



GAUTENG PROVINCE

Department: Education

REPUBLIC OF SOUTH AFRICA

Induction Toolkit

Getting Newly Appointed
Principals and Deputy Principals
Off to a Good Start

Participant Guide

MODULE 1

Table of Contents

Overview.....	4
Unit 1: Giving Voice to Values and Ethics, Diversity & Inclusion	9
Introduction.....	9
What is Giving Voice to Values?	10
Tackle the Transition!.....	14
Ethical behaviour	16
Code of Conduct.....	16
SACE Code of Professional Ethics.....	17
Professionalism.....	17
Batho Pele Principles.....	17
Unit 2: Understanding the legislative and policy frameworks	19
Introduction.....	19
Different legislative and policy frameworks impacting on education in South Africa	20
Unit 3: The principal as a manager and leader	26
Introduction.....	26
The principal as a manager and leader	27
What is leadership all about?	27
Difference between a manager and a leader.....	27
Leadership and Management styles.....	30
Unit 4: Roles and Responsibilities of Principalship	31
Introduction.....	31
South African Standard for Principalship.....	32
Core duties and responsibilities of the principal.....	34
Accountabilities of school principals	37
Unit 5: General Administrative matters, Planning, Policy and Procedure documents	41
Introduction.....	41
General Administrative systems.....	42
South African School Administration and Management System (SA-SAMS).....	49

Purpose of the Induction

This programme articulates the Gauteng Department of Education's **Strategic Drivers: Strategic Pillar 3: "Leadership and Management"** which deals with all Leadership and Management within the school and sector. The programme sets out the department's expectation that all newly appointed employees are equipped with the knowledge they require to do their job effectively, as well as an understanding of their specific workplace context and how their roles align with the priorities of the school.

This induction programme is aimed at supporting and helping you on your professional journey as a principal. It seeks to orientate you to the profession and school leadership and management activities and to support you to adjust confidently in your new job. It highlights the importance of leadership, integrity, accountability and competence towards improved service delivery in education.

The induction covers:

- Structural arrangements of the education system at provincial, district and school levels
- South African Standard of Principalship
- Legislation and policy frameworks impacting on school leadership
- Leadership and management in a school
- Key roles and responsibilities of school principals
- Focus areas of a whole school development
- Prioritising school activities and Taking Action

The Induction applies to principals who are:

- Newly appointed
- Promoted
- Transferred
- Relieving

Broad Programme Outcomes:

At the end of the programme, participants will:

- Have an understanding of how the education system is structured in the Gauteng Provincial Department of Education at district and school levels.
- Gain insight in the Standard of Principalship as it defines leadership and management capabilities of a principal and related actions
- Have understanding of the legal and policy frameworks within which school leadership operates
- Have understanding of the leadership roles and responsibilities of school principals from the strategic, executive, instructional, organisational and cultural perspectives
- Identify and prioritise key activities in the school environment

Overview

Effective school leadership is a crucial lever of school transformation. As a school principal, you play a vital role in shaping the culture of your school, articulating the vision and mission of the school, setting clear expectations for teachers and learners, leading and managing teams of teachers who can deliver high quality education. Thus the quality of leadership you will provide has a direct bearing on successful curriculum delivery to change learner outcomes for the better.

You have just joined the school as a new principal and proverbially put - *“a new broom to sweep the floor”*. Your employer, the school community and other stakeholders have high expectations of you - to make a difference! There is a need for you to review your approach in order to adjust to your new position as principal.

If you have been promoted, you might have to reconsider your interaction with stakeholders at the school, and if you recently joined the school, you need to study the culture and ethos of the new school to understand it better.

Both scenarios require a paradigm shift in your attitude, approach and outlook to efficiently execute your operational responsibilities in the new position. Do you feel confident that you can take up the challenge?

“ The quality of leadership and management in schools has a direct bearing on successful curriculum delivery to change learner outcomes for the better”

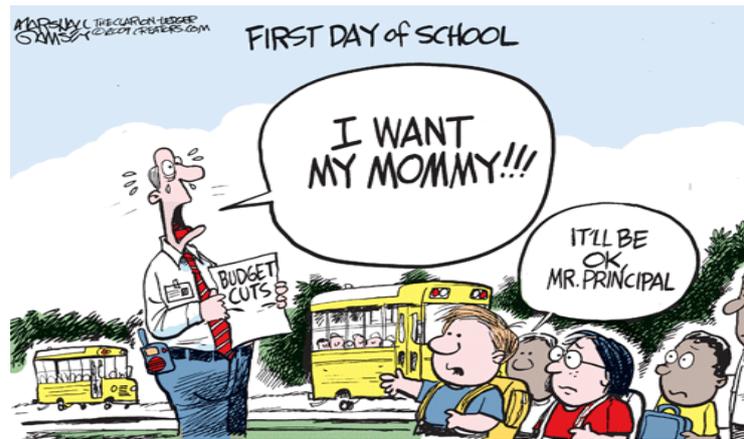
Van Deventer (2015:44) indicates that the school principal as an internal change agent, is expected to initiate, facilitate and implement change. This must be done by means of:

- Determining the outcomes of the proposed change.
- Determining the procedures and methods of implementing change.
- Scrutinising literature relevant to the proposed change.
- Contacting other school principals who have already had experience of the proposed change.

Having a clear vision of the change you want to bring about for your school is perhaps the single most important contribution that you can make to its future success, because it creates direction and purpose. Clarke, A (2012:2) refers to four key strategies leaders use as they seek to produce future focused change:

- Vision (to establish direction)
- Strategy (planning to achieve the vision)
- Aligning people (marketing and selling the vision and strategy)
- Motivating and inspiring (creating the energy and commitment to drive the process). This is how you are soon going to feel as new principal. You might even have experienced this feeling...

New Principal's Lament



I'm a new principal. Here I am at my new desk, which is loaded with guidelines, lists and policies. Everyone seems to know what I am supposed to be doing...but me. Then I discover that, regardless of what action I take, or fail to take, I just can't please everyone.

If I make quick decisions, I am an autocrat.
If I make deliberate decisions, I am indecisive.

If I call staff meetings, I have no regard for teachers' time.
If I don't call meetings, I do not believe in teacher participation.

If I correct teachers, I am picking on them.
If I don't correct teachers, I am a weak administrator.

If I speak up for new programmes, I am on the reform bandwagon.
If I'm cautious about changes, I am living in the past.

If I attend community affairs, I am a politician.
If I stay away, I have poor public relations.

If I suspend learners, I do not understand children.
If I don't suspend enough learners, I am a weak disciplinarian.

If I visit classrooms often, I am being intrusive.
If I don't visit classrooms often, I don't care about what's going on.

If I clear decisions with the IDSO/District, I don't have a mind of my own.
If I make my own decisions, I am assuming too much authority

If I attend conferences for principals, I am goofing off.
If I don't attend them, I am being unprofessional.

If I am walking around, I'm not getting my paper work done.
If I stay at my desk, I am neglecting my staff and learners.

If I complain about these things, I'm mal-content.
If I can live with them, I'm a ... **Principal!**

I couldn't decide whether I wanted to be teacher, a lawyer, a police officer, a politician, a healer, a counselor, an arbitrator, a manager, a dispute mediator, a nurse, a comedian, a researcher, a coach, a security guard, a detective, or a lion tamer.

