



FREE STATE DEPARTMENT OF EDUCATION

DRAFT – 24/ 8/01

POLICY ON THE SEVEN –HOUR WORKING DAY

Vision

- To be an institution that strives to create a better life for all learners by becoming a center of excellence which models a well-managed and organized lifestyle

Mission

- To create a conducive learning and teaching environment.
- Encourage learners and educator to be self-reflective
- Promote learners self-realization by developing their career interests.
- Encourage learners to contribute to the school and community.
- Develop balanced learners through participation in extra- curricular activities.

1. INTRODUCTION

As part of the broader Public Service, educators are expected to work a minimum of 1 800 actual prescribed hours per annum.

The minimum of 1 800 actual prescribed hours per annum, based on an average of 200 school calendar days, is set out as follows:

1 400 hours for the formal school day

320 hours for outside the formal school day

80 hours for Professional development

1 800 hours

It is also important to note that a further break down of the 1 800 hours is as follows;

7 hours per day for the formal school day

1 hour 36 minutes per day for outside the formal school day.

All educators must indicate to what the 8 hours (1 hour 36 minutes x 5 days = 8 hours) per week is devoted.

2. TIME ALLOCATION FOR THE VARIOUS SCHOOL PHASES

The various policy documents for Curriculum 2005 make provision for nominal time.

In this document, this has been expressed in percentage form with actual contact time expressed in hour. This applies to the grades in which C2005 has been implemented (including 2002) – thus Grades 1, 2, 3, 4, 5, 6, 7, 8 and 9.

The minimum time allocation for each school instructional offering as contained in Report 550 (mentioned above) is also stipulated for the grades that will not have implemented C2005 by 2002 – Grades 6, 10, 11, and 12.

Please note that actual time is the time spent by the learner in the classroom situation.

IT DOES NOT INCLUDE BREAK TIMES.

2.1 FOUNDATION PHASE (Grades R - 3)

Grade 1 and 2 have an actual minimum contact time of 22 hours 30 minutes.

Table 1: Contact time for Grades 1 and 2

Learning programme	National time (%)	Weekly contact time (h)
Life skills	25%	5h 40 min
Literacy	25%	5h 40 min
Numeracy	25%	5h 40 min
Flexi time	25%	5h 40 min

Grade 3 has an actual minimum contact time of 25 hours.

Table 2: Contact time for Grade 3

Learning programme	National time (%)	Weekly contact time (h)
Life skills	25%	6h 15 min
Literacy	25%	6h 15 min
Numeracy	25%	6h 15 min
Flexi time	25%	6h 15 min

The following should be noted in connection with the Foundation those time allocation:

- The Minister's Review Committee into C2005 made certain recommendations about time during the course of 2000 (these recommendations were subsequently endorsed by the National Cabinet) They recommended that more time be spent on Numeracy and Literacy as a national priority and that 70% of contact time in the Foundation Phase should be devoted to these aspects. As a province we supported these recommendations by means of LTA 46/2000 in which we recommended that:
 - Flexi time be reduced to 5% (1h 8 min)
 - The other 20% be divided equally between Literacy and Numeracy, thus increasing their share from 50% as recommended.

The following language issues are relevant for the Literacy Learning Programme:

- Tuition in the Foundation Phase should be in the primary (home) language of the learners.
- An additional language should be introduced as from grade 2 (details for Foundation Phase set out in LTA 33/2000)

2.2 INTERMEDIATE PHASE (Grade 4, 5 and 6)

The actual minimum contact time for the Intermediate Phase is 26 hours 30 minutes.

Table 3: Contact time for Grade 4 and Grade 5 (2002)

Learning programme	National time (%)	Weekly contact time (h)
Language, Literacy and Communication	35%	9h 15 min
Mathematical Literacy, Mathematics and Mathematical Sciences	15%	4h
Natural Sciences and Technology	15%	4h
Human, Social, Economic and Management Sciences	15%	4h
Arts, Culture and Life Orientation	15%	4h
Flexi time	5%	1h 20 min

LTA 46/2000 gives detailed guidance on how the 3 languages included in Language, Literacy and Communication could be dealt with on the timetable

Outcomes based education is about the demonstration of outcomes. Actual demonstrations, the doing of tasks, often need more time than the traditional half hour period. Thus it is recommended that periods of at least an hour long are desirable and should be put on the timetable where possible. This applies to the Senior Phase as well.

Table 4: Contact time for Grade 6 (2002) – Report 550

Instructional offerings	Hours	Periods (1/2 h)
Compulsory common core		
Mathematics	4h	8
Languages 1 and 2	7h	14
General Science	3h 30 min	7
Geography	2h	4
History	2h	4
Physical and Health Education	1h	2
Compulsory fields of study		
Arts and Crafts education	2h	4
Religious Education	1h	2
Language 3	3h	6
Information skills		
Guidance		

Gardening		
Cultural Studies		
Optional time	1h	2
TOTAL	26H 30min	53

2.3 SENIOR PHASE (Grade 7, 8 and 9)

Grade 7 (normally situated in the traditional primary school) has 26h 30 min minimum actual contact time.

