

## **Appendix: H**

### **INTERVIEW BETWEEN THE RESEARCHER (NTS) AND EDUCATORS WHO MOVED TO OTHER SCHOOLS**

**PATRIC (PAT)**

**JOHN (JOH)**

**JANE (JAN)**

**HENRY (HEN)**

**NTS** How were you involved in the identification of excess educators?

**PAT** Eh! When it started, the principal called us to the staff meeting. He said that according to the Department of Education, we had to look at the total number of educators who were suppose to be there. During that staff meeting the principal also indicated that if the educators in our school are more than the others will have to leave. We were requested to look for ways in which we can deal with that. The principal then requested our subjects, no of periods we teach and our teaching experience. After submission we then found out that two educators had to leave. That is how I was involved.

**JOH** Eh! I should say we were told by the principal that there is a circular from the government indicating that we have to check our staff establishment to find if there would be some teachers who need to leave. In that way, the principal brought the circular and read it for us in order to be sure of what we were doing. The way we were doing it we found that in our school, particularly in our school because it is a technical school, and most of our teachers were technical subjects teachers, so it has been very difficult for us to find the way in which we can really say that any teacher is in excess. In that way, eh, It came to point that we had a dead lock. We didn't even manage to declare any teacher. So there was an intervention of the Circular Manager. He did not come to us. He spoke to the principal and the principal told us that in one way or another we have to do it. In my case, I was attending a certain meeting in a certain school nearby. During that time when I was in the meeting, when I came back to school, I was told that I was declared in excess. And In my case I was declared during my absence. So I was involved because in my view the part of

being involved is for me to be there in order to see the whole identification process. So, I can't say I was involved.

**NTS** What about you Jane?

**JAN** I was involved because the principal also called us to the staff meeting. He explained to us about redeployment process. My school's post establishment was indicating that 6 educators had to leave. Then the following day we discussed resolution no 6 together with the unions representatives. Work distribution for each educator was written on the board. One of the staff members was facilitating the meeting. The procedure that was considered was the number of standards an educator teaches per subject. According to that procedure, four educators were declared in excess. Then to our surprise, on the following day, my principal announced that two more educators were affected without our involvement. Then as educators we thought that the principal hated the other two educators. Then we had another meeting to identify again being together. In that case the procedure used was that of the number of periods each educator teaches. We found that two educators were teaching same number of periods. Then we decided to use the last procedure, which is Last in First Out (LIFO). Then the other two educators were identified.

**HEN** Ok, in my case, the principal came with the instruction from the department and the way in which we did is just to follow the instructions. Eh, determination of excess was according to the number of learners when they were taking the teacher-pupil ratio.

**NTS** Do you still remember the procedure used?

**HEN** Ja, I still remember because we were just gathered in the staff room, we first used the excess and then the number was not eh, in a position were it must be, and then come the educators learner ratio and we found that my students were very few and some subjects were phased out.

**NTS** How many teachers were supposed to be declared in excess?

**HEN** They were five.

**NTS** On what basis were you declared in excess?

**PAT** As I already indicated, identification of excess educators was based on the number of subjects, periods and the total number of learners per educator. It was established that I had 46 periods while others had 50 periods. According to the procedure followed, there were two educators who were in excess. That was me and another educator who had same number of periods as me. The total number of periods was the only criterion used. That was the criterion that proved my workload less compared to that of others educators.

**HEN** According to me they considered only the number of learners I do have.

**NTS** How many were they?

**HEN** Eh, in grade 8 they were only six, eh, in grade 7 there were only 10 they were only 30 who where doing Business economics, and in grade 11, they were only 3.

**NTS** Do you think you were fairly declared in excess?

**HEN** according to me I think it was fair, as I have indicated because the procedures that were used were from the department and we followed those instructions.

**NTS** Were you all present during the declaration?

**HEN** Yes, we were all present.

**NTS** How were you declared John?

**JOH** Eh, like what I have been telling you, eh, particularly in my side there was a case where in the school I was teaching, is a technical school and it started from grade 8-12, and we were only two educators in my department which was the department of civil engineering. We were teaching civil subjects from grade 9- grade 12. So I was teaching grade 11 and 12 so, in other words he was teaching the senior classes and it was not

easy for him to teach all grades, eh, like I have just told you we have seen that in my case, I was declared in excess in my absence. It just came to my surprise when I was told that I was in excess. I don't know which base was used to declare me into excess because I was just told that teachers who are in excess are teacher x and teacher Y, just like that. The reason, base or format that was used was not discussed with me.