I solved the problem by becoming

A PRINCIPAL

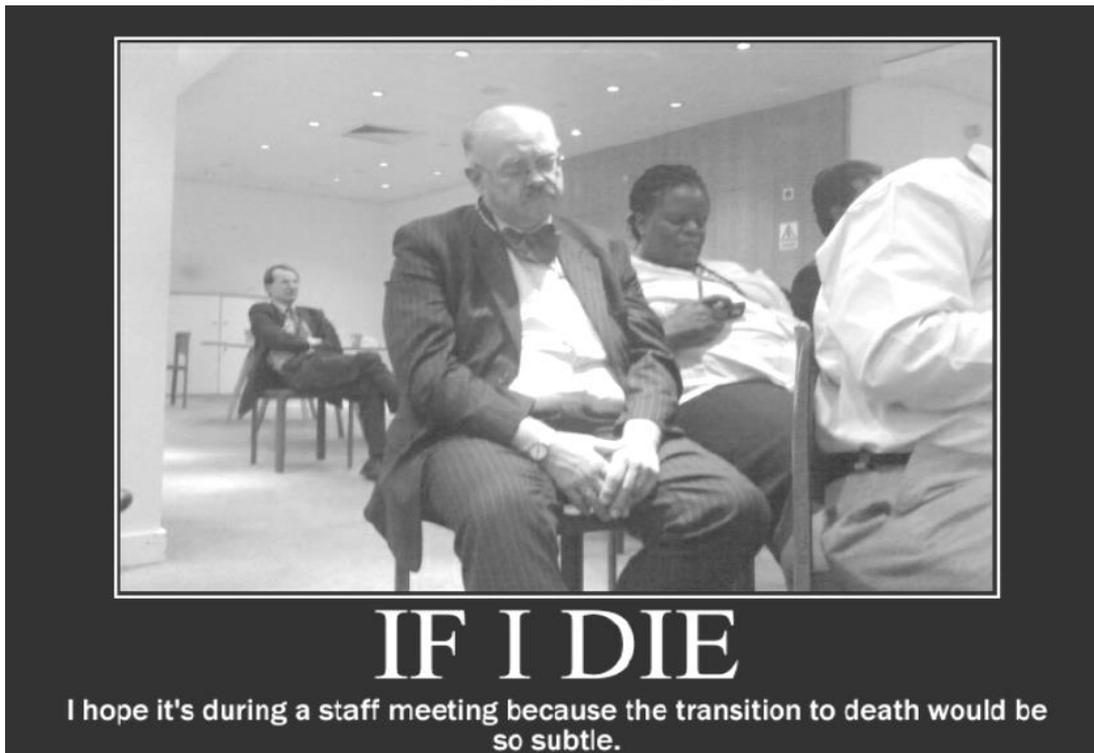


Let's OPEN UP!

Read the statement below and choose ONE of the emojis that best describe your feeling,				
How do you feel being a principal?				
How do you feel about your school?				
How do you feel about the actual work you are doing now?				
How do you want to feel as a principal 10 years from today?				
How would you feel if offered a position other than that of a principal?				

Let's GET UP...GET OVER IT... and GET GOING!

DO YOU FEEL THIS WAY ABOUT YOUR CAREER AS A SCHOOL PRINCIPAL?



Symbols used throughout the Toolkit

	This symbol indicates reading
	This symbol invites you to write a response
	This symbol indicates time allocated for an activity
	This symbol introduces a group activity
	This symbol introduces a question for reflection
	This symbols indicates notes to take
	This symbol indicates teacher self-reflection
	This symbol indicates a video clip

Icebreaker

It has been decided to send a group of people to a recently discovered island where they will live an isolated existence for the next 50 years in order to create a new society.

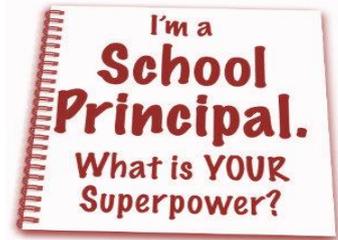
CHOOSE TWELVE (12) PEOPLE FROM THE FOLLOWING LIST OF 20 TO ACCOMPANY YOU TO THE ISLAND TO START THIS NEW SOCIETY.

- **DO THE EXERCISE ON YOUR OWN FOR THE NEXT FIVE MINUTES. THINK ABOUT THE REASONS WHY YOU WOULD CHOOSE THE TWELVE.**
- **IN YOUR GROUPS, REACH CONSENSUS OF THE TWELVE YOUR GROUP WILL TAKE TO THE ISLAND.**
- **GIVE SOME REASONS FOR YOUR CHOICES**

No	APPLICANTS	YOUR CHOICE	GROUP CHOICE
01.	NIGERIAN DOCTOR		
02.	SHOP ASSISTANT, AGED 19		
03.	OLD WOMAN WITH WALKING STICK		
04.	MAIZE FARMER		
05.	POLITICIAN		
06.	PEACE CAMPAIGNER		
07.	MOULANA (MUSLIM PRIEST)		
08.	EX-BEAUTY QUEEN		
09.	UNMARRIED PREGNANT SCHOOL EDUCATOR		
10.	UNEMPLOYED BLACK TEENAGER		
11.	GAY NURSE		
12.	CARPENTER FROM KZN		
13.	ARMY SERGEANT, AGED 50		
14.	DISABLED BANK CLERK		
15.	KWAITO MUSICIAN		
16.	FARM LABOURER		
17.	TAXI DRIVER		
18.	RUGBY PLAYER		
19.	SANGOMA		
20.	BARMAN		

Unit 1

Giving Voice to Values and Ethics, Diversity & Inclusion



Video No.1: Science of Persuasion

11:50 Minutes

Introduction

Values are those things that are considered to be important at an individual, organisational and societal level. Values set the standard for ways of behaving and if real transformation is to take place, values should also influence our way of thinking. Teachers and leaders need to know what their personal values are and how these relate to the values and ethos of the school.

Schools need effective leaders to establish a set of values and an ethos that must be reinforced regularly in the school community. It is important these become integrated across the policies, curriculum and other aspects of the school activities creating a condition for them to show total commitment and a sense of belonging to the school thereby giving a voice to learners and teachers to enact these effectively in their behaviour to promote fundamental Constitutional values as enshrined in Chapter 10 of the Republic of South African Constitution, 1996.

Outcomes:

By the end of this Unit, participants will:

- Acknowledge the transition from being a Deputy to being the Head of the school; accepting the personal change and the challenges this brings about.
- Understand the principles underpinning values based school strategies.
- Commit themselves to the values underlying the SACE Code of Ethics and lead by example in their school.

What is Giving Voice to Values?

Giving Voice to Values (GVV) is an innovative approach to values-driven leadership and management. Ethics and values are concerned with the rules of conduct that ought to be observed by public officials because of the widespread belief that high standards of ethical conduct are conducive to the efficient performance of a public service, and help maintain public confidence.

As a principal, there are things that really matter to you... the ideas and beliefs you hold as special which inevitably influence your conduct in the workplace. Despite the latter, you need to understand that you are working with different people at the school and almost all of them already have values and want to feel that they have a reasonable chance to effectively voice and enact their values.



Ethics are rules for behaviour, based on beliefs about how things should be. They are defined as moral principles that guide our behaviour, while morals are defined as principles of 'right' and 'wrong' behaviour. Moral behaviour also means to be concerned with, based on, or adhering to the code of behaviour that is considered right or acceptable in a particular society, rather than legal rights and duties

What is ethical depends on the individual, the group, the culture, tradition, background. It is more about what people ***should do and how they ought to behave***.

Kadar Asmal in the ***Manifesto on Values, Education and Democracy*** (2001), states that "...values, however, cannot be legislated. If they were imposed, they would remain rootless, and lifeless. Vital, durable values grow from dialogue and discussion and lived experience". The Manifesto offers ways to promote the values of the Constitution through the education system.

For this reason, it would be inappropriate and counterproductive to set out policies to be carried out by schools on behalf of the people of South Africa." The Manifesto goes on to describe strategies for seeding the values of the Constitution in young South Africans, through the educational system, in the belief that they will germinate in time, become rooted, and flourish.



It is important inculcate a sense of values and ethos at school to help learners and educators alike achieve high levels of moral judgement. To achieve this, you need to ensure that values and ethics are integrated across the school in classes and in the curriculum to promote the values of the Constitution through the educational system.

The South African policies that govern many institutions are based on a value system as set out in Chapter 10 (Section 195) of the Constitution. As a principal and an educator, it is required for you to respect specific guidelines that govern your conduct when carrying out your duties. These guidelines should provide the content values for the ethos and culture of the school.

Activity 1: Values in Education



15 Minutes

- a) From the list of values shown in the table below (both work and personal), each group must select the TEN values that apply to education. Share your values with other participants and identify the commonalities with what the Constitution requires of a public servant.

