

INDEPENDENT CONTRACTORS (EXTERNAL MARKERS)

SCHOOL OF EDUCATIONAL STUDIES

**COLLEGE OF EDUCATION
UNIVERSITY OF SOUTH AFRICA**

DEPARTMENT: EDUCATIONAL LEADERSHIP AND MANAGEMENT

REFERENCE: REF/CEDU/DELM/MKR/2025

Assessment is an integral part of curriculum development as outlined in the Curriculum Policy. During curriculum development, an assessment strategy is developed that is aligned to the ODeL Policy and strategy of UNISA. Assessment can have different focuses, namely to:

- a) improve the quality of students' learning experiences by focusing on significant knowledge, skills, attitudes and values, and providing motivation to work through the material through tasks and feedback, known as assessment for learning.
- b) focus on the ability to transfer knowledge to new contexts and to apply knowledge in specific contexts in line with the NQF level descriptors and other taxonomies of learning.
- c) focus on programmatic and graduate attributes and critical cross-field outcomes in assessment of learning.
- d) make academic judgements related to diagnostics, placements competence, progression and/or qualification completion; and as a feedback mechanism to improve curricula, known as assessment of learning; and to
- e) create opportunities for students to engage with the content, with their context, with the lecturer and with fellow students (**Unisa Assessment Policy, 2011**).

The Department of Educational Leadership and Management inviting suitable applicants for providing assessment services to be appointed as independent contractors (markers) on a yearly basis. The purpose of this positions is to appoint competent and suitable candidates to complete and execute assessment task professionally and ethically align to the Assessment Policy and Guidelines.

Requirements: Educational Leadership and Management

- Applicable and relevant qualification equivalent to NQF level 9 (MED/MA/MTech (Education) OR NQF level 10 (e.g. PhD/DED/ DTech (Education) with specialisation in Educational Leadership and Management or any related disciplines.
- At least 5-years teaching experience (primary or secondary) or relevant experience in the education field (TVET College /University)
- At least 3-years subject methodology teaching experience (CAPS school) or 5-years relevant experience in the education field (TVET College /University)

Duties:

- Complete and execute assessment task professionally.

- Comply and adhere to all Unisa tuition, assessment and examination and plagiarism policies and guidelines.
- Act in the ethical and professional manner dealing with all assessment tasks.
- Execute duties as stipulated in contract and task agreement.
- Marking of assessment tasks fairly and consistently
- Meet deadlines of allocated assessment task
- Attend markers meeting and submit marking reports timeously.
- Maintain confidentiality of all assessment tasks

Knowledge, skills and abilities

- Basic knowledge of the discipline applying for
- Basic knowledge of assessment and assessment practices
- Basic knowledge of marking and procedures
- Basic knowledge of constructive feedback on assessment tasks
- Basic knowledge of academic dishonesty and plagiarism
- Knowledge of teamwork/leadership skills
- Good interpersonal and communication skills (listening, speaking, reading and writing)
- Must be honest / ethical and show empathy when required to mark assessment tasks.
- Must have good problem-solving and decision-making skills.
- Must be service orientated (Actively looking for ways to help and support lecturer or students)
- Must have good time management skills.
- Ability to resolve conflict and maintain confidentiality of all assessment tasks.
- Ability to work under pressure with adherence to deadlines.

Recommendations:

- Computer and Internet skills
- Have own desktop computer or laptop and internet connectivity (no computers or data bundles will be provided)
- Advanced communication skills and proficiency in English
- Digital literacy skills – competent in ICT and online learning environments
- Experience in online marking tools or software or LMS (Moodle will be an advantage)
- Commitment to marking and meeting deadlines for all assessments.
- Friendly, patient, and sensitive to a diversity of students

To apply please fill the application form by clicking this link <https://forms.office.com/r/Ju5eAmaCtx> and submit the following documents via e-mail.

- 1) An application letter indicating willingness to mark assignments and/or exam scripts for any of the modules listed below.
- 2) Comprehensive **UPDATED** and signed curriculum vitae (most recent)
- 3) Only a certified copy of the **HIGHEST** qualification as per requirement
- 4) Certified copy of ID/Passport and valid visa

Please write the module code of the module you are applying for on the subject line of the e-mail.

Note: The required documents should be submitted as a single file (one PDF) to the email provided below.

Email the supporting documents to CEDU1@mylife.unisa.ac.za and write the module code as a subject.

Assumption of duty: The candidates will have to undergo **an interview (either face-to-face or Microsoft Teams)** and **online Moodle training sessions**. Completion of the prescribed training on various aspects of Marking on the Moodle platform is compulsory.

Closing date: 19 November 2024



We welcome applications from persons with disabilities

Independent Contractor (MARKER) positions are available in the modules listed in the Departments.

Module Code	Module Name	Purpose of module	Department	Number of Markers Required
TAM2601	Teacher as Classroom Manager	The purpose of this module is to equip students with the skills, knowledge, values, and Attitudes necessary to enable teachers to manage classroom management effectively. To therefore keep abreast of current classroom management approaches to enable students to act according to the ideals of the profession and to apply good practices of effective achieve effective classroom management.	Educational Leadership and Management	16
CMG3701	Classroom management	The purpose of this module is to explore the roles of the teacher as leader, manager and administrator. It explores issues that will be critical to successful classroom management and leadership within the context of legal governing principles. A key competence is effective management of the classroom in different educational contexts. All teachers need good classroom management skills to be able to cope with the increasing demands on education, schools and instructional practice. They also need to be aware of various elements that need to be considered in classroom management. To direct students' exploration of roles as a classroom manager by highlighting important aspects in the prescribed book and by providing activities which should enhance their knowledge and skills. The use of the artificial intelligence tools that are relevant to the teaching fraternity.	Educational Leadership and Management	5

HED4812	Contemporary approaches to educational leadership and management	The purpose of the module focuses on contemporary leadership and management theories, principles and practices in an educational organisation and presents ways in which teachers as educational leaders and managers can effectively function in leading and managing schools and related organisations. It develops learner critical skills and competencies that would enable them to apply appropriate principles, techniques and strategies in different educational contexts. Students in this module are introduced to African leadership models and management epistemologies. The module further provides opportunities to students to reflect on theories associated with organizational leadership, management and change processes that can be used by leaders and managers of 21st century educational institutions.	Educational Leadership and Management	5
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