned factors as secondary factors, with the exception of stress resilience and responsibility that are viewed as primary factors (Anon., 2004:1-2). In terms of people orientation both management and the general workforce view agreeability as a primary factor, whilst teamwork and extraversion are viewed as secondary factors (ibid.). In terms of strategic orientation innovation, pro-activeness, analysis and goal setting are primary factors in the eyes of management, whilst it is viewed as secondary factors by the general workforce. Values such as altruism, trust, loyalty and conforming are viewed as secondary factors by both groups. Work place management and
conscientiousness are viewed as primary factors by management while detail and self-organization are viewed by them as secondary factors (ibid.). For the general workforce all the above-mentioned are viewed as primary factors (ibid.). There is a difference in what employers and employees view as primary and secondary factors and the SMT and principals must be sensitive to the way educators experience their attitudes and actions. For business, pay-for-performance and pay raise systems based on performance are the order of the day (Budzig, 2008:1-5). In education performance pay is adjacent to salary systems and therefore different to the private sector and very costly (ibid.). According to Lee (2009:1) the Apollo staff development report provides participants with information regarding their work preferences, motivations and values. According to her people made career decisions based on motivations, attitudes, personality traits, experience, qualifications and prior work history (ibid.).

Educational management can be organised by an authoritarian entity (person/body). It consists of tasks that can be organised within a specific management area, aimed at educational efficiency (Van Deventer, 2008b:65-68). Authority is delegated and governed by law underpinning the PAM (Personnel Administrative Measures) document, by means of, for example, job descriptions for educators on different post levels within schools (South Africa, 1999). Organisations, i.e. schools, found themselves in an ever-changing economic and social landscape and are confronted by ongoing transformation requirements and requires fast adaptations in which the new career perception and career expectations of individuals cannot be ignored (Koster, 2002:1-19) (cf. Pars. 2.7.2.1 & 3.5.2). Individual career management on the one hand will be focused on action steps taken by the individual to give direction to his/her career (cf. Par. 2.2.3 & 3.5.4.1), but contrary to the private sector where career development is managed by specific career development experts, at school it is handled by the principal and the SMT. According to the PAM document (South Africa, 1999) outlining the role of the principal one of his/her tasks is the career development of staff members (cf. Par. 3.5).

The manager's task within an organisation is continually redefined (DuBrin, 2009:10-12) therefore the principal's task as a manager, leader and controller includes his/her role as an organizer, as staff coordinator and as task delegator. The principal's liaison role refers to relationships and to the maintaining and establishing of networks. The leadership role of the principal, especially his/her role as a coach, mentor and motivator (cf. Pars. 3.5.4 & 3.5.5), as
well as the controlling role to monitor progress and development of staff members (Van Deventer, 2008c:127-136), can all direct an educator's career path (cf. Pars. 3.5.5 & 3.8). Therefore a strategy for career planning must be in place. The principal must be able to identify a new interest/skill demonstrated by the educator and/or the need for constructive feedback and when change and/or renewal is needed, i.e. whenever an educator has a need for development (Fourie, 1997:73). Taking into account the female's changing career perception, knowledge of career anchors (cf. Par. 2.9) the influence of life cycles on careers (cf. Par. 2.8), career development, the leadership style of the principal, his/her ability to identify mentoring opportunities, listening skills and willingness/ability to delegate, are essential for the career development of the female educator.

4.4.2 Conclusion and evaluation
Career ladders are used to formalize the relation between education and formal occupational structures. Competency regarding instruction, for instance, refers to daily preparation, effective teaching strategies and expanded opportunities, taking into account learners' diverse needs, understanding instructional objectives, a sound knowledge of subject content, effective use of resources and time, the ability to motivate learners, to communicate effectively and to give constructive feedback to learners. Evaluation of classroom management which underpins effective teaching and learning as well as positive student behaviour will enhance efficacy in teaching. Positive interrelationships with parents, students and staff members as well as participating in professional growth activities, implementing and understanding policies and procedures, taking on responsibilities outside the classroom and professional responsibilities within other structures and partnerships, all will enhance better teaching, the level of teamwork and team building.

South Africa, due to its political history and cultural diversity is unique in the sense that in many aspects of society in general and for education in particular problems have to be ironed out whilst challenges cannot be addressed with a "fits one fits all" approach. Research results (cf. Par. 2.2) on why staff cannot be retained in education will provide valuable information regarding the research question but the research as such is a good indication that together with action steps to set targets in terms of race and gender representation of the workforce (Figures 3.2-3.5), a proper career ladder for educators in South Africa is of the utmost importance. The OSD (cf. Par. 4.7.1) is a first step in that direction. By studying a
number of sources from across the world, elements of career ladders, fit to address the unique circumstances in the RSA, will be identified.

4.5 CAREER LADDERS IN THE USA
Career ladders refer to an effort to explore the relation between learning, teaching and occupational structures (Parker et al., 1990:16-32; Hensen & Hall, 1993:323-353). It is done by means of examining proposals to alter educators’ careers, taking into account the suggestions from all stakeholders. Factors that may influence career ladder programmes are for instance the diversity in educators’ subject knowledge, their competence, interests and needs. Change and development go hand in hand, for example educators’ changed views regarding learning and teaching competencies, growth and adaptation, all lead to development.

In the next paragraph a brief summary of different career ladders and their impact on education will be highlighted. The district programmes (Charlotte Mechlenburg and that of Temple City) and the state programmes of Tennessee, Utah and Missouri are discussed. By comparing different career ladders in accordance with basic elements, namely structural characteristics, evaluation, latitude of choice and conditions of support, the role played by HRD and HRM in utilizing HC will be better understood (cf. Pars. 2.3.1 & 2.3.2). Each of the elements as accommodated in different career ladder programmes for educators will be discussed. Structured characteristics refer to the length of the career ladder, the time spent per stage and the range of work at each stage and applicable credentials. Evaluation as one of the design elements of career ladders referring to who, what, how and how frequently/when evaluation will take place. In terms of latitude of choice, entry to the structure, choices made and responsibilities at each career stage as well as incentives and rewards are relevant. In terms of conditions of support, provision for more time includes for instance, release of time.

4.5.1 Charlotte Mechlenburg career ladder for educators
In this career ladder teacher career development is based on the expectation that teachers’ action plans are linked to mentors’ feedback, leading to more effective teaching (Hanes & Mitchell, 1985:11). The career ladder was developed to attract and retain successful educators due to a shortfall of new educators entering the system. The new graduates were not from the same calibre as educators from the previous generation and the anticipated loss
of a very high percentage of educators due to ageing (Parker et al., 1990:11-12) became a reality. The Charlotte Mechlenburg programme (North Carolina) is a career development plan rather than a career ladder (Hanes & Mitchell, 1985:11-12).

Structured characteristics of the career development ladder indicate six stages with the time spent at each stage differing from 4-6 years for new educators and 1-2 years for tenured educators. Credentials needed for teaching are applicable Bachelor’s and Master’s Degrees and tailor-made Advanced Certificates in Education. At the heart of the programme is staff development, referring to beginner, provisional educators, career nominee, career candidate and career levels 1, 11 & 111 educators (Hanes & Mitchell, 1985:11-12). The introduction of posts for assistant principals with responsibilities to solely assist, strengthen and support instructional programmes (Parker et al., 1990:11-12) led to the idea of a deputy principal responsible for the academic leg of the school, i.e. a deputy principal responsible for monitoring instruction and academic activities at the school.