**JAN** In my case, I was teaching Maths grade 9 and Afrikaans grade 9 with 202 learners. The procedure used was in how many standard am I teaching Maths and Afrikaans. I was teaching only one standard per subject then I was identified to be in excess.

**NTS** How did you feel after you were declared in excess?

**PAT** Ehh, after being declared in excess I was not happy because to me it meant retrenchment. Even though they tried to console me by saying that was not the end of the job I couldn't believe what they said. I thought at the end it would be retrenchment. I was also demotivated. It affected my work rate in the classroom. I was even tired when I go teach. I didn't know what would happen to me the following day. Whether I would be moved to another school. I couldn't work like I used to. I was no longer interested in the extra- mural activities, which were performed after school. I used to work only during the normal working hours.

**JOH** I also felt very bad and sad of course. I was not happy and all that I could do was to wait for the next step that is to be done. In fact I was not alone, we were eight that have been declared in excess in my school. We just accept it but we were not happy because we were having the fear that each and every educator who has been declared in excess is going to be retrenched. That was the fear that was among us. Honestly speaking, if the educator is declared in excess, Hmm, you start hating some other teachers who were not in excess. You don't enjoy your work anymore, so the feeling and the tense were very bad to me. I could not even concentrate in my work and it was very bad. Eh, maybe to add on that, you know, I don't know maybe I might be out of the question. So that feeling usually come back when I start remembering that I was wrongly declared in excess, and I contacted the, the local SADTU representatives. We had a meeting SADTU was representing myself and the circuit manager was there, the principal was there and some other stakeholders. I told them my case and they were all seemed to be

getting satisfied, and from there they said my case was very much clear so I should not be declared in excess until further notice. So, nothing has been done up until now, as you can see I am no longer in my previous school. I have already been redeployed now.

**NTS** How did you feel Jane?

**JAN** I felt that the government is expelling me from work. I was so worried about it. I didn't have strength to work. The process made me feel discouraged I thought I would suffer by not working anymore. It was as if I am out cast in my school.

**HEN** You are both right. I was also not happy because I felt I was going to be retrenched. It was very bad.

**NTS** Did you encounter any stress?

**HEN** Of course, of course of course everyday I was just thinking about it and I thought I was going to lose the job.

**NTS** How did you choose the school in which you are today?

**HEN** Ok, we have been told that we have to apply. We read about the number of schools that need some teachers who are in excess. So, the circular has been brought to us with the list of those schools and we tried to apply throughout the province I should say. So I tried now to apply those that I could apply. Fortunately the school that I am working at right now absorbed me. That was just about to apply and those people at the particular school, came through my application. They came to me. They sent the circuit manager, and the circuit manager in that area came to me right in my previous school and told me that I am absorbed in a certain school. As from the 2<sup>nd</sup> of May, I think that was in year 2000. eh, I think it was the 2<sup>nd</sup> of May, Ja, I was starting a new job in a new school.

**JAN** I didn't choose the school in which I am teaching today. I heard that the chairpersons of educators unions were the ones who did the matching of educators in excess to the schools indeed. During the school holidays my previous principal brought a letter to me indicating that I should move to school B when the school reopens.

- PAT** You are right, Jane, we were not choosing the second phase of redeployment. What happened was that I was requested to submit all the subjects I was offering in my former school. After submission of the subjects I heard that in order to move to school B, they would have to match me with the curriculum of the school indeed. A task team was established which comprises the educator's unions, department representatives to excess educators with the needy schools. That is why I say I didn't choose where I am today. I only received a letter informing me to report to school B.
- NTS** What about you John, did you choose?
- JOH** OH, no, the head of the department informed the circuit manager where there was a post in school B. and then he just come to me and instruct me to report to school B. I don't know the method that was used to choose me because we were more.
- NTS** What problems did you encounter when you move to your new school?
- JOH** Eh, you see, when you go into a new school, is not easy. You try to ask yourself how the people are going to receive you, but eh, people received me very well and in my case I didn't encounter any major problem. Until now there is no problem.
- JAN** The principal of school B didn't know that I was coming. There was no document or any letter or any information indicating that I was going to be one of the staff members. The principal didn't introduce me to other staff members. He said he was still waiting for any information. I was not given a subject to teach. What I did was just to sit in the staff room until school out. Other educators just give me their class registers to control. It was boring to be in a school without working.
- NTS** For how long Jane?
- JAN** For almost two weeks.
- NTS** Was it also like that to you Henry?

