

# SESSION 8



# 8. TIME IN CURRICULUM MANAGEMENT

Time  
Allocation

Time  
management



PUFF!  
How can I be  
more effective  
at this?



Plan to make TIME  
your PARTNER,  
not an OPPONENT!



# 8.1 TIME ALLOCATION

- Different approaches to timetabling
  - Duration of cycles (e.g. 5 day or 6 day cycle )
  - Lengths of periods not uniform (e.g. 30 or 45 minute periods)
- Subjects have to get the required time needed as indicated in the CAPS policy documents
- Insufficient time for subjects has serious implications for curriculum coverage



# 8.1 TIME ALLOCATION

- Sufficient time should be allocated to provide for reading, writing, calculation and assessment activities
- Additional time should be allocated for remedial work to provide for learners that require extra support



# TIME MANAGEMENT



# 8.1 TIME ALLOCATION

- Teaching time should be protected
- Possible threats on teaching time could be:
  - Service delivery protests
  - Meetings by teacher unions
  - Extra curricular activities which are not part of the school calendar plan
- Time off should be monitored
- The practice of starting examinations earlier and taking time off for marking impacts on curriculum delivery.
- When learners and learners and teachers are involved in social/community activities which are not part of the school curriculum, this impacts on the time management of schools.



# 8.2 TIME MANAGEMENT

The duties and responsibilities of the principal include the following aspects:

- Manages the process in compliance with applicable legislation and regulations.
  - SASA
  - PAM
  - CAPS policy requirements on time allocation
  - Requirements of the school
- Takes note of specific factors within the school - (e.g. the time it takes learners to move from class “a” to class “b”.)
- Decides on the length of periods (30; 40; 45; 60 min) and the number of periods per day.
- Sees to an equitable distribution of workload between the various post levels and within a post level.
- Takes the qualification of teachers into consideration.
- Teach if necessary (PAM 4.2)





# 8.2 TIME MANAGEMENT

The principal:

- Involves the SMT in early discussions.
- Ensures that the SMT agrees with the motivation for using a specific teacher in a particular subject or class.
- Finds a way for staff members to express their needs- (e.g. a subject or grade he/she would like to teach.)
- Communicates with the staff.
- Considers team teaching.
- Considers using external teachers
- Constitutes and manages PLCs( Professional learning Community) in a school. Eg M+4 educators
- Makes use of a timetabling programme for which various software is available.



# 8.2 TIME MANAGEMENT

## PERSONNEL ADMINISTRATION MEASURES (PAM)

### Workload of educators (school based) (3.1)

- Each post level within a school has different duties and responsibilities.
- The allocation of subjects, timetable and resultant scheduled teaching time to be determined by the principal in consultation with teaching staff (3.2).
- The time allocated for teaching in respect of different post levels will differ according to the size of the school (3.3) .

*The division of workload should be reasonable and transparent.*



# 8.2 TIME MANAGEMENT

## An Educator:

- Must be able to account for 1800 actual working hours per annum
- Should be at school during the *formal school day* - no less than 7 hours per day - except for
  - Special reasons
  - Prior permission of Principal
- May be required by the employer to attend programmes for professional development (a maximum of 80 hours per annum) outside the formal school day or during holidays. The employer has to give notice ONE term in advance. (Chapter A Par 3)



# 8.2 TIME MANAGEMENT

The following outlines the scheduled teaching time per post level:

## Primary school

- Post level 1: Between 85% and 92%
- Post level 2: Between 85% and 90%
- Deputy: 60%
- Principal: Between 10% and 92%