Evaluation as one of the design elements of career ladders refers to who, what, how and how frequently evaluation will take place. The effectiveness of the programme was, according to Schlechty (1985:14), the result of explicit expectations from both the employer and the employee. By means of continuous and fair observation of class and extramural activities clear direction can be provided in terms of career action growth plans for educators (ibid.). The possession of competence (skills and knowledge) by teachers to meet expectations set by the employer, the consistent demonstration of these applicable skills, supported by continuous evaluation by multiple assessors on classroom, faculty and professional performance, all are at the heart of this career development plan (Schlechty, 1985:14-19).

Independent observation balances training and evaluation processes between an assessment advisory team and a career action plan for the educator (Hanes & Mitchell, 1985:12-13). The advisory team assists new educators to reach expected competencies by means of direct observation, feedback and an action growth plan (ibid.). Mentors are chosen by principals as role models and their key role is staff development. Mentoring takes place by applying basic principles of effective teaching, communication and observance of a new educator. Mentors also act as advisors to new educators by evaluating their level of teaching. Mentors focus on establishing rapport and trust, providing confronting feedback,
finding time to balance advocacy and evaluation (ibid.). Initially principals and deputy principals feared losing authority due to their role in advisory teams but later on they found that their roles are strengthened due to more data on staff members (ibid.). Action growth plans, focused on achieving goals and expectations are developed by means of teamwork between educators and the advisory team. Goals are defined and activities can be identified to reach those goals within a set timeline (Hanes & Mitchell, 1985:12-13). Performance leads to pay progression. The purpose of evaluation is based on a personal evaluation, understanding and realizing that evaluation in education is a political moral issue rather than a legal one. The combination of summative and formative assessment will enhance decision-making skills by means of clear communication of expectancies. Provision for feedback will also enhance performance. Clear reference to what excellent educators will do and what skills and knowledge they have (Schlechty, 1985:15-16), will assist other educators in mapping out the road to meet set expectations. In Charlotte Mecklenburg, classroom educators will be evaluated on teacher competencies measured against expectations in terms of classroom, faculty and professional performance. A team (educators and administrators) identifies system expectations and skills needed (Parker et al., 1990:5-6). Educators compile a portfolio of progress, have an action plan, will be assisted by advisory teams, classroom observation takes place and feedback is given to educators (ibid.).

In terms of latitude of choice, entry to the structure, choices made and responsibilities at each career stage as well as incentives and rewards are relevant. In Charlotte Mecklenburg, it is mandatory for new educators to join the structure; there is a limited choice of responsibilities as responsibilities are embedded in job descriptions associated with positions (Parker et al., 1990:6). Based on the previous statement, high salaries are evident at the top level associated with more and different responsibilities, authority and accountability. Provision for more time includes, for example, release of time for educators in specific positions to act as mentors mentoring novice educators (Parker et al., 1990:6-7). Personnel available for support include advisory or assessment teams assisting educators with their action growth plans. Systemwise, steering committees also include union representatives, administrators, educators and administrators (Parker et al., 1990:7).

4.5.2 Temple City career ladder for educators
The career ladder of Temple City (California) consists mainly of differential salaries for educators, the assignment of different instructional tasks and different levels of authority and
decision making (Parker et al., 1990:12) to different post levels. Structured characteristics of the Temple City career ladder indicate four stages and the time spent at each stage differs for example 4 years at the lowest levels. In terms of credentials, applicable Bachelor's degrees up to Doctorates or equivalents are needed. The range of work/tasks at each stage differs from classroom instruction, spending more time outside the classroom, including mentoring and writing curriculum.

In Temple City, classroom educators and non-teaching personnel are evaluated externally, focusing at decision-making skills, staff involvement, in-service training, leadership abilities and the impact of the above on learners' learning (Parker et al., 1990:5-6). Senior educators are executing evaluation processes and through coordinated activities an instructional council composed of master educators in each discipline, support administrators and educators. No information is available on the frequency of evaluation. Shared decision making, in-service training etcetera contribute to educators' sense of commitment, growth and efficacy (ibid.). Educators on the other hand prefer traditional classroom activities to taking on more responsibilities; they prefer to remain in traditional positions (Parker et al., 1990:12). In terms of latitude of choice, entry to the structure, choices made and responsibilities at each career stage as well as incentives and rewards are relevant with no information available on entering structure (Parker et al., 1990:5-6). Provision for more time includes release of time and in Temple City, levels 3 & 4 educators have unspecified time to work on staff and curriculum development and mentoring (ibid.). Support is given by means of educators' meetings at site levels and meetings of intra-district councils from schools and districts.

4.5.3 Tennessee's career ladder programme for educators

A career ladder programme is part of the trend for educational reform. The rationale behind the development of the Tennessee career ladder for educators was to improve the quality of education. The differences between the Tennessee career model and the traditional organizational structure of education lie within a structured evaluation system underpinned by educators' performance and skills rather than increasing educators' knowledge (Parker et al., 1990:12-14). In this system educators are not consulted; they are supervised and evaluated on their own practices (ibid.).
Structured characteristics indicate a five-step classification system, for example probationary, apprentice, career level 1, career level 2 and career level 3 educators with 1-5 years spent on each level, depending on the level of educators. In terms of credentials, a Bachelor's degree for provisional educators, non-renewable one year certificates for provisional and apprenticeship levels and five years renewable certificates on levels 1, 2 & 3 as well as additional academic or staff development credits are needed for advancement (Parker et al., 1990:8).

Evaluation entails that in Tennessee, classroom educators and administrators are evaluated to assess the minimum competencies of educators based on effective school research. Certification on different levels takes place based on these assessments. Classroom observations, educators' portfolios, peer and student questionnaires, testing of communication and professional skill are evident. Formal time lines for assessment are not indicated (Parker et al., 1990:9).

In terms of latitude of choice it is mandatory in Tennessee to enter the structure; individuals are allowed to choose longer contracts with more responsibility (contracts are basically for 10-12 months, depending on educator's level), i.e. associating the individual with incentive pay (Parker et al., 1990:9). In terms of provision of time, no data is available on this particular element in Tennessee (ibid.).

4.5.4 Utah's career ladder for educators

The four-level career ladder focuses on the growth and productivity of educators, with pay progression linked to performance and movement on the career ladder (Parker et al., 1990:14-15). Performance bonuses and compensation are paid for activities outside the classroom and teaching areas where educators' supply is minimal (ibid.). The career ladder focuses on changes in the nature of an educator's work and in the nature of their responsibilities regarding extracurricular work.

Structured characteristics: In Utah, structure will be set on district or site level and time spent at each stage is site or district determined with provision made for the rotation of promotion because everyone deserves a change. In terms of credentials, no data is available for Utah. The "who and what" to evaluate in Utah will be determined on district level; some aimed at career ladder specifics whilst others will continue to use pre-existing structures. In 50% of
the districts, student achievement is used as part of the evaluation process of educators (Parker et al., 1990:8). No information is available on how evaluation is done, but it is done frequently, at least once annually. In terms of latitude of choice in Utah all educators have the choice of participating or withdrawing from the structure and again the choice of responsibilities will be site or district determined as are the incentives and rewards. Money will be divided between all educators who apply for it and money will also be given to educators taking on special assignments. Although no data is available on Utah's career development plan and in terms of provision of time, State Department officials assist in creating and implementing career development plans (ibid).