Achievement	Excellence	Knowledge	Reputation
Advancement & promotion	Respect	Leadership	Responsibility
Adventure	Expertise	Efficiency	Safety & Security
Accountability	Religion	Loyalty	Self-respect
Integrity	Fast living	Equality	Serenity
Challenging problems	Fast-paced work	Meaningful work	Sophistication
Change & variety	Financial gain	Merit	Stability
Close relationships	Freedom	Money and Wealth	Status
Community	Friendships	Nature	Supervising others
Competence	Growth	Order	Reconciliation
Competition	Having a family	Personal development	Truth
Cooperation	Helping other people	Recognition	Open to Society
Non-racism and non-sexism	Involvement	Privacy	Wisdom Involvement
Creativity	Honesty	Power & authority	Work under pressure
Decisiveness	Independence	Privacy	Work with others
Democracy	Influencing others	Human Dignity	Working alone
Ecological awareness	Inner harmony	Equity	Ethical practice
Social justice	Integrity	Rule of law	Job tranquility
Effectiveness	Intellectual status	Quality relationships	Professionalism

- b) Values are at the centre of the transformation of education and the South African government has formulated them in many laws and policies. In your group, identify and briefly discuss the values enshrined in the pieces of legislation and documents listed, using the values table provided.

Bill of Rights (Section 29)

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National Education Policy Act of 1996

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South African Schools Act of 1996 (as amended)

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Employment of Educators Act

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National Qualifications Framework (NQF)

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Curriculum Assessment and Policy Statement (CAPS)

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South African Council of Educators

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The Education Labour Relations Council (ELRC)

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Activity 2:
Reflect on the following:



5 Minutes

Have you been appointed as a principal at another school? OR were you promoted from Deputy to Principal in the same school?

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.....

What is your reason for becoming a principal?

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.....

What values do you attach to your position as a principal?

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.....

Complete the following statements and indicate the relevant value that will guide your response:

If I am aware of a learner with HIV/AIDS in my school I will:

.....
.....

When a conflict situation arises with a staff member I will:

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.....

When an angry parent confronts me I will:

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.....

In dealing with a learner who is habitually arriving late for school, I will

.....
.....

In handling cash after the day's money has been banked, I will...

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Activity 3:

Case Study on Professional Ethics:



5 Minutes

Use of Social Networks

The prevalence of the use of social media has greatly impacted the educational community – including teachers, administrators, learners and their families. A new generation is growing up with social networks as an integral part of life. Personal information that was once considered private is increasingly being shared online. In the same way that email and texting communications between educators and learners may result in the crossing of the bounds of appropriate relationships, educators must also understand the dangers of social network sites in contributing to this as well. The public sharing of information obscures the normal boundaries between teacher and learner and teacher and colleagues.

Mr. Y, a newly employed young teacher has posted personal information and pictures which impact him professionally and morally. Some learners logged onto Mr. Y's Facebook page and started to become obsessed about him. They claimed that he's dating them. These claims proved to be true as he had invited all three learners individually, over three consecutive Saturdays to a restaurant where he was seen by other learners hugging and sharing alcohol beverages with them. A physical fight ensued between two rival learners who claimed that he is their boyfriend. One of them posted a picture of herself and Mr.Y at the same restaurant. This fight caused serious physical damage to the other learner's face.

1. *What possible issues/concerns might this scenario raise?*
2. *How could this situation become a violation of the law, the "Code" or other school laws/ policies?*
3. *In this situation, what are some potential negative consequences for the teacher, for learners and the school community?*
4. *What responses/actions will result in a more positive outcome and/or what proactive measures might be considered?*

[Adapted from OERU School Leadership and School Management Initiative, Professional Development for principals and teachers in OERS,2005]

Tackle the Transition!

Congratulations on getting promoted to the job you are already doing. Now Get Back To Work!

As the new principal you need to:

- ✓ **Build an inclusive school**
- ✓ **Establish a viable organisational culture and identity**



As the new principal you need to: build an inclusive school

Access to public schools is a central concept in the context of an inclusive school. The ultimate goal is to contribute towards the development of an inclusive society where all members of the society are able to fulfil their potential and participate optimally. (Nieuwenhuis, 2016: 159).

Respecting diversity among the learner population means:

- Developing respect for all people – a core value of the Constitution (Section 10)
- Combating prejudice and discriminatory practices (Anti-bias strategies)
- Acknowledging and supporting the rights of all learners and other stakeholders to full participation in the teaching and learning process (Think of Concessions, Counselling by SBST, etc.) Consult Sect 15, 30 and 31 of CRSA and SASA Sect 6 and 7.
- Developing a flexible curriculum that meets diverse needs (Einstein: *Everyone is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.*)

As the new principal you need to: Establish a viable organisational culture and identity

The organisational culture of a school refers to “the distinct pattern of collectively shared beliefs, norms and values that people in the school express through symbols, rituals, behaviour, thinking, talking practices and the way they relate among themselves and towards others.” (Marishane & Botha, 2011:76). All of this whilst you exercise a duty of care as a responsible parent (*pater familias*) in a safe and secure environment (CRSA Sect 24 and SASA Sect 10A).

Activity 4:
Tackling the Transition.



20 Minutes

Mr Taylor was one of the deputy principals at Model High School. He and the other deputy principal as well as one HoD were shortlisted for the post of principal. The principal had retired 6 months earlier. Both deputies had turns acting in the position while the post was being advertised. Mr Taylor was successful in the interview and was appointed as principal.

Mr Taylor thought the first few months went well as he was so busy settling into his position. He did not notice that the staff were divided. As the June exams were approaching, Mr Taylor noticed that some members of the SMT were not responding in the meetings, looked sullen and non-committed, especially the deputy principal. The work for exams however was divided among the SMT and report backs were expected the following week. The deputy principal was expected to draw up the examination timetable. However, at the next meeting, the work was not forthcoming.

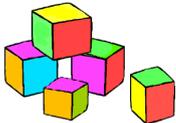
Some of the Heads of Department responded and they completed the work for the exams. The principal had to do a lot of the work himself. It was at this time he realised that the staff

members are also divided into two camps; one camp supported the deputy principal and the other supported him.

Read the scenario above and answer the following questions in your groups?

- 1) What impact did the appointment of the new principal have on this school?
- 2) How could this scenario have been avoided?
- 3) What strategies do you suggest the new principal could use to bring the staff together?
- 4) What are the consequences if this situation is not addressed constructively?
- 5) If you are new to the school, HOW are you familiarising yourself with the existing operational culture of the school?
- 6) If you have been appointed as principal in the same school where you were the deputy, you should be familiar with the organisational culture of the school. HOW are you going about to exercise your influence to improve the prevailing dynamics at the school?
- 7) List TWO serious challenges you face as a new principal? How are you dealing with these challenges?

Organisations that succeed in the transition from one order (one principal) to another, are those that put **people** at the top of their priority list. You will need to focus on teachers as people by:

- 
- 1) Considering their diverse needs for development (Moral dimension: Supporting them as they pursue the school's agenda of improvement through teaching and learning).
 - 2) Providing management and leadership (Technical dimension: availability and use of resources – tools of the trade)
 - 3) Being *friendly* without being their *friend*

As principal, you will need to focus on yourself as you are the **professional role-model**. Pay attention to: arrival and departure times, behaviour, dress code, language use, relationships...

Ethical behaviour

As an employee of the Department of Basic Education, and therefore the Government, you have an obligation to become familiar with the SACE Code of Conduct and to fully understand your responsibilities in relation to your behaviour. SACE's Code of Professional Ethics requires you to conduct yourself ethically and with integrity in the school. There are also many legal issues surrounding your employment and it is imperative that you uphold the law to ensure your good standing. Consider how your actions reflect on you personally and professionally.

SACE Code of Professional Ethics

Due to constant contact with the colleagues at school, learners and the general public in performing your duties, you are required to subscribe to a Code of Professional Ethics that defines proper professional behaviour.

SACE Code of Professional Ethics requires an educator who is registered to:

- Acknowledge the noble calling of their profession to educate and train the learners of our country;
- Acknowledge that the attitude, dedication, self-discipline, ideals, training and conduct of the teaching profession determines the quality of education in this country;
- Acknowledge, uphold and promote basic human rights as embodied in the Constitution of South Africa
- Commit them therefore to do all within their power, in exercising of their professional duties, to act in accordance with the ideals of their profession...
- Act in a proper and becoming way such that their behaviour does not bring the teaching profession into disrepute.

Professionalism

The term 'professionalism' refers to the basis of standards of conduct. Professionalism is associated with careful adherence to undeviating courtesy, respect, honesty and responsibility in one's dealings with customers and colleagues.

Professional ethics encompass the rules that a person has to follow in their professional life. The rules tell the employees about what they should do and not do in the workplace. As public servants, principals and teachers make a commitment to the South African nation to carry out their duties to the highest professional standards in order to bring about a fairer, sustainable and better future for all, at school and community levels.