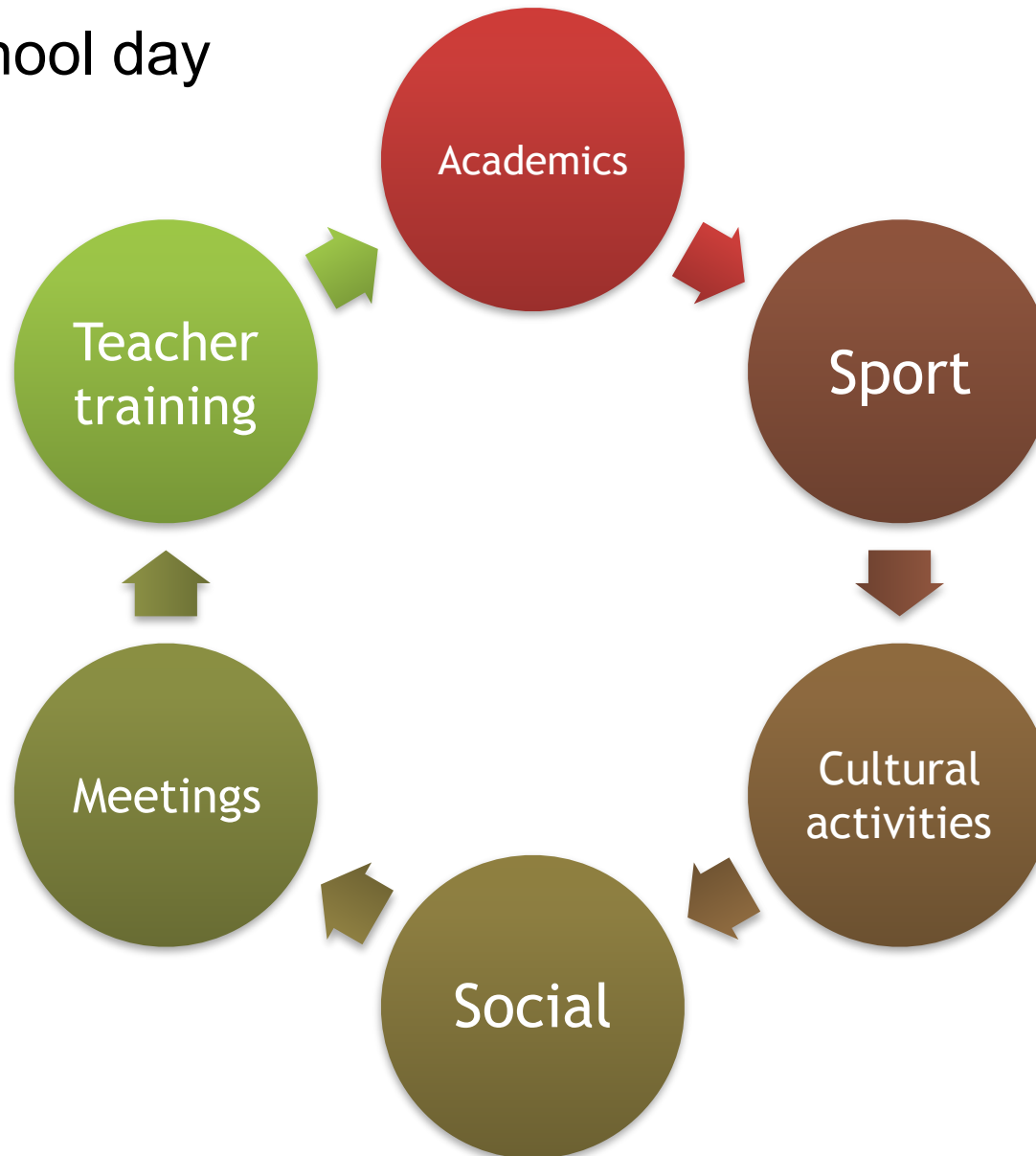
## Secondary school

- Post level 1: Between 85% and 90%
- Post level 2: Between 85%
- Deputy: 60%
- Principal: Between 5% and 60%



# 8.2 TIME MANAGEMENT

Formal school day



## 8.2 TIME MANAGEMENT

Instructional leadership should be provided

- Teacher absence has a negative effect on curriculum delivery
- The principal must have an alternative plan to enable teacher absence to be compensated for so that policy prescriptions with regard to time allocations are complied with
- Teacher attendance registers are compulsory and should be kept up to date