4.5.5 Missouri's career ladder programme for educators

Hensen and Hall (1993:323-353) point out that linking Missouri's career ladder programme and performance evaluation is problematic in the sense that educators tolerate performance evaluation but criticize the career ladder. Educators view the linking of the two programmes as contradicting the intentions of both programmes (ibid.), for example linking the career ladder programme with performance-based teachers' evaluation (PBTE) will hinder the attempt to use PBTE to enhance structural teaching. Their study states that all principals dislike the career ladder although they tolerate educators' career ladder mobility (ibid.). In terms of the verification process, adaptations were made, educators will, for instance, no longer be fully evaluated every year; the latter is used to loosen the link between PBTE and the career ladder programme (Hensen & Hall, 1993:325). Another way to loosen the link is by selecting criteria not from the instructional arena. Other problems are that principals do not perform classroom observations; they just sign observation forms and financial constraints are influencing the planned pyramidal structure (Hensen & Hall, 1993:326-333). Some of the educators criticize the career ladder as the source of excessive paper work, meaningless committee work, focussing too much outside the classroom and leading to performance of tasks just for money (ibid.).

Principals also differ on the value of this career ladder because some see themselves as managers and instructional leaders whilst others view themselves only as managers. Hensen and Hall (1993:330-345) categorize principals as traditionalists and reformists. Traditionalist principals emphasize the smooth running of schools, keeping them from unrealistic demands on educators.
Traditionalist principals will implement career ladders and PBTE but not at the cost of alienating educators. For them teaching reform is not regarded as school improvement if rapport with staff members will be eroded (ibid.). Reformist principals on the other hand believe that PBTE is scientifically based and will lead to the improvement of teaching. Therefore, they tolerate the career ladder as long as it does not interfere with instructional goals, even if they have to sacrifice a certain amount of harmony with staff members (ibid.). According to educators (Hensen & Hall, 1993:330-331), they deal with PBTE maintaining a façade of cooperation because it has some benefits regarding technical aspects of effective teaching. The majority of educators are ambivalent about the career ladder and PBTE but will tolerate it because it is linked to the career ladder (Hensen & Hall, 1993:330-331). A female educator commenting on the programme referred to conflict between the career ladder and her role as mother in terms of time management as mother and educator. The career ladder lacks a central goal, it is not focused on classroom and learning and the career development plan should rather include a series of related activities for example enhancing common goals and collegial interactions (Hensen & Hall, 1993:330-345).

Structured characteristics refer to a career ladder programme consisting of three stages, stretching across five years, but the local board of education may waive one or two years, depending on prior experience of the educator (Hensen & Hall, 1993:330-345). In terms of credentials in Missouri, a Master's degree is needed in the field of expertise, and for each level an educator must develop a career development plan. Appropriate certification takes place at each level whilst different tasks per level are indicated (ibid.). As an example of the latter on level 1, personal and professional growth includes continuous education, involvement in subject area activities, sharing of effective teaching strategies, promoting parental involvement, and an educator also has to choose another six responsibilities. On level 2, educators will take part in the development of curriculum, participate in school committees and have a total of seven responsibilities. On level 3, eight responsibilities are chosen and additional instructional projects are added. To progress through the levels a higher level of sophistication is required (ibid.).

In Missouri, PBTE is applied on classroom educators, librarians and school councillors on level 1 to determine the level of meeting set expectations on evaluation criteria. On level 2, educators must exceed expected performance on 10% of evaluation criteria, and on level 3 they must exceed expectations on 15% of evaluation criteria (Hensen & Hall, 1993:330-345).
In terms of the latitude of choice, in Missouri, participating in the career development plan is voluntary for both districts and individuals. Pay progression is evident on different levels based on 19 suggested criteria for PBTE in terms of the instructional process, classroom management, interpersonal relationships and professional responsibilities (ibid.). Conditions of support include provision of more time to execute certain tasks, as well as the duration of time to implement differentiated staffing and personnel available for support. There is no data on the provision for more time available for Missouri's career ladder programme (Hensen & Hall, 1993:330-345).

4.5.6 Georgia’s career ladder programme for educators
Scale moves imply that educators may up their income by means of experience and also by adding additional degrees and courses. The career ladder for Early Care and Education Career Development consists of nine levels where the requirement for levels seven to nine respectively is an applicable Bachelor's degree, a Master's degree and a Doctoral degree (Georgia Early Care and Education Professional Development Competencies, 2007:8-9).

In terms of structural design there are four levels on the teacher career ladder, namely those of beginner teacher, emerging teacher, career teacher and master teacher (Georgia Early Care and Education Professional Development Competencies, 2007:8-9). On each level a number of required “experience” steps exist, but a lack of performance will slow down an educator’s pay progression. PBTE done by a master teacher or administrator is also part of the career ladder (ibid.). Mentoring of inexperienced/less experienced educators is one of the tasks of the master educators (ibid.). In Georgia, professional development in Early Care and Education Career Development is aimed at improving the quality of education and takes into account the level of training, education and experience of educators and trainers. Trainers, who will support/assist educators, must reflect competencies, according to a Trainer Level Matrix on three levels, namely a beginner, intermediate and advanced level (Georgia Early Care and Education Professional Development Competencies, 2007:8-9).

4.5.7 Conclusion and evaluation
In the USA career ladders in education broadly entail the same design elements. Elements and structures of different career ladders are mirrored in the South African context (cf. Par. 4.7.1) but none of the above-mentioned career ladders is tailor-made for the unique circumstances in the RSA. There is no evidence that one of the above career ladders is
successful in retaining staff or leads to major increases in numbers of new entrants into the profession.

In many instances, schools in the RSA, due to post and staff allocations do not have a deputy principal to be the academic head of the school. In essence, the principal is still the instructional leader of the school and cannot delegate accountability for those key elements on teaching and learning to someone else. In the RSA the main focus is to get teachers inside the classroom to teach whilst teaching skills and content training goes hand in hand. Continuous content training is extremely important although, it can be argued that training is done by tertiary institutions (universities) i.e. IPET (Initial Professional Educator Training) whilst professional development in terms of applicable content and skills refers to the task of provincial and district offices. In the RSA the payment of performance bonuses and non-compulsory participation in a career ladder will lead to feelings of unfairness. This can only become a reality if the assessment is done in a fair, just and objective manner; when all staff members at all schools are treated the same. The possibility that this process can be manipulate to combat stress on the financial resources of the state is valid. PBTE linked to a career ladder and qualifications linked to income are good concepts whenever evaluation is fair, transparent and financial resources are available. The certification of educators on the one hand may enhance the quality of teaching but socio-economically it may hurt educators because job insecurity may be threatening in terms of the new credit laws in the country. In the next paragraph a career ladder programme for educators in India is discussed.

4.6 CAREER LADDER PROGRAMME FOR EDUCATORS IN INDIA

Elements of career development design such as structural characteristics, evaluation, latitude of choice and support are evident in the career ladder programme of India.

Khanna (1993:40-43) refers to the New Education Policy visualizing the National Education System in India, which consists of twenty five states and seven Union territories. The National Education System includes equal opportunities for all, a common educational structure, national curriculum framework with core content and flexible components. It also provides minimum levels for learning and a technical support system for continuous improvement of the quality of education (ibid.). The medium of instruction in elementary schools is the language of the region and although free and compulsory education up to fourteen years of age is a constitutional directive, untrained educators, high dropout numbers
and the teacher-learner ratio are a few examples of challenges facing the Indian Educational System whilst in many rural areas there is only one educator per school indicating a critical shortage of educators (ibid.).