The following factors, amongst others, contribute to professionalism in the workplace:

- Image
- Attitude
- Communication
- Etiquette
- Professional conversations
- Dress Code



Batho Pele Principles

The notion of "putting people first" provides a framework for the transformation of public service delivery and as a result, the government introduced the concept of *Batho Pele* in 1997 which means "people first." This is integrated into every aspect of government service delivery systems with a view to re-engineer and improve government operations. Schools are also expected to adhere to *Batho Pele* principles as outlined below.

- Batho Pele Principle 1: Consultation

- Batho Pele Principle 2: Service Standards
- Batho Pele Principle 3: Access
- Batho Pele Principle 4: Courtesy
- Batho Pele Principle 5: Information
- Batho Pele Principle 6: Openness and transparency
- Batho Pele Principle 7: Redress
- Batho Pele Principle 8: Value for Money
- Batho Pele Principle 9: Encouraging Innovation and Rewarding Excellence
- Batho Pele Principle 10: Customer Impact
- Batho Pele Principle 11: Leadership and Strategic Direction



Activity 5: Reflect on the following and indicate how the Batho Pele Principles are applied in context: **15 Minutes**

How do you integrate Batho Pele principles into your value system without compromising the legislative framework

.....

.....

HINT

Remember

- The principal is responsible for the values based behaviour of the school as a whole.
- The principal is responsible to inculcate a sense of values at school to help young people achieve higher levels of moral judgement.
- The principal must execute responsibility by setting an example through role-modelling, promoting commitment as well as competency.
- In exercising social justice and rule of law, consider the following:
 - ✓ *Ultra vires: the administrative body (eg. SGB) must not act beyond its granted power*
 - ✓ *Audi alterem partem: the affected parties should be afforded the opportunity to state their case before a decision is taken.*
 - ✓ *Nemo iudex in re sua causa: nobody is fit to act as a judge or witness in his/ her own case.*
 - ✓ *In loco parentis: Staff has parental authority for as long as learners are under their supervision; it does not mean that parents (as primary educators) are substituted, but they have a duty of care (diligent pater familias).*

LEADERSHIP TRAITS

L Loyalty
 E Empathy
 A Accountability
 D Duty & Determination
 E Energy and Encouragement
 R Respect
 S Selflessness
 H Honorable & Humble
 I Integrity & Innovation
 P Passion for & Pride in Work

Be a Leader!

Edith M. van den Berg, Edith M. van den Berg, Edith M. van den Berg, Edith M. van den Berg

Unit 2

Understanding the legislative and policy framework



Video No.2: Lion King: Remember who you are...
Watch the video and reflect on your own identity and values as leader.
3:16 Minutes

Introduction

All schools are governed by laws, regulations and policies and therefore statutory and policy compliance is non-negotiable. School principals are required to lead and manage the schools within legal, regulatory and policy confines. The *National Policy Education Act 1996* (Act No. 27 of 1996) provides a legislative framework for the education system in South Africa that is relevant, consistent and supports the demands of modern schooling.

There are a variety of pieces of legislation, regulations and policy documents that directly affect the day-to-day practices in different areas of school operations, including teaching and learning. School principals and deputy principals need to familiarise themselves with the legislative, regulatory and policy environments within which they operate.

As a newly appointed principal, you should have a sound understanding of the relevant acts, policies and regulations that govern public schools in South Africa, as they provide the purpose of schooling and a framework of how schools operate. You are always required to act in accordance with the supreme law of the country and all other relevant laws, regulations and policy documents.

Outcomes:

By the end of this unit participants will:

- Have a clearer idea of the legal and policy frameworks governing the work of a principal.
- Be able to implement changes regulated by policies at national, provincial and school level.

Different legislative and policy frameworks impacting education in SA.

The following are the examples of laws, policy documents and system/s that affect the day-to-day operations of the school.

Legislation/Document	Purpose
Constitution of the Republic of South Africa 1996	In 1996, our country adopted the Constitution of the Republic of South Africa as its supreme law. It was clear that any law, act or policy that was not aligned with the Constitution would be declared illegal and unconstitutional. The preamble should be taught to ALL LEARNERS!
Bill of Rights	The Bill of Rights given in Chapter 2 of the Constitution forms the heart of the Constitution, and every South African is affected by the fundamental rights included in the Bill of Rights. Section 29 specifically refers to the right to Education.
South African Schools Act 84 of 1996	Section 16 A Functions and responsibilities of principal) The purpose of the Schools Act is to provide for school education in South Africa, and in particular the organisation, governance and funding (Section 35 - Norms and Standards for school funding) of all schools. It also provides for a single national system for schools which will redress past injustices in education provision and provide high quality education for all learners in South Africa
Employment of Educators Act 76 of 1998 (amended in 2005)	The purpose of this Act is to provide for the employment of educators by the state, and for the regulation of conditions of service, discipline, retirement and discharge of educators.
National Education Policy Act 27 of 1996	To provide for the determination of national policy for education; to amend the National Policy for General Education Affairs Act,' 1984, so as to substitute certain definitions; to provide afresh for the determination of policy on salaries and conditions of employment of educators; and to provide for matters connected therewith.
Basic Conditions of Employment Act 75 of 1997	The purpose of this Act is to ensure fair labour practices by establishing, enforcing and regulating various basic conditions of employment. The Act provides for minimum standards of employment only, although the employer and employee organisations by means of collective agreement may alter the provisions of this Act.

Public Service Act 103 of 1994 (as amended)	To provide for the organisation and administration of the public service of the Republic, the regulation of the conditions of employment, terms of office, discipline, retirement and discharge of members of the public service, and matters connected therewith (relevant to PS staff).
Labour Relations Act 66 of 1995	The purpose of this Act is to advance economic development, social justice, labour peace and the democratisation of the workplace by giving effect to the fundamental right to fair labour practices and to provide a framework within which employer and employee organisations can operate.
The Public Finance Management Act 1 of 1999	The PFMA sets out a framework within which managers have the freedom to undertake effective financial management. Checks and balances have been included in the PFMA to ensure transparency and accountability for the management of public funds within this framework.
South African Council of Educators Act 31/2000	SACE is a statutory body that regulates the registration of educators, professional development of educators by setting standards to improve the quality of teaching and learning, and ethics of the profession through the Code of Conduct and its disciplinary measures.
Personnel Administrative Measures (Government Gazette No. 39684 dated 12 February 2016) (Annexure A 7: Core duties and responsibilities of principal)	Consolidation of the terms and conditions of employment of educators determined in terms of Section 4 of the Employment of Educators Act 1998. The duties and responsibilities of educators, appointments and advertising and filling of posts, developmental appraisal, allowances and service benefit awards are part of this document.
Integrated Quality Management System for School Based educators	Integrated Quality Management System is a performance management system for school-based educators, designed to evaluate the performance levels of individuals in order to achieve high levels of school performance. It is critical in assessing the extent to which educators are performing in line with their job descriptions in order to improve levels of accountability in our schools.
Curriculum and Assessment Policy Statements (2009)	A National Curriculum and Assessment Policy Statement is a single, comprehensive, and concise policy document, which has replaced all previous curriculum guidelines.
The Education Labour Relations Council	The Education Labour Relations Council (ELRC) is a bargaining council that serves

	<p>the public education sector nationally and provincially.</p> <p><i>The primary business</i> of the ELRC is to promote the maintenance of labour peace in the public education sector, through the provisioning of dispute resolution and prevention services.</p> <p><i>The secondary business</i> of the ELRC is to promote the maintenance of labour peace in the public education sector through the facilitation of negotiations between trade unions and the state as the Employer.</p> <p>The Parties to Council are the Employer Party and Trade Unions.</p>
<p>All other relevant National and Provincial Legislation, Regulations and Circulars. Examples will include: National Policy on Religion in Education, Admission Policy for Ordinary Public Schools, Learner Attendance Policy etc.</p> <p>The different pieces of legislation and policy documents and other relevant documents are available at www.gov.za; www.education.gov.za; www.sace.org.za</p>	

Understanding where your school fits in the education system

A public school forms part of a Cluster of schools within a specific District. Gauteng has 15 Districts each with a District Director. The Circuit Manager will meet you and orientate you about the district and the protocol that exists with regard to communications when requiring support. Build a relationship with the District and introduce yourself to the officials in your District office.