- HEN** No. I was very welcome by the principal, the staff and the S.G.B. I didn't encounter any problem as from now because they accepted me as a new teacher not as something wrong from the previous school. And now I am very happy to be here.
- NTS** Tell me about the distance to your new school?
- HEN** The distance is too short compared to that of the former school. My former school was very far. It was more than 50 km. Now I travel only 15 km to my new school.
- NTS** How do you feel now in your new school?
- PAT** Ehh, I feel much comfortable in my new school. When I am in the new school, I feel happy as if I have just been employed now. There are so many benefits, which were not there in my previous school. For example, I use the school transport when I attend workshop. I no longer buy Ballpoint or requisition to the stock administrator. The number of learners I am teaching now is few compared to those of my previous school. I also came across some challenges in this new school. I am now teaching disable children. I feel pity when I see them struggling to work. This makes me feel unhappy.
- JAN** I also feel very happy now that I am absorbed. When I look at the school environment, the learners' behaviour and everything in this school, I am satisfied. I no longer have transport problems. Coming to the fact that I am not yet allocated subjects to teach I feel bored and I seems as if I am not a professional somebody.
- NTS** What about you John?
- JOH** Ah! I am feeling great .I am feeling good. I have forgotten all those past experiences of wrongly redeployment. I am happy at a school. I am feeling great in this school.
- HEN** We almost have same feelings. When one is welcome, one feels happy, and when you are happy, you start to work very hard.
- NTS** What is the relationship like between you and the new staff members?

- JAN** Haa! I can't say it is good or bad. During my arrival, those who saw me in the staff room welcome me very well. Some staff members are very good to me but others cannot greet me unless if I am next to them. Me too, I don't ask something like where water tap is. I first think twice before I do anything. But I don't think I will experience problem with them because 80% of staff we are of the same religion and two days per week we have prayers together.
- JOH** To me the relationship is great I can say. They involve me in most of things and I feel at home. They are hard workers. We encourage each other; they also tell me that I must just feel at home. They also involve me in all things.
- HEN** I am also experiencing a good relationship now. We are close to each other. I have got many friends. We work as a team and I don't have any problem. When I come across any problem, I sit down with them and share the opinions. We are also working as a family and I don't think I will experience any problem.
- PAT** You are right guys, others staff members seem not to have problem with us. You know what happen, when I moved to my new school, I was warmly welcome and each Department head wanted me to work with him/her. We use to meet each other in the workshops. and they know that I am always actively involved in the workshops that are why they wanted me to work with them. Every morning, they greet me with joy. At least I am happy now.
- NTS** What does the process of educator redeployment mean to you?
- JAN** Ash! To me this process I just think that the government does not know what is going on or what it is doing because previously they said that the process has been nullified, to my surprise now they say redeployment wants us to go up and down, up and down leaving our familiar and going to work far away for our homes. They want us to suffer.
- HEN** You are right Jane. This is something very bad. I don't like it because the new place where you are going you are going to start a new life and it takes times to adjust to the changes.



**JOH** To add on that eh, you see I am not a politician but sometimes it also touches same aspect of politics. This redeployment is not doing any good to any person. Especially to me . eh, you see if the government itself without involving some other stakeholders has done it, maybe it was going to be good. Now remember, just in the Human resource offices and find that I am not redeployed, remember, I have been redeployed for more than 3 years now and right now I have discovered that I got a new post at a new school, but my space was not yet replaced in other words I was not even redeployed for past three years, now this is totally out of hand, eh, eh, out of good will. There was some kind of bad doing. We are being redeployed by people and not by the process. Particularly by the principals.

**NTS** How was the relationship between you and your former principal?

**JOH** Hooo! Eh, well I should say the relationship was great. I can't say it was wrong and I don't remember him coming to me reprimanding me with certain things that I did wrong. We never had any argument. It just came to my surprise. To my view I think that principals declare those who are not in their good books, I mean those they don't like and leave those they like. I think I was in the wrong place at a wrong time. That is how I should say it. Maybe the principal hated me, but he didn't show me. I should say the relationship was good between us.

**NTS** You seem to differ with John, Pat.

**PAT** Not completely because to me redeployment means to be in great joy like myself because I moved to a better place and sorrow like John, who is not treated well un his school. Others are redeployed far away from their homes. On my side I am now working easier that before.

**NTS** Thank you all.