The structural elements of the career ladder and the credentials required as set by the career ladder will be discussed next. Teacher Training Institutes (65% run by the State and 35% run privately) are primarily responsible for teacher training. The duration of pre-service educator training varies in different states from one to two years with educators with ten years of schooling plus two years of training qualified to teach class 1 to class V (Khanna, 1993:40-43). In other states people with twelve years of schooling plus 2 years training are eligible to teach class V (ibid.). In the past, areas of concern or dissatisfaction regarding elementary teacher training were for example that irrelevant training non-responsive to actual conditions in schools took place resulting in some kind of “practice shock”. A smooth transition from the mother tongue to the language of teaching and learning (regional language) in many schools is not evident because not all educators are fluent in the regional language (ibid.). Other areas of concern regarding elementary teacher training are for instance that the courses for pre-service training were too abstract, whilst no specific training exists for educators in classes VI-VIII in elementary schools (ibid.). High numbers of educators trained for secondary school teaching are teaching in primary schools, and primary education becomes a spill over for secondary school educators’ training. Elementary school educators displayed a need for specific programmes aimed at elementary level (ibid.). A major concern was that education programmes mainly consist of pre-service training with no systematically designed in-service programmes. To address the above areas of concern, the National Education System requires professional training for all elementary educators which includes pre-service and in-service training for all educators, training of all heads of institutions on managerial skills and micro-level planning. Academic support, parental involvement, action research and district Institutions of Education and Training were established. To be the Head of the latter institution, a degree is required and the institution will provide in-service and pre-service training to educators as well as training on computer skills etcetera (ibid.). The effectiveness of teacher training depends, says Khanna (1993:45-48), on the quality of educators.

For support to bridge the gap between the training needs of elementary school educators and those authorized to train them, a special cadre of Teacher Educators is being created to
assist elementary school teachers. These teacher educators receive incentives such as
higher pay scales, housing and continuing education. They will act as classroom educators
for one or two years every four to five years (Khanna, 1993:43-44) to mentor other educators
and to share their expertise. In terms of evaluation a National Council of Teacher Education
is responsible for accrediting or discrediting teacher education institutions, to lay down norms
and standards of teacher education and training. They are also responsible for providing
methods to better the professional development of educators, applying a credit system for
educators based on in-service training and partaking in training programmes, correspondence education etcetera (ibid.). Curriculum renewal by means of the Framework
of National Curriculum for Teacher Education regarding educator training based on research
done involving educators and all stakeholders in education, evolved in changing the content
and processes of pre-service and in-service educator training (ibid.). Current strengths of the
Indian system at this stage are the integration of pre-service and in-service training, mutual
support systems, i.e. applicable policies, research curriculum syllabi, developing teaching
materials, organising and monitoring of innovative projects and the establishment of norms
for the teacher training institutes (Khanna, 1993:45-53).

One of the major challenges of education in India centred around the language proficiency of
educators regarding a smooth transfer between the language of the region and the medium
of instruction, offering no assistance on how this issue should be handled. In the Free State
(a province of the RSA), especially in township schools, learners are taught in their mother
tongue up to grade 3 and then changed to the Loit (Language of Learning and Teaching),
which is in the majority of cases, English. The lack of teacher training for specific phases
and the stance of pre-service and in-service training are only few of the reasons why the
Indian career ladder is not tailor-made for the RSA. Reform proposals on schools are
presently aimed at the improvement of schools by structuring conditions of teaching and
learning within schools, for example the outcomes-based approach leading to NCS
implementation which reached fulfilment in 2008 when the first grade 12 learners in the
Further Education and Training (FET) band wrote a final examination (Grade 12) based on
the new curricula. Within all teaching bands (Foundation Phase, GET and FET) new CAPS
(Curriculum and Assessment Policy Statements) on all subjects refining the NCS (National
Curriculum Statements) will be implemented from 2012.
4.7 CAREER LADDER PROGRAMMES IN THE RSA

Based on the discussions (cf. Pars. 4.5 & 4.6), it is evident that no career ladder seemed fit for implementation; hence South Africa had to take steps to set up a career plan for educators. Finally, in 2009, the OSD (Occupation Specific Dispensation) for educators in the RSA has been signed and agreed upon. Provision is made to follow a career path within the classroom i.e. to progress and develop without being promoted to a management post within the school (DoE, 2008:17).

4.7.1 Occupation Specific Dispensation for educators

The salaries and conditions of service of educators (DoE, 2006b:54) are regulated by the Employment of Educator’s Act (76/1998: section 4(1); Chapter B, section 4 of the PAM document (South Africa, 1999) and the Basic Conditions of Employment Act (75/1997: Chapter 4). Based on agreement 1/2008 (ELRC, 2008) an email received from SATU (South African Teachers’ Union) (SATU 2008:1-3) on the OSD for educators and Collective Agreement 2/2009 (SAOU 2009) it is evident that the OSD addressed the following aspects of career ladders, namely career streams/bands; post levels; salary bands; qualifications; evaluation; recognition of experience (RoE) and the recognition of qualifications. It seemed that the basic elements of career ladders, for example structured components, evaluation, latitude of choice etcetera, are evident (cf. Pars. 4.3 & Figure 4.2). Various options were considered by five ELRC task teams and a co-coordinating committee to finalize the OSD. Substantial advantages regarding OSD are aimed at medium to long term.

A more detailed description of the OSD agreement (SATU 2008:1-5; SATU, 2009a:1-12) and what it entails will follow but it is clearly the first steps given to develop a career ladder for educators but by no means was the last word spoken. It will take time to refine all aspects on the career ladder but the main issues addressed in the agreement are indicated. According to the OSD, the following career streams/bands are provided for:

1. School-based educators on post level 1 (Internship, new entrant and the classroom educator referring to a (a) Normal Classroom Educator; (b) Senior Educator; (c) Master Educator (d) School-Based Curriculum Specialists (e) Learning and Teaching Specialists (LTS); and (f) Senior Learning and Teaching Specialists (SLTS).
2. School-Based Education Management Services (EMS) refers to Heads of Department, Deputy Principals and Principals.
3. Education Specialists, e.g. Psychologists, Therapists, Counsellors, Welfare Workers etc.

4. Office-based educators, for example (i) Education Specialist; (ii) Senior Education Specialist; (iii) Deputy Chief Education Specialist; (iv) Chief Education Specialist; and (v) Circuit Managers 1, 2 and 3 (Management).

Different post levels exist within different career bands. The post levels for school-based educators are as follows: On post level 1: General Classroom Educator: Intern; New Entrant; Teacher (M+4); Senior Teacher; Master Teacher; Specialist Teacher: Learning and Teaching Specialist (LTS); and Senior Learning and Teaching Specialist (SLTS). For Education Management Posts on post level 2 (school-based): Heads of Department and on post level 3 Deputy Principals with principals on post level 4; whilst for some smaller schools, for instance farm schools, principals may be on post levels 2 and 3. For Office-based Educators: Chief Education Specialists will be on post level 6; Circuit Managers and Deputy Chief Education Specialists on post level 5, whilst Senior Education Specialists will be on post level 3 (SATU, 2008:1-5; SATU, 2009a:1-12).

Regarding salary bands, the difference between notches is 1% whilst salary and salary progression are awarded in units of 1%. Since the original proposal was made the accelerated progression based on performance of educators by increments of 3% and 6% respectively have been dropped (SATU 2009c:1-2). There is an overlap in salary bands for different posts or career streams. Posts allowing for movement within the classroom have been established. A school is for instance entitled to the equivalent number of HoD posts for LTS posts, and for SLTS posts equal to the same number as Deputy Principal posts. Schools do not qualify for additional posts, because post level 1 posts are upgraded.