Assert yourself about the District and Cluster Organogram and the various critical units and personnel at the District:

Human resources (HR matters), Labour (staff related problems including grievances, Physical infra-structure (maintenance and support matters), Policy matters (learner dismissal) and Finance (salary issues).

The circuit manager will during the first orientation meeting provide the profile of your school which should include:

- Type and size of school;
- EMIS number;
- Enrolment;
- Staff establishment;
- Position requirements;
- Contact of outgoing official;
- Circuit and District contacts; and
- Areas for school improvement.



Gauteng Provincial Education Department (PED) Head office is situated at 111 Commissioner Street, Johannesburg, 2000 and the Postal address is: P O Box 7710, Johannesburg, 2000. Our MEC is Mr. Panyaza Lesufi and his PA is Asanda Makubalo (Tel 011-355 0293/0909)(Fax 011-355 0542).

The Head of Department in Gauteng is Mr. Edward Mosuwe. His PA is Lorraine Mokoatle (011-8436518 and fax 011-3335546).

Activity 6:



20 Minutes

Read the following scenario and respond to the questions.

Mr Nel has been principal at Solo School for just over one year. The school governing body (SGB) is well established and supports the principal in his task. However, two years ago the IDSO had to speak to the SGB to ensure that the learner representative was allowed to attend SGB meetings. The previous Principal and the teachers didn't really like the idea of having a Grade 11 learner on the SGB. After pointing out the legal obligations, the SGB reluctantly agreed to include a learner representative.

Members of the governing body don't attend any of the training organised by the district. They say they are professionals and won't learn anything by going. Mr Nel goes to the district meetings, but rarely makes a contribution or shows any real interest in district affairs. He is happy with the district as long as they leave him alone. Mr Nel and the predominantly male constituted SGB feel that they do an excellent job. The majority of parents at the school are also happy with their performance, and only one or two parents feel that they are very conservative and perpetuate the legacy of the past.

The school ought to be thinking of diversity issues. Nearly a third of the learners are black, and only one of the teachers on the teaching staff is black! All of the recent SGB appointees are white. A small group of parents say that the school is not really interested in transformation and three of the teachers at the school are outspoken about the situation that prevails. However, they have been labelled as "troublemakers" and have effectively been silenced.

- 1) In your view, is Solo School a successful school? Justify your answer.
- 2) Does the SGB function within the spirit of the South African Schools Act? Motivate your response.
- 3) As a new principal what advice would you offer to this SGB to comply with the educational legislative framework?
- 4) If you were in Mr Nel's shoes how you would do things differently?

HINT

Remember

Keep a file of all the laws, regulations, policy documents, including circulars, in a file for easy reference from time to time!

**It is better to lead from behind and to put others in front,
especially when you celebrate victory when nice things occur.**

You take the front line when there is danger.

Then people will appreciate your leadership.

-Nelson Mandela

Activity 7



10 Minutes

Consider the following scenario

You are the principal of Successful Primary School. The School Governing Body has recently appointed a new Maths educator to your teaching staff in a Governing Body position. You need to draw up an employment contract for the new teacher.

Which of the above legislation would you consult in drawing up the contract?

.....

.....

.....

.....

Substantiate your response.

.....

.....

.....

.....

Activity 8

Refer to the Employment of Educators Act 75 of 1998 (as amended). Chapter 5 Sections 17 and 18 of the Employment of Educators Act 76 of 1998 (amended in 2005) refer to Serious Misconduct and Misconduct

- Sexual relationship with a learner
- Damage to school property
- Sexual harassment
- Serious assault with the intention to cause serious bodily harm
- Theft, bribery and fraud
- Absents him/ herself from work without valid reason
- Accepts compensation in cash from a member of the public without the employer's written approval
- Incites personnel to unlawful conduct
- Refuses to obey security regulations
- Illegal possession of an intoxicating or illegal substance
- Sleeping on duty without authorisation

Activity 8



15 Minutes

Read the above provisions and use the table below to insert the types of misconduct under the correct headings.

SERIOUS MISCONDUCT SECTION 17	MISCONDUCT SECTION 18

Which sanctions are imposed for?

Serious Misconduct (Section 17)

.....

.....

.....

.....

Misconduct (Section 18)

.....

.....

.....

HINT

Remember

- The Constitution of the Republic of South Africa (1995) as the supreme law supersedes any subsequent law if it is in conflict with the Constitution.
Example: A learner, who is dismissed from school after a fair hearing, still has the right to education.
- When internalising policies based on the legislation, take contextual factors into consideration without sacrificing the embedded legislated values.
- As representative of the Head of Department the principal is ultimately responsible and accountable for implementation of the legislative framework.

Unit 3

The principal as a manager and leader

“Successful principals develop others in a way that is integrated into the work of the school.” –Michael Fullan



Video No.3: What are the Qualities of Leadership? Watch the video and reflect on your position as leader of your school.

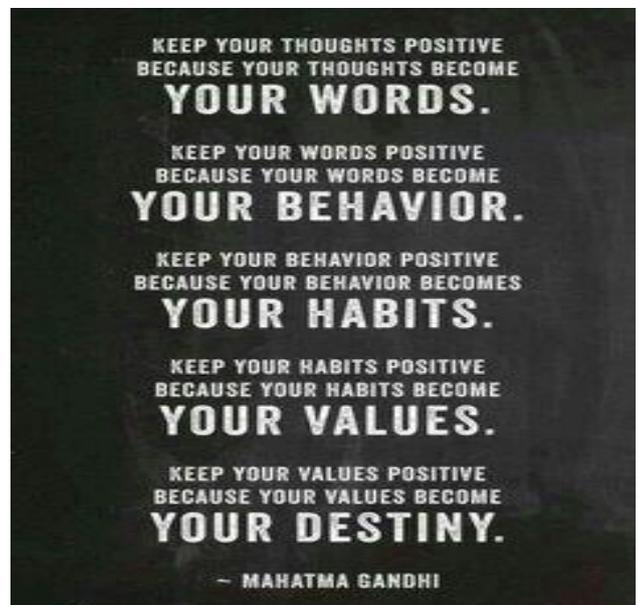
Introduction

The first year as a school principal is especially challenging therefore you will need the necessary support and, at the same time, you need to support the teachers and the learners. You therefore need to play a transitional role to balance this complexity. Incorporate your leadership skills to orchestrate the diverse, demanding components of the school.

Outcomes:

By the end of this unit participants will:

- Differentiate between the **management and leadership** roles of a principal.
- Identify own management and leadership styles.



The terms **leadership and management** are often used interchangeably

The principal as a manager and leader

. They mean two very different things. The duties and responsibilities associated with leadership require very different responses from those associated with management. Leadership is about direction and purpose while management is about efficiency and effectiveness. (Clarke, A: 2012: p1)



What is leadership all about?

Complete the following statements:

I am a manager of my school because.

.....

.....

I am a leader of my school because.

.....

.....

Difference between a manager and a leader

Manager	Leader
<ul style="list-style-type: none"> • Setting goals and objectives and predicting the outcome 	<ul style="list-style-type: none"> • Creating a vision of how things could be done better
<ul style="list-style-type: none"> • Developing clear work programmes and delegating responsibilities 	<ul style="list-style-type: none"> • Turning visions into workable agendas or projects
<ul style="list-style-type: none"> • Facilitating the execution of work programmes and being a resource person 	<ul style="list-style-type: none"> • Communicating agendas so as to generate excitement and commitment in others
<ul style="list-style-type: none"> • Directing, changing, controlling and monitoring activities 	<ul style="list-style-type: none"> • Creating a climate of problem solving and learning around the agendas
<ul style="list-style-type: none"> • Rewarding performance 	<ul style="list-style-type: none"> • Persisting until the agendas are accomplished
<ul style="list-style-type: none"> • Operates with the culture 	<ul style="list-style-type: none"> • Creates the culture