Grade 8 and 9 have 27h 30min minimum actual contact time.

Table 5: Contact time for Grade 7 (26h 30min minimum)

LEARNING PROGRAMME	NATIONAL TIME (%)	WEEKLY CONTACT TIME (H)
Language, Literacy and Communication	20%	5h 2 min
Human and Social Sciences	10%	2h 40 min
Technology	10%	2h 40 min
Mathematical Literacy, Mathematical and Mathematical Sciences	13%	3h 25 min
Natural Sciences	12%	3h 10 min
Arts and Culture	10%	2h 40 min
Economic and Management Sciences	10%	2h 40 min
Life Orientation	10%	2h 40 min
Flexi time	5%	1h 20 min

Table 6: Contact time for Grade 8 and 9 (27h 30 min minimum)

LEARNING PROGRAMME	NATIONAL TIME (%)	WEEKLY CONTACT TIME (H)
Language, Literacy and Communication	20%	5h 30 min
Human and Social Sciences	10%	2h 45 min
Technology	10%	2h 45 min
Mathematical Literacy, Mathematical and Mathematical Sciences	13%	3h 35 min

Natural Sciences	12%	3h 20 min
Arts and Culture	10%	2h 45 min
Economic and Management Sciences	10%	2h 40 min
Life Orientation	10%	2h 45 min
Flexi time	5%	1h 25 min

Please note the following:

- In the Senior Phase, three languages should be encountered, with at least one of these an African Language.
- The second additional language could be dealt with for communicative purposes only.

If one considers that 27h 30 min is the actual contact time for teaching for the week; it means that 5h 30 min is used for teaching every day. If break times totalling an hour are added, it means that the learners will be at school for 6h 30 min every day- thus if school starts at 07h30, learners will go home at 14h00. Break times should vary, according to the age of the learner and the circumstances of the school.

2.4 FURTHER EDUCATION AND TRAINING PHASE (Grades 10, 11 and 12)

Table 7: Weekly contact time for FET (total: 27h 30 min minimum) (Report 550)

INSTRUCTIONAL OFFERINGS	WEEKLY CONTACT TIME (Hour)
Compulsory common core	
Two languages (Group A)	8h 30 min
A minimum of four instructional offerings selected from Groups A-F	16 hour
Compulsory subjects not necessarily	Examined
Guidance	(each of these four categories MUST be addressed – minimum 30 min, maximum 1 hour per offering)
Physical Education	
Religious institution	
African Spoken Language, Information skills, School Music, Youth Preparedness	
TOTAL	27 HOURS 30 MINUTES

3. SUMMARY:

Formal actual contact teaching time is as follows:

▪ Foundation Phase:	Grades 1 and 2 -	22h 30 min
	○ Grade 3 -	25 hours
▪ Intermediate Phase:	Grade 4, 5 and 6 -	26h 30 min
▪ Senior Phase :	Grade 7 -	26h 30 min
▪ FET :	Grades 10, 11, 12-	27h 30 min

These times DO NOT INCLUDE BREAK TIMES, which are allocated according to the needs of individual schools. Generally speaking, the length of learners' breaks will depend on age and local circumstances from a minimum of 30 minutes per day to a maximum of 1 hour per day.

BREAKS TIMES

3.1 Foundation Phase

Two to three breaks could be given as the concentration span of younger learners is short. The suggested total time would be 45 minutes to 60 minutes.

3.2 Intermediate Phase

Learners could be given two breaks totalling 45 – 60 minutes (one of 15/20 minutes and one of 30/40 minutes)

3.3 Senior Phase and FET

The suggested break time would be 40 minutes.

4. CATEGORIES OF SCHOOLS

4.1 Public Schools

All educators are observe a minimum seven-hour working day. The seven- hour working day is for every working day, and not the average for the week.

4.2 Public schools on private Property

All educators are observe a minimum seven-hour working day.

School Management Developers are to visit the said schools and ascertain which schools could be unsafe for educators in the afternoon, the reason inter alia being that some of the Schools are far away from the communities. The information gathered will be made available to the District Director for consideration and recommendation to the Head of Department for Approval.

4.3 Platooning Schools

All educators are observe a minimum seven-hour working day.
In platooning schools the situation and circumstances are different and change from year to year. Some schools platoon with themselves while others platoon with other schools. It is thus the responsibility of Principals and schools Management Developers, having considered circumstances and demands of work, to report to the District Directors with a view to making recommendations to the Head of Department on how the seven- hour working day may be implemented in the said platooning schools.

5. RESPONSIBILITY OF PRINCIPALS

The 7 hours per day includes the breaks and periods/ in which the learners are not at school. It is the responsibility of the principal to ensure that educators make maximum use of the 7 hours. This arrangement should be built into the school policy.

Adopted by the Principal, staff and SGB.

Signatures

Principal : Samo 28.06.2018
SGB Chairperson : 28.06.2018
SMT Member : _____
SGB Chairperson : _____
Educator : 28-06-2018
CIRCUIT MANAGER : _____
DATE : _____