Qualification criteria that need to be complied with, to be in line with the employer's proposal, are 10 years (LTS) and 15 years (LTSM) classroom experience respectively. The SATU proposed criteria more related to what is expected for promotional posts, i.e. for EMS, 7 years of actual classroom experience is a requirement for LTS and 10 years for LTSM. The Relative Education Qualification Value (REQV) is used to determine the level of qualifications. In terms of qualifications an Honours degree/REQV 15 is required for LTS and a Master's Degree/REQV 16 for SLTS. The qualifications must also be obtained in the relevant subject and/or phase. The employer proposes that with effect from 2013 only Honours and Master's Degree will be accepted. SATU is sceptic about such a proposal.
because educators in the Foundation Phase are for example not qualified in a specific study field/subject. Preference must be given to educators/existing staff members. An upgrade can only be considered if the educator has rendered service for at least 24 months at the school. However, if no educator will be able to qualify in the foreseeable future, the school will be entitled to advertise the post externally, provided that a substantive vacancy exists at the time. The employer’s proposal is that continuous assessment in terms of IQMS must be “outstanding” for accelerated progression. SATU regards this criterion as unrealistic and has already submitted a much more realistic and practical criterion (SATU 2008:1-5; SATU 2009a:1-12).

HoDs form part of the EMS but are not subjected to compulsory performance contracts. Calculation of all-inclusive remuneration packages for the conversion of salary notches to all-inclusive packages are under discussion for principals and deputy principals. During initial negotiations pertaining to OSD agreement, i.e. ELRC Agreement No. 1 of 2008, the further qualification to REQV 14 was extensively discussed. Clarity is needed on what will be regarded to be the minimum qualification(s) related to the various EMS posts, on the position of present incumbents, the status of postgraduate qualifications already attained by certain EMS members, e.g. Advanced Certificates in Education, Honours, Master’s and Doctorates (SATU 2008:1-5; SATU, 2009a:1-12).

The main groupings of office-based educators are, according to the OSD, Education Specialists and Circuit Managers. The education specialist’s stream consists of Education Specialist, Senior Education Specialist, Deputy Chief Education Specialist and Chief Education Specialist. Managers responsible for schools will be on three levels, namely Circuit Manager 1; Circuit Manager 2; and Circuit Manager 3. Emanating from various submissions regarding the grading of these posts, compared with the EMS (school-based) posts, a job evaluation must be made/requested to make an objective comparison based on complexity and workload, reflecting on the post level and salary level of relevant posts (SATU 2008:1-5; SATU 2009a:1-12). This is still an ongoing process.

In terms of credentials, although the qualification criteria to qualify for these posts are indicated below, at this stage the uncertainty as experienced with regard to LTS, SLTS and school-based EMS, also exists. For Office-based Educators: Qualification and Experience criteria are for Education Specialist: M+4 plus Honours/REQV15 and 6 years of experience in
education/field; Senior Education Specialist: M+4 plus Honours/REQV15 and 8 years of experience in education/field; Deputy Chief Education Specialist: M+4 plus Honours/REQV15 and 10 years of experience in education/field and for Chief Education Specialist: M+4 plus Honours/REQV 16, and 12 years of experience in education/field (SATU 2008:1-5; SATU 2009a:1-12). In terms of evaluation, amendments to IQMS include that IQMS will serve as basis for salary progression, upgrading to LTS and SLTS posts and promotion due to set criteria/scores.

In the event of any promotion/upgrading, the following criteria will apply: Academic qualifications in addition to M+4 (REQV 14); IQMS assessment as “good/outstanding”; experience and learner’s performance as integral part of Performance Standard 4 of the IQMS (SATU 2008:1-5; SATU 2009a:1-12; SATU, 2009c:1-3).

Recognition of experience (RoE) is yet another issue when the salaries of experienced educators are compared with the salaries of less experienced educators; as well as discrepancies between the salaries of certain educators compared to those of others with the same years of experience and qualifications. Recognition of actual work experience due to entering, and/or re-entering the profession, is due to the outcome of PSCBC processes determining broad criteria and principles applicable to uniform employment in the Public Service (SATU, 2008:1-5; SATU, 2009a:1-12).

The state tabled a draft collective agreement (SATU 2009d: 1) in which recognition is given to experience and 1 notch will be given for every 3 years of continuous service in education. This was implemented in 2009 according to SADTU (South African Democratic Teachers’ Union) (Anon., 2009b:2). The reason for this is to maintain experienced educators (SATU, 2009c:1-2). The money allocated for the accelerated progression was utilized to fund this exercise therefore accelerated progression is no longer part of the agreement at this moment. According to NAPTOSA (National Association of Professional Teachers of South Africa), different aspects of the OSD still need refinement and clarity (NAPTOSA, 2009a:1-2; NAPTOSA, 2009b:1-3) clarity but at least the foundation for a proper career ladder has been laid.

On recognition of qualifications, the State as employer acknowledges that the present dispensation, awarding a small cash bonus when an employee’s qualifications are improved,
cannot be regarded as an incentive, and resulted in a reduction of the level of qualifications in the Public Service over a broad spectrum. A new approach to give recognition to relevant qualifications is presently under consideration by a Task Team (PSCBC: Resolution 1 of 2007). Due to the new minimum qualification requirement for professional educators, i.e. REQV 14 (M+4), notice must be taken that more than 144,000 educators have qualifications of REQV 13 and lower. Under the principle of recognition of prior learning (RPL) consideration must be given to the manner in which educators’ experience can be recognized and can be “up-skilled” to at least REQV 14 (SATU 2008:1-5; SATU 2009a:1-12).

The new emphasis on improvement of qualifications in excess of REQV 14 to qualify for upgrading/promotion has led to a new interest among educators to better their qualifications. The possibility of lateral movement of educators will benefit female educators because they prefer to teach, i.e. they can still be in class, although the career path allows them to progress in terms of status and earnings, and recognition is gained. It will also be very difficult and unrealistic to find people with master’s degrees in specific subjects, for example, Accounting, at school. From experience, school managers complain a lot about the absenteeism of educators during term 4 due to examination leave (Mokgobo, 2009). In many cases actual teaching is negatively influenced where educators spend so much time on studying and gaining qualifications, that classroom teaching is affected. The effect on time management and the family responsibilities of female educators will also play a part (cf. Pars. 3.8.2 & 3.9.2). All aspects of the OSD are not finalized as yet, but learnerships within education flow from it, guided by the Skills Development Act (97 of 1998).

4.7.2 Education in the RSA: current situation and the utilisation of human capital

The OSD provides for pay progression based on performance of educators, time spent per career level (post level) and minimum academic qualifications to be appointed in a certain post. The IQMS instrument also provides for activities outside the classroom, for instance extra-curricular activities. The two legs of OSD in terms of progression allow for vertical and horizontal movement (latitude of choice). For the first time, due to the OSD, lateral progression is a possibility and as Johnson (2008:1-2) puts it bluntly “do not promote a terrific teacher who does more for the learners, and the school in the classroom, to spend her time with paperwork and supervision” (Johnson, 2008:2). To put her claim into perspective she argues that people doing their technical job must be rewarded well and only be moved...
vertically if they really have the passion, skills and competencies for management (ibid.).
The OSD displays the career design elements of differentiating teacher’s work, namely
structural characteristics, evaluation, latitude of choice and conditions of support.
Hindrances on the way to a possible collective agreement in terms of the OSD as a possible
career ladder are, according to Newsflash 1/2009 of SATU (SAOU, 2009:1-3) and Anon.
(2009e:16-17) indicated below:

- The qualification and experience requirements for educators on post level 1 to be
  appointed as LTS and the assessment standards thereof as required for IQMS.
- Performance contracts and qualification requirements of educational managers.
- Grading of posts for Office-Based Educators.
- The weighting of learners’ performance during assessment of educators.
- Accelerated salary progression.
- Moderation measures to ensure a uniform standard at school, provincial and national
  level.
- The position of unqualified and under-qualified educators.