LEADERSHIP AND MANAGEMENT STYLES			
STYLE	OBJECTIVE	EFFECTIVE WHEN	NOT EFFECTIVE WHEN
Directive (Coercive)	<p>Immediate compliance from employees:</p> <ul style="list-style-type: none"> The “do it the way I tell you” manager Closely controls employee Motivates by threats and discipline 	<ul style="list-style-type: none"> There is a crisis Deviations are risky 	<ul style="list-style-type: none"> Employees are underdeveloped – little learning happens with this style Employees are highly skilled – they become frustrated and resentful at the micromanaging.
Authoritative (Visionary)	<ul style="list-style-type: none"> Provides long-term direction and vision for employees: The “firm but fair” manager Gives employees clear direction Motivates by persuasion and feedback on task performance 	<ul style="list-style-type: none"> Clear directions and standards needed The leader is credible 	<ul style="list-style-type: none"> Employees are underdeveloped – they need guidance on what to do The leader is not credible – people won’t follow your vision if they don’t believe in it.
Affiliative	<ul style="list-style-type: none"> Creates harmony among employees and between manager and employees: The “people first, task second” manager Avoids conflict and emphasizes good personal relationships among employees Motivates by trying to keep people happy 	<ul style="list-style-type: none"> Promotes harmony Tasks routine, performance adequate Counselling, helping Boosts morale Solve conflicts 	<ul style="list-style-type: none"> Performance is inadequate – affiliation does not emphasize performance There are crisis situations needing direction
Participative (Democratic)	<ul style="list-style-type: none"> Build commitment and consensus among employees: The “everyone has input” manager Encourages employee input in decision making Motivates by rewarding team effort 	<ul style="list-style-type: none"> Employees working together Staff have experience and credibility Steady working environment 	<ul style="list-style-type: none"> Employees must be coordinated There is a crisis – no time for meetings There is a lack of competency – close supervision required
Pacesetting	<ul style="list-style-type: none"> Accomplish tasks to a high standard of excellence: The “do it myself” manager Performs many tasks personally and expects employees to follow his/her example Motivates by setting high standards and expects self-direction from employees 	<ul style="list-style-type: none"> People are highly motivated, competent Little direction/coordination required Managing experts 	<ul style="list-style-type: none"> Workload requires assistance from others Development, coaching & coordination required
Coaching	<ul style="list-style-type: none"> Long-term professional development of employees: The “developmental” manager Helps and encourages employees to develop their strengths and improve their performance Motivates by providing opportunities for professional development 	<ul style="list-style-type: none"> Skill needs to be developed Employees are motivated and wanting development 	<ul style="list-style-type: none"> The leader lacks expertise Performance discrepancy is too great – coaching managers may persist rather than exit a poor performer in crisis.

Activity 9:



45 Minutes

Read the case study below and respond to the questions that follow.

By good fortune I was able to raft down the Umsunduzi River twice during the last year. The magnificent four-day journey traverses one of the last wilderness areas in Kwa-Zulu. The first expedition was led by Daniel, a guide with a great deal of rafting experiences and many stories to tell of mighty rivers such as the Zambezi. With a leader like Daniel, there was no reason to fear any great rapids on the Umsunduzi.

The first half day, in the gentle upper reaches, was spent developing teamwork and co-ordinations. Strokes had to be mastered, and the discipline of following commands without question was essential. In the boiling fury of a rapid there would be no room for any mistake. When Daniel bellowed above the roar of water, an instant reaction was essential. We mastered the Umsunduzi. In every rapid we fought against the river and we overcame it. The screamed commands of Daniel were matched only by the fury of our paddles, as we took the raft exactly where Daniel wanted to go. At the end of the journey there was a great feeling of triumph. We had won. We proved that we were superior. We knew that we could do it. We felt powerful and good. The mystery and mastery of the Umsunduzi had been overcome.

The second time I went down the Umsunduzi, the experience I had gained should have been invaluable, but the guide on the journey was very softly spoken Mark. It seemed that it would not even be possible to hear his voice above the noise of the rapids. As we approached the first rapid, he never raised his voice. He did not attempt to take command of us or the river. Gently and quietly he felt the mood of the river and watched every little whirlpool. There was no drama and no shouting. There was no contest to be won. He loved the river.

We swept through each rapid with grace and beauty and after a day the river had become our friend, not an enemy. The quiet Mark was not our leader, but only the person whose sensitivity was more developed than our own. Laughter replaced the tension of achievement. Soon the quiet Mark was able to lean back and let us all take turns as leaders. A quiet nod was enough to draw attention to the things our lack of experience had prevented us from seeing. If we made a mistake then we laughed and it was the next person's turn. We began to penetrate the mysteries of the Umsunduzi. Now like the quiet Mark, we listened to the river and we looked carefully for all those things we had not even noticed the first time. At the end of the journey we had overcome nothing but ourselves. We did not want to leave behind our friend the river. There was no contest, and so nothing had to be won. Rather, we had become one with the river.

It remains difficult to believe that the external circumstances of the two journeys were similar. The difference was in the attitude and frame of mind. At the end of the journey, it seemed there would be no other way. Given the opportunities to choose a leader, everyone would have chosen someone like Daniel. At the end of the second journey, however, we had glimpsed a very different vision and we felt humble and intensely happy.

Questions:

- 1) Describe Daniel's way of leading.
- 2) What are the strengths of Daniel's leadership? What qualities should be further developed?
- 3) What were the group's experiences of Daniel's leadership? What did the group learn about themselves?
- 4) Describe Mark's way of leading. Was he in touch with his real voice?
- 5) What were Mark's leadership strengths? What qualities should be further developed?
- 6) How did the group respond to Mark's leadership? What did the group learn about themselves?
- 7) Imagine you are a guide on the Umsunduzi. How will you lead that is true to yourself right now? Can you identify the strong points about your way of leading? What aspects of your leadership could you develop further?

Source: Watkins, T 1993. *Managing Change in Schools in the Courage to Lead*. 2000 Sterling and Davidoff

Leadership and Management styles

At its core, leadership means setting goals, lighting a path, and persuading others to follow. But the responsibility entails much more. Leaders must get their message out in a way that inspires, makes the most of their limited time, and build roads to precious resources. They must negotiate alliances, improve their colleagues, and align the ambitions of the many with the needs of the organisation. There are different leadership and management styles that are employed by leaders and managers for different objectives.

As leaders we need to acknowledge the move from an Old Paradigm to a New Paradigm notwithstanding our leadership style and managerial approach.



I am not an optimist. I am a prisoner of hope!

Unit 4

Roles and Responsibilities of Principals



Video No.4: Nobody wants to be a principal!
Humorous look at Principals with a powerful end.

3:49 Minutes

Introduction

The work of a school principal is essential and complex, as teaching and learning takes place in the context of complex, interdependent human relations. This requires a leader who possesses deep knowledge of education and sophisticated relationship skills. History shows that there is a need for South African schools to be transformed and for improved conditions. School principals therefore need to play the transitional role in responding to the needs of the position to establish the necessary parameters for holistic, successful teaching and learning in the school.

Outcomes:

By the end of this unit participants will:

- Understand the roles and responsibilities of the principal based on the legislative framework
- Understand the distinctions in roles and responsibilities of school principal and those of the school governing body
- Gain practical knowledge of interventions needed to ensure the sound professional management of a school.

South African Standard for Principalship

The policy on the South African Standard for Principalship established in 2014 (Government Gazette No. 37897 dated 7 August 2014) promotes the core values underpinned by the Constitution of the Republic of South Africa, 1996. The Standard gives a clear role description for school principals and the requisite applied competence (foundational, reflexive and practical) required of effective school principals to fulfil their roles in a consistent and competent way thus informing 'good practice'.

The Standard aims to address poor leadership and management in schools to enable the school principal to work in collaboration with school management teams (SMTs), School Governing Bodies (SGBs) and the broader communities to effectively lead and manage the school, to attain high performing schools for sustainable transformation and improvement, with high levels of achievement for their own good, the good of their community and of the country as a whole.

The Standard serves as a template against which school leaders may constantly evaluate themselves in lieu of their performance against the Standard. The figure below outlines the key areas of the Standard:

“We cannot expect
people to have respect
for law and order until
we teach respect
we have entrusted
enforce those law
— **Hunter S. Thompson**





Figure 2: South African Standard for Principalship



Activity 10:



30 Minutes

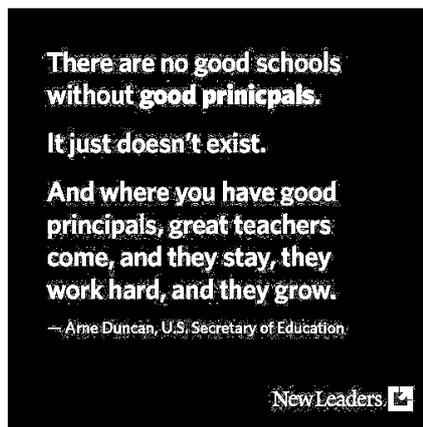
Study the actions below. Match the principal's actions with the Standard for Principalship on the previous page. Write the number of the correct Standard next to the action.

ACTION	STANDARD NR
<i>Promote diverse sporting games including indigenous games as well as cultural behaviour.</i>	
<i>Ensure that the school's management, policies and practices are sensitive to local circumstances and are in line with national and provincial policies and reflect the goals and needs of the school.</i>	
<i>Utilise and interpret data to inform school improvement planning.</i>	
<i>Facilitate parent-educator meetings progressively to discuss and measure learner progress and needs regarding learner performance.</i>	
<i>Promote a positive learning culture and ethos within the school and demonstrate an understanding of the principles and practices of effective teaching and learning through effective curriculum management.</i>	
<i>Build and maintain effective, collaborative relationships and partnerships with other agencies and potential resource providers in the community which are concerned with the well-being of children and their families.</i>	
<i>Fulfil the school's legislative and statutory accountability obligations to the national and provincial education departments.</i>	
<i>Lead by example and model the values and vision of the school in daily practice.</i>	
<i>Engage in an ongoing review of his/her own practice and accept responsibility for personal and professional development</i>	

Core duties and responsibilities of the principal

The term **responsibility** refers to the duties of a person in terms of his/ her post and the work allocated to him/her. The Personnel Administrative Measures (Government Gazette No. 39684 dated 12 February 2016, Annexure A: 7) outlines the duties and responsibilities of the job as depending on the individual and are, therefore varied, depending on the approaches and needs of the particular school. These include, but are not limited to, the following:

1. General/administrative duties
2. Personnel
3. Academic performance of the school *in terms of the South African Schools Act, SA Section 16 A (1)(b)(i-iv)*
4. Teaching
5. Extra and co-curricular activities
6. Interaction with stakeholders
7. Communication



Understanding the functional roles of the school principal and the school governing body is crucial for the effective functioning of the school. The governance of the school is vested in the School Governing Body and the principal leads and manages the school and is responsible for effective curriculum delivery to all learners. The following table shows, for each area of school activity, the roles and responsibilities of the School Governing Body and the principal.

Key Activity	The Principal	SGB
Human Resources	<ul style="list-style-type: none"> • guides the process of recruitment for SGB posts and substantive posts (State) • responsible for the management of all educators and support staff • facilitates professional development of staff • responsible for equitable distribution of workloads among the staff • assists the SGB in handling disciplinary matters pertaining to learners and the HOD in disciplinary matters pertaining to educators and support staff 	<ul style="list-style-type: none"> • promotes the best interest of the school • supports principal and staff to perform professional functions. • recommends creation of posts and candidates for appointments to the HOD. • chairs disciplinary hearings, suspends learners and recommends expulsions to the HOD • adopts a Code of Conduct and drafts all policies for the school
Finance	<ul style="list-style-type: none"> • assists the school governing body with the management of the school's funds including preparation of the budget • takes all reasonable steps to prevent any financial maladministration or mismanagement by any staff member or by the governing body of the school • reports any maladministration or mismanagement of financial 	<ul style="list-style-type: none"> • drafts and adopts a finance policy • takes all reasonable measures to supplement the state resources through fundraising • adopts a resolution at AGM to pay school fees and determines the amount • enforces payment of school fees • pays for services at the school

	<p>matters to the governing body of the school and to the Head of Department</p> <ul style="list-style-type: none"> • serves on the Finance Committee • in consultation with the SGB, appoints a member of the administrative staff/educator as a bookkeeper for the school funds 	<ul style="list-style-type: none"> • encourages stakeholders to render voluntary service to the school • opens and maintains ONE bank account for school • may invest surplus funds AFTER obtaining written permission from HOD • authorises payments in line with budget
Curriculum Management	<ul style="list-style-type: none"> • leads curriculum planning and implementation • determines educator, subject and time allocations and timetable • leads the formulation of policies, structures and systems to effectively manage curriculum activities in the school • leads and manages assessments • manages the acquiring and distribution of LTSM 	<ul style="list-style-type: none"> • determines school times • administers and controls school property and the use of facilities • determines the choice of subject options in terms of the provincial curriculum policy • purchases LTSM • determines the extramural curriculum of the school

In fulfilling the above roles and responsibilities, you will, at the same time, be expected to perform the following management functions:

Planning: Develop management plans that outline the kinds of tasks to be performed in the school and explain to staff how their activities are related to the overall goals of the school.

Organising: Develop the structure of the organisation. Acquire and develop human resources. Establish common patterns and networks as well as develop policies and procedures for authority relationships, reporting patterns, the chain of command and various administrative and subordinate responsibilities. Build formal communication.

Leading: Lead staff members to achieve the school's goals through communicating, facilitating and motivating.

Monitoring: Perform the *monitoring* function by comparing expected results with actual results, and take the necessary corrective action if there are any deviations, in all aspects of the school operations.

The work need not necessarily be done by the person himself/ herself. He or she may delegate some of his/her responsibility, but in the final analysis, the principal is responsible and accountable for the execution of the work.

In execution of the principal's roles and responsibilities a distinction, must be drawn between the following:

Responsibility:

It refers to the duties of a person in terms of his/ her post and the work allocated to him/her. The work need not necessarily be done by the person himself/ herself. He or she may delegate some of it, with its attendant responsibility, but he or she remains responsible for the execution of the work.

Accountability:

It refers to a person's duty to give an account (explain what they were doing and what happened) of having executed his/ her work in terms of set criteria and pre-determined standards, to whoever initially delegated a task to him/ her. It is the state of being accountable, liable, and responsible for certain actions or decisions [Mestry, R (2004,p127)]. Put in context, accountability is being "answerable to one's clients (moral accountability), liable to oneself, one's colleagues (professional accountability), and responsible to one's employers (contractual accountability).

Liability:

It refers to the lawful responsibility to make good the damages caused by neglect or intention. If an action for damages is brought against an employee, the employer (Department of Education) is liable for the claim, because it is in the highest position of authority. But if a claim is successful and the employee is shown to be negligent, the employer has the right to claim back from the guilty party the sum paid to the plaintiff. This is known as *right of recourse*.

Accountabilities of school principals

The core accountabilities of all principals are to:

- Comply with legislative, regulatory requirements and Department policies and procedures.
- Contribute to system-wide activities, including leading and managing policy and strategic planning and development.
- Ensure the delivery of a comprehensive, high quality education program to all learners in a balanced way.
- Be executive officer of the school governing body.
- Implement decisions of the school governing body.
- Establish and manage financial systems in accordance with the Department and school governing body requirements.
- Represent the Department in the school and the local community.
- Effectively manage and integrate the resources available to the school.
- Appropriately involve staff, parents, learners and the community in the development, implementation and review of school policies, programs and operations.
- Report to the Department, school community, parents and learners on the achievements of the school.



Video No.5: Motivational video

Watch the video and reflect.

3:00 Minutes

Safety in Public Schools

Schools today are marred by acts of violence, i.e learners attacking teachers and principals and learners attacking other learners. This threatens the safety of staff and learners in schools. Some acts often involve intimidation, assault, harassment, humiliation, degradation, etc which endangers the mental or physical health or safety of learners and educators. School

leadership has the responsibility to create a safe, disciplined environment thus giving effect to the right of learners and educators to their freedom and security. The Minister of Education has in accordance with Section 61(a) of the South African Schools Act, 1996, provided regulations for Safety Measures at Public Schools (*Government Gazette* No. 22754 dated 12 October 2001). This includes regulations to prohibit initiation practices in schools (*Government Gazette* No. 24165 dated 13 December 2002).

Activity 11:

Dealing with incidents of Violence or Abusive Behaviour in schools






15 Minutes

Some learners bring dangerous objects like knives and guns including illegal drugs onto school premises. They perpetrate acts of violence against teachers, principals and other learners at schools.

In your group, discuss how you would deal with incidents of violence and drug abuse taking the guidelines of Circular 74 of 2007 into consideration.

Activity 12:






30 Minutes

The purpose of this activity is to read the case study and reflect on your context as the new principal. Answer the questions in the group and report back to share best practice.