The unleashing of HC, aiming at better teaching and training and enhancing instructional
practices, may lead to better teaching. Better teaching as an “interest” on the investment
made in education can be achieved by synchronizing individuals’ and organizational needs
(cf. Pars. 2.3.1 & 2.2.3.6 & 2.5) by building networks of trust (building SC) and through
proper career planning for staff members with goal-orientated career action plans. A better
skilled and knowledgeable workforce (educators), providing better skilled learners to society
will benefit the entire country. Reaping rewards on the investment made by government and
society, skills development, internships, learnerships as well as formal training, all have a
place in building SC in terms of trustworthy relationships. In terms of CPTD (SATU 2009b:1-
2) some clarity is given on the intention of the Department of Education to enhance CPTD in
cooperation with SACE by means of educators attending training courses aiming at earning
professional development points and to retain SACE registration. At this stage attention is
given to infrastructure requirements to administer the process and a manual is prepared
clarifying how the process and the point system will work (ibid.). The fact that 91% of
educators at this stage are involved in professional development activities of some kind or
another is encouraging (ibid.), indicating that educators take personal responsibility and are
involved in their career development. Implementation of the full-point system is planned for
January 2011 with the end of the first cycle in 2014 (ibid.). Many facets on teacher development must still be ironed out as outlined by SADTU (Anon., 2009e:16-17).

4.7.3 Conclusion and evaluation

Similarities within the different career development programmes/career ladders are for example that all have the expectation of improving education, i.e. to meet expectations set by the employer and the community by means of a structured programme. In the majority of cases the aims of the introduction of a career ladder are to retain qualified educators and to attract new comers to the profession. In many career ladders participation is voluntary and not compulsory.

Educators on different levels of the career ladder have different tasks, responsibilities, levels of authority and accountability. Before one can progress from one level to another a certain amount of time has to be spent on each level determined by qualifications and experience. There are also minimum requirements in terms of qualifications and skills for certain post levels. Pay progression goes hand in hand with performance in the classroom, extramural activities and involvement in professional activities as well as experience gained and qualification levels. Evaluation or assessment is mainly performance based and is done internally and externally by means of monitoring and is focused on progress and development. The role mentors play regarding professional development of protégés can never be underestimated (cf. Par. 3.5.4). Professional development is focused on growth and efficacy. The level of initial training of aspirant educators is, for instance, very important and will determine the level and content of in-service training. In-service training is used to enhance professional development and therefore the quality of education is based on the improving of content- and skills levels (cf. Pars. 2.2.3; 2.3.1.3; 2.3.1.5 - 2.3.1.7 & 2.3.2). Some dangers regarding career ladders are the overload of paper work (it is time consuming, it may lead to role conflict) (cf. Par. 3.8.2) and when educators do not form part of the decision-making process (it could lead to lowering the morale of educators). In terms of money it is very expensive to maintain career ladders in education due to the large numbers of educators. The moment educators feel the employer is manipulating pay progression their motivation levels will lower (process theories) (cf. Par.3.7.2). Another major concern for many educators is that career ladders may change the nature of their work and that activities outside the classroom will take up so much time resulting in less time to focus on the core business of education, namely teaching and learning. Fortunately, the possibility of lateral
movement becomes a possibility in the OSD. In their approach to the career development of female educators, principals in cooperation and consultation with female educators must reconcile individual career development plans with organisational career development programmes.

The last word is not yet spoken on the OSD but the foundation has been laid to enhance career progress within a formalized structure. The importance of proper career development for educators to suit the unique requirements of education in South Africa speaks for itself, especially the extent to which they experienced it at school at grass roots level, daily. To inform this process it seemed inevitable to do groundwork on the career development of the largest group of educators (female educators) regarding the extent to which they perceived principals’ involvement in their career development.

4.8 THEORETICAL MODEL FOR THE PRINCIPAL TO MANAGE CAREER PLANNING AND CAREER DEVELOPMENT OF FEMALE EDUCATORS.

Career development is a planned systematic comprehensive process (cf. Par. 2.2). To understand the aim of this paragraph it makes sense to first clarify the concepts process and framework.

Process refers to a series of phases by means of particular actions or action steps to bring about a result (Dictionary.com, 2011d). A strategy refers to a plan of action or a series of action steps to accomplish a specific goal or set of goals (Dictionary.com, 2011f). The term framework refers to a parameter or theoretical construction consisting of inferred components or phases (Dictionary.com, 2011c). Based on the above concepts a theoretical framework for the management of career development of female educators refers to relevant specific action steps aimed at effective career development of female educators. The theoretical framework on career development will be done by means of a schematic presentation (cf. Fig. 4.4) and accompanying descriptions (cf. Pars. 4.8.1-4.8.3). Both the figure (Fig. 4.4) and the descriptions (4.8.1-4.8.3) can be interpreted as a synthesis of career management-related themes, constituting a systematic career development managing strategy. This framework will form the basis of a questionnaire that will be tested in practice (Chapter 6) and will further be dealt with in Chapter 7.
In Figure 4.4, the theoretical career development plan is outlined and three aspects are indicated namely affirmative action including equity and equality, HRD and HRM.
Figure 4.4: A theoretical framework as a management strategy for the career development of female educators.

*Remark: Cross references will follow in text (cf. Pars. 4.8.1 - 4.8.3)
This theoretical framework (cf. Fig. 4.4) consists of three parts. The first part refers to policy guidelines for the management of career development which sets the scene for the entire framework because all other actions will be within set legal parameters. The second part refers to HRD whilst the third part refers to HRM aiming at managing and unleashing a major pool of knowledge and expertise (HC) (cf. Pars. 2.3.1.2-2.3.1.7). As a comprehensive concept (cf. Pars. 2.2.2; 2.2.3 - 2.2.3.7), career development consists of different aspects that are intertwined (cf. Fig. 4.4).

Next, a brief description of each of the aspects addressed in the theoretical framework for a management strategy on the career development of female educators will be discussed. The questionnaire, used for quantitative research (cf. Chapters 5 & 6); will be based on the following elements of career development, namely affirmative action, equity and equality; HRD and HRM whilst different managerial aspects will be addressed. Affirmative action, equity and equality will subsequently be discussed.

4.8.1 Affirmative action, equity and equality

Education is governed in accordance with legislation within the boundaries of the Constitution (108/1996), whilst directives precipitate in national and provincial education policies (cf. Par. 3.3.1). Any management strategy for the career development of female educators will therefore adhere to boundaries set by legislation and directives as outlined in relevant policies, i.e. all planning and execution of a management strategy for the career development of female educators will be within set legal boundaries.

Generic goals that need to be addressed to reach conformation with the Constitution are for example to address social challenges, curriculum challenges, the ethos of the school and community involvement (DoBE, 2010:5). According to three national winners of the National Teaching Awards (NTA), by means of proper guidance, the principal can enhance relations between and sensitivity regarding race relations, constitutional redress and access as well as teaching for social goals, HIV and AIDS, management of diversity and gender sensitivity (Cloete, 2007; Mphatane, 2009; Mangwegape, 2009). By setting a proper example regarding the above-mentioned objective the principal sensitizes staff members and enhances their awareness of social challenges, guiding them on how to address social challenges within and outside their classrooms, in management positions and in broader society (ibid.). Adherence to the Constitution by eliminating discrimination in terms of race
and gender within set legal parameters during short-listing and interviewing ensures that recommendations are made on the ability of educators to teach within the character and ethos of the school (cf. Pars. 3.3.1; 3.6.2). Constitutional precepts for example redress and access, provide for access to education and training for all, irrespective of race, language and gender. Access to promotional posts (cf. Par. 3.4), affirmative action (cf. Par. 3.3.1), equity and equality (cf. Pars. 3.3.2 - 3.3.3) must be accommodated in school policies and mirrored in school practices for example to allow all educators to reach their full potential, i.e. utilizing HC. Principals (cf. Par. 2.3.1.1) set an example for educators to ensure that learners as individuals will reach their full potential, to become economically active; enabling them to combat poverty and inequality (cf. Par. 2.3.1.2). Promotion of social justice in terms of gender and race will combat negative perceptions and prejudice against certain groups (cf. Pars. 3.5.1 & 3.9.3), defusing potential conflict (cf. Par. 3.5.4.3). By showing respect, sensitivity and appreciation for different cultures, sexes, languages etcetera, diversity is accommodated and leadership displayed (Mphatane, 2009). HRD and HRM take place within the boundaries of relevant legislation. HRD will be discussed next.

4.8.2 Human resource development (HRD)
The second part of the theoretical framework for career development addresses HRD. Three aspects of HRD are addressed, namely career development needs; career development needs and systemic factors (cf. Par. 3.3.2); and career development as partnership between female educators and principals. Career development needs of female educators will be discussed next.

- Career development needs of female educators
From the research (literature study) done (Chapters 2-4), a proposed theoretical framework for the career development of educators will also entail knowledge of career stages (cf. Par. - 2.8.3), what motivates educators at certain career stages and also what opportunities will be available (Rennekamp & Nall, 2009:1-9). During different career and life cycles educators evolve from unconsciously incompetent to consciously incompetent to consciously competent and then to unconsciously competent (cf. Pars. 2.8.2 - 2.8.4). Educators develop by means of career development from dependency to independency and then to interdependency whilst SC increases with age (cf. Par. 2.8.4). Career development needs of female educators (cf. Par. 3.5.1) are closely linked to managerial aspects (cf. Pars. 3.5.2 - 3.5.5 & 4.8.3), for example the lack of role models (cf. Par. 3.8.3); the need to be exposed to
more work experiences (cf. Par. 3.5.3); to be leaders in training (cf. Par. 3.5.4.1) and to better her self-concept (cf. Pars. 3.6.1-3.6.1.4). Female educators also needs assistance with teamwork (cf. Par. 2.10) whilst information regarding job opportunities (cf. Par. 2.8.4) is essential for proper career development.

- **Career development and systemic factors**

Systemic barriers need to be removed at school level although there is a limitation on what principals are able to do. By giving recognition to the fact that males and females are different but equal, the principal can ensure that female educators will get their fair share of recognition within education. Principals do not have control over the number of teaching posts and the number of promotion posts at their schools (the number of posts is basically determined by the number of learners at school) (cf. Par. 3.5.4.2) but staff recruitment in accordance with the ethos of the school and on teaching ability will enhance career development (cf. Par. 3.3.2). There is a close relationship between combating systemic barriers in terms of what the principals can do by means of managerial actions (cf. Par. 4.8.3). Proper induction programmes will enhance career development (cf. Par 2.3.2). Next, partnerships on career development between the principal and female educators are discussed.

- **Partnership on career development between principal and female educator**

By annually revising individual career development plans effective communication and two-way communication to make career decisions will be enhanced, allowing and assisting staff to identify their strengths, weaknesses, values and interests. Uninterrupted career development discussions (cf. Par. 3.6.2) also provide opportunities for continuous encouragement and reflection. Feedback given to staff members as frequently as possible and in a way fostering career development will enhance the current stance of performance. The current stance of performance is related to future career expectations based on realistic appraisal, evaluation and internal and external moderation. This is possible whenever IQMS is done in an objective transparent manner that will inform the PGP (personal growth plan) of female educators. To keep a progress professional career development portfolio will enhance career development planning (cf. Par. 2.2.3.4). It is important for the principal to use the staff member's individual career development plan as a career development tool to inform feedback and career actions (cf. Pars. 2.2.3.1-2.2.3.6) and to embrace the
understanding that career development, in the first place the responsibility of the individual, whilst the principal is co-responsible (cf. par. 2.2.2), is one of the tools to enable her to manage her own career (cf. Pars. 2.4; 3.6.1 - 3.6.1.4). The involvement of educators in CPD will benefit both the staff member and the school because HC is gained (cf. Par. 2.3.2). By allowing, inspiring and sometimes “forcing” educators to partake in career development actions, for example to better their qualifications, career development is enhanced whilst increased networking becomes a possibility. By motivating learners and colleagues to partake in extracurricular and extramural activities, their feeling for teamwork will be enhanced and will lead to holistic development bringing forth “wholeness” (cf. Par. 3.5.2). Simultaneously increased opportunities for networking, therefore building SC will enhance “visibility” in the workplace (cf. Pars. 2.3.3.1 & 2.7). The third part of the career development framework refers to HRM and different management aspects.

4.8.3 HRM and management aspects
Management aspects such as mentoring (cf. Par. 3.5.4) and networking (cf. Pars. 2.2.3.1 & 2.2.3.2), delegating (cf. Par. 3.5.3), improvement of the self-concept of female educators (cf. Par. 3.5.2), role conflict (cf. Pars 3.8.1-3.8.2 & 3.8.4) and the lack of role models (cf. Par. 3.8.3) are intertwined, i.e. one management action will influence other aspects by means of a ripple effect.

In practice, adult learning and training will be advanced by opportunities for skills development. The school (principal) should create a skills development strategy and skills development programmes which may include, for example, job rotation, planned mentoring and coaching opportunities and activities as well as career strategy groups (cf. Pars. 3.5.3 & 3.5.4). These skills development programmes should be developed in consultation with staff members. Through planned career development activities for induction of new personnel or due to promotion and proper delegating (cf. Pars. 3.5.3; 3.5.4) the necessary exposure can be provided to female educators. Networks are formed and female educators may catch up on a possible deficit of SC (cf. Par. 2.8.4).

Principals must hold the SMT accountable for implementing career development strategies and programmes to enhance career development of staff members (cf. Par. 4.4.1) and to utilize their potential (HC) in committees to enhance the career development of other colleagues. By holding SMT and senior educators acting as mentors (cf. Par. 3.5.4)
accountable for supporting employees’ career development effort and simultaneously establishing a correlation between planned career development actions done by the employer and career needs of educators, career development will be enhanced. The principal plays a major role in assisting educators’ placement and progression both vertically and laterally on the career ladder (cf. Pars. 4.8.1 & 4.8.2). HRM on micro-level is discussed first, followed by a brief discussion of the different management aspects.

**HRM on micro-level (school level)**

Current information, gathered by proper HRM on the school as an organisation (cf. Pars. 2.2.3.6; 2.5 & 2.7.2.1) regarding the school’s needs in terms of staff and expertise, will allow staff members to create realistic, feasible career development goals, acknowledging realities within education and within their school and community (cf. Pars. 2.2.3.2; 3.2.1 - 3.2.3 & 3.9.3). Proper HRM at micro-level will lead to a review of posts to be advertised in vacancy lists, allowing diversity and simultaneously reconcile organisational and career development needs of individuals (cf. Pars. 2.2.3.6 & 2.5). HRM, not only assists in the attracting and retaining of staff (cf. Par. 4.2), but educators will also be informed about the possible career opportunities and limitations at a specific organisation/school (cf. Par. 2.5). HRM at school level will manage human resources to determine educators needed at the school in terms of shortages in certain subjects and other needs of the school. Posts will be advertised within legal parameters to recruit, shortlist and recommend the candidate of choice due to fairness and affirmative action (cf. Pars. 3.3.1 -3.3.3; 3.6.2.1-3.6.2.2), enhancing equity and equality (cf. Par. 3.3.2), and to reconcile the educator’s needs with that of the organisation (cf. Pars. 2.2.3.6 & 2.5). It is important to expose staff members’ career development beyond their current jobs, to prepare them for tasks on the next post level and beyond current jobs (cf. Par. 3.5.3). Although it can occasionally harm a school to lose certain key personnel, principals must view job applications of staff members and movement to other schools as a sign of a healthy dynamic work place. Proper HRM enhances career development, increasing employers’ motivation, productivity and employability levels (cf. Par. 2.10). Different managerial aspects are subsequently discussed with mentoring and networking being the first to be discussed.

**Mentoring and networking**

Career development (cf. Par. 2.2.2) and career planning (cf. Par 2.2.3) clarify the match between individuals’ and organisations’ needs (cf. Pars. 2.2.3.6 & 2.5). The job satisfaction
(cf. Par. 2.7.1) of staff members will be enhanced by vertical and/or lateral movement on the career ladder. Support given and provision of opportunities for lateral movement will also enhance progression of staff members, built on a trusting relationship (cf. Pars. 2.7.1 &-2.7.2.2 -2.2.7.3). By using experienced mentors for protégés, staff talent is utilised by means of career development opportunities (cf.Par.3.5.4).

Leadership is about partnerships and teamwork whilst a collaborative leadership style consulting all stakeholders, i.e. female educators and SMT/principal, will lead to a result by means of consultation rather than autocratic decision. Collaborative leadership enhances teamwork, making collective planning a possibility.

For the individual, i.e. the female educator, to perform successfully in the work place, career development will be focused on goal clarity, repertoire, knowledge of structures; feedback, mental models, motivation and the organisational climate, which must all be taken into account (Nickols, 2003:1-3). Although the end goal of career development will remain constant, conditions while 'mapping" out the career trajectory will differ from time to time; therefore appropriate career actions will vary. Females re-entering education, or on a career phase different from men of the same age, will occasionally be confronted by different mental models (cf. Par. 2.8.3). The effect of role models and role conflict will be discussed next.

- **Role models and role conflict**

To lead by example and to serve as a role model, the principal who takes care of his/her own career development participating in career actions and in professional development activities will set an example for staff members and act as a role model in terms of career development (cf. Pars. 3.5.4 & 3.8.3). Based on the career development cycle at micro-level and the career development plan of the individual female educator, the principal will enhance her career development by means of goal-orientated interviews and by assisting her through mutual reflection opportunities to enhance her career development (cf. Par. 2.2.3). The principal, in his/her approach to the career development of the female educator has to portray the ability to understand her unique career barriers. Within many organisations career development strategies and development policies are developed and implemented but the specific career needs of female educators are ignored. In schools, policies and programmes to address gender issues must be available, and an increased level of sensitivity towards gender issues is needed within organisations, i.e. schools (cf. Pars. 3.3.1-
3.3.3). They can no longer shy away from gender issues; therefore policies to address equity and equality within schools are needed and must rather be developed voluntarily than forced down from the DoBE and provincial education departments. It is important that successful female leaders and managers within schools be identified to act as role models for younger females, but also to receive opportunities within schools to progress either vertically and/or laterally (cf. Par. 4.7.1). By means of recognising and developing/mentoring capable and potential capable female leaders and managers, the perception will be curbed that in education, management is still for men (cf. Figures 3.2-3.5). By means of gender awareness training programmes, it can be ensured that females form part of all decision-making levels at school. By developing and mentoring their leadership and management skills and allowing them to lead teams at school, equality will be enhanced (cf. Pars. 3.5.1; 3.5.4.1; 3.3.1-3.3.4). A brief discussion on how to better the self-concept of female educators follows next.

- **Improving the self-concept of female educators**

Female educators can be tasked with the mentoring of beginner educators, especially regarding curriculum (cf. Pars. 3.5.2 & 3.5.4). In general, females adapt well to change, and when it is executed innovatively by principals to minimize uncertainty, a positive response will be the result. In general, females understand what it means to be discriminated against; therefore due to her empathetic life orientation she will be associated with and respond positively to social cohesion efforts as long as she feels she is treated transparently and fairly (cf. Pars. 3.6.1-3.6.2). By providing clear directions in terms of time management and guidance to obtain relevant applicable qualifications, principals may assist female educators on strategic career goals (3-5 years), for instance by “forcing” them to reach a career goal within a time frame according to her career development plan and within the boundaries of her personal circumstances. By motivating female educators to become lifelong learners, to study further and simultaneously enhance their “visibility” and “mobility” a “sellable” profile for promotion is developed (cf. Pars. 2.2.2; 2.2.3; 3.5.2 & 3.5.5). Delegating as a tool to enhance career development will be discussed next.

- **Delegating**

A SWOT analysis can be done to identify career strengths and weaknesses of female educators’ and to delegate to accommodate their individual career needs. The delegating of tasks is aimed at capacity building and by delegating mentoring and coaching tasks to
relevant mentors, enthusiasm will be enhanced by both mentors and protégés (cf. Pars. 3.5.3 & 3.5.4). By means of a fair and transparent work allocation and better communication, both the professional development (skills on communication, conflict management, time management and managing change) and CPTE (leading to work enrichment and/or work enlargement (cf. Pars. 2.7 & 2.10), i.e. acquiring applicable relevant skills and knowledge to complete a task) will be enhanced. Delegating is done by means of a career needs analysis and mapped out careers through proper career management and career planning (cf. Par. 3.5.3). Possible aims of focused delegating will be to prepare staff members for responsibilities on the next post level, enrichment of work, enlargement of tasks (cf. Pars. 2.7 & 2.10) and enhancing capabilities, addressing the deficiency and growth needs of the female educator (cf. Pars. 3.7.1 - 3.7.1.2). By allocating applicable tasks to the correct person, career development can be enhanced to such a degree that border practices and filtering will be minimized and organizations can act within the boundaries of legislation (cf. Par. 3.6.2). Career development is part of staff development (Prinsloo, 2008b:216-222) and is an important tool to enhance the progression of female educators in education. Next, a brief synthesis will follow.

4.8.4 Synthesis
A management strategy for the career development of female educators entails a specific management plan to deal with their career development needs. Principals facilitate staff development; therefore also career development. Career development is not an add-on but forms part of the entire school development plan and specifically the staff development plan. A detailed plan within legal parameters, clearly indicating and describing different roles and responsibilities, with a methodical description of action plans and time frames forms a strategy. If the management plan is agreed on and accepted by all role players the scene is set for implementation because structural guidance and direction is given on all actions to reach set goals and objectives. The management plan in terms of career development will be steered by the principal and SMT members.

4.9 SUMMARY
In this chapter the close relationship between different career ladders and educators’ work were highlighted. Different career ladders in the USA and India were discussed whilst it was evident that none are tailor-made for the unique South African scenario. The OSD, an effort
to lay the foundation of a career ladder for the RSA, was also discussed and it is clear that many aspects of the career ladder still need to be ironed out.

Based on Chapter 2 (nature of career development), aspects influencing the career development of the female educator and the role of the principal (Chapter 3) and a literature review of different career ladders in education (cf. Pars. 4.1 - 4.7), a theoretical basis and framework for the empirical section has been established. Within the set boundaries of legislation on affirmative action, equity and equality (cf. par. 4.8.1), two aspects on a career development plan (cf. Fig. 4.4) were identified, namely HRD (cf. Par. 4.8.2) and HRM (cf. Par. 4.8.3). Based on these aspects a questionnaire was developed to determine the extent of principals' involvement in the career development of female educators within primary schools in the Free State Province (cf. Chapters 5 & 6). The extent of principals' involvement in the career development of female educators will be investigated in Chapter 6 and explicated further in Chapter 7. The empirical section of this research commences with the subsequent chapter.