Stanhope Primary
Stanhope Primary is a small farm school in KwaZulu-Natal. The school was established out of an urgent community need. There was no school in the area and children had to travel long distances by bus. With a small amount of start-up funding, the school began operating 20 years ago from a few prefabricated buildings. Although the school has added a few more rooms, it has not grown much from these small beginnings. There are 200 learners attending the school, and there are six educators with the principal teaching the grade 2 class. The principal analysed his school in terms of the framework of the organizational life of the school. These are his thoughts:

Culture:
Our school is like a wounded bird struggling to fly. We feel like a family and help each other, and we are committed to our learners. But we feel overwhelmed and powerless when we deal with the outside world, or when we think of how to make our school fly like a bird. The problems are many.

Identity
We haven't sat down together to develop a vision, although most educators have a vision of what they want for their classrooms. We do have a dream for our school. We want a proper brick building, with enough classrooms and a resource centre. We need enough money and resources and staff training to make our school a place where children can really learn.

Strategy
We do set short-term goals when there is something we really need, for example to get a set of textbooks for Grade 4 children to share. We try to achieve our goals but we don't always analyse what went wrong if we don't succeed.

Structures/procedures

Our staff is so small that we talk about most issues informally over a cup of coffee at tea time. We also make many decisions this way. But staff are not always part of decision making. Sometimes, as a principal, I have to make decisions and then I know I am the one responsible for that decision.

Human resources

Except for one educator, who prefers to keep to himself, the staff get on well and help each other. We are more like a family. Maybe because this is the country and we live near to each other. Although our staff want more training to develop themselves as educators, there is not much money for this. We can't afford to be without a educator. Thus training which takes place during school hours is not possible.

Technical support

We don't have enough resources to run Stanhope Primary properly. We teach in prefabs and some grades have to share classrooms. We can't ask for community assistance because learners' families cannot afford to help. I think I cope well with day-to- day managing of resources but would like more training in financial and administrative management.

Leadership and Management

Although my staff respect me as principal and listen to my views, I don't think I play a strong leadership role. I manage the day-to day running of the school well but I don't really know how to go about helping our school to realize its dreams.

Context

When I look at the world out there, I see a big gap between rich and poor. This is true for the world, for South Africa and especially so for rural areas. Ours is not a wealthy community. Most parents earn low wages as farm workers. Our province is one of the poorest, with high unemployment and few jobs. It is hard to think of ever finding resources to run our school properly, when our community and even our province seem unable to provide the support we so desperately need. Another problem is that parents sometimes leave the area and move to the city or to another farm, so the community of parents changes.

Questions

Using this framework to guide you, think about the elements which make up your school as an organization.

1. What feelings, values, attitudes, norms and behavior make up our school's culture?
2. What is our school's identity? How does the community/district view us? Do we have a Vision? Mission? Purpose?
3. Does our school have a strategy? Do we plan, set goals? Do our goals relate to the vision and mission?
4. What are our human resources? Are staff motivated? What are the interpersonal relations like? Are learners motivated to learn?
5. What is the role of technical support? What challenges are presented by our schools resources?
6. What structures and procedures have we put in place? Do they function well? How can we improve them?
7. What role does Management and Leadership play within our school?
8. What is the context in which our school is situated?



Activity 13:



5 Minutes

Distinguish in your group the difference between: **Vision, Mission and Goals** and justify your answer by formulating an example of each, considering the introduction of ICTs and Teaching in the 21st century.

Vision:

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Mission:

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Goals:

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HINT

Remember

- Please refer to PAM, Standards for Principalship and SASA.
- Great leaders don't set out to be a leader... they set out to make a difference. It's never about the role – always about the goal.
- The principal is ultimately responsible and accountable!

Unit 5

General Administrative matters, Planning, Policy and Procedure documents



Video No.6: Rita Pierson – Every child needs a champion
Watch the video and reflect on your contribution as principal (champion).
7:48 Minutes

Introduction

The term **administration** refers to a process or an activity of running an organisation. In essence, the administration of the school is closely related to the management of school affairs to ensure the smooth running of the school. Administration is the heartbeat of any organisation and school principals are expected to be in the forefront in directing the administrative practices of the school.

Outcomes:

By the end of this unit participants will:

- Understand the general administrative matters in a school
- Have a clearer understanding of the required planning, policy and procedural documents needed for effective school management
- Have a clearer understanding of major professional tasks to be executed in the upcoming year
- Understand the principal is ultimately responsible for completion of tasks within prescribed timeframes.

General Administrative systems

The Principal is entrusted with the responsibility to ensure that procedurally, and in line with related legislation, national and provincial policies including circulars, the administration of admissions is carried out and time frames are adhered to. It is also your responsibility as a school principal, working in collaboration with the School Management Team (SMTs), to ensure that there are policies and procedures for all the administrative matters of the school.

- **Learner Admissions Management**

Learner registration is administered in line with the National Education Policy Act, 1996 (Act No.27 of 1996): *Admission Policy for Ordinary Public Schools*. Section 5 of the Act, requires the Head of Department to determine a process of registration of admissions in public schools in order to enable the admission of learners to take place in a timely and an efficient manner. This includes encouraging parents to apply for the registration of their children before the end of the preceding school year as determined by the relevant Circular.

Online Application for Learner Admission

In its quest to implement Pillar 6 of the Gauteng Strategy for Education, the Gauteng Department of Education has phased out the manual admission process and introduced an Online Application system to facilitate online applications for 2017 admissions. You need to have procedures in place, through your Admissions Policy, to be able to manage admissions issues at a school level.

- **Attendance Management**

Section 2(3) of the South African Schools Act (Act 84 of 1996 as amended) provides for compulsory attendance of learners at school. It is the responsibility of parents and a school principal to manage learner attendance. The importance of school attendance applies equally to teachers and support staff. It is your role to promote a culture of attendance by both teachers and learners in the school and to show zero tolerance for this behaviour.



In most instances, some teacher absenteeism is obviously due to sickness which can happen to any person in the workplace. However, some are for official business which include, amongst others, cluster meetings, workshops and union meetings. It is important that stringent measures are introduced through policies

Activity 14:



30 Minutes

Teacher and learner absenteeism has been rife. What are the most common causes of Absenteeism by learners and educators? Identify strategies to eradicate or minimise absenteeism?

Learner Absenteeism:

Causes:.....
.....
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Strategies:.....
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.....

Teacher Absenteeism:

Causes:.....
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Strategies.....
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- **Timetable management**

Timetabling is more about coordinating teachers, classrooms, subjects and the schedules of classes. The timetable parameters define the time-table structure, periods, teacher movement between classes, etc. As a principal, you will need to establish a timetable planning team to design the entire school timetable. This will also include the Annual National Assessments (ANA) and rosters (Walk-about, substitution and duty roster). It is mandatory that all educators must work 1 800 hours per year. This matter will be discussed in detail in Module 2.

- **Fee Management**

Section 39 of SASA describes school fees as an agreed amount of money that parents pay to schools, aimed at improving the quality of education of learners in accordance with the Department of Basic Education requirements. According to SASA, all SGBs of public schools must supplement government funding by charging school fees and by doing other reasonable forms of fundraising. There are some schools in all the provinces that are exempted from charging school fees (Quintile 1, 2, 3 schools) and such a provision must be taken into consideration when formulating policies and procedures for admissions.

- **Examination Management**

An examination is a test that is scheduled within an official examination period, normally at the end of the school term. It serves as a final evaluation of learner performance. You need to develop a management plan for Examinations (please refer to Annexure regarding Ubuntu Secondary School) as an example.

- **Inventory Management**

For the school to function normally, it is critical that all inventory items, including consumables of an educational and non-educational nature, are maintained and kept. These items must be subdivided into capital items and non-capital items. This may include the following:

- 1) Database of all records related to Learning and Teaching Support Materials (LTSM) such as textbooks, library books, charts, models, computer hardware and software, television, video recorders, video tapes, home economic equipment, science laboratory equipment, musical instruments, learner desks and chairs
- 2) Office Furniture
- 3) Non-LTSM equipment including paper copier machines, telephone sets, fax machines, equipment for connectivity with the school, hardware tools, cleaning equipment, first-aid-kits, protective clothing for cleaners and ground staff, sporting equipment, vehicles, and electrical accessories
- 4) Computers and Laptops
- 5) Intercom systems
- 6) Fleet/vehicles

- **Library Management:**

This is a crucial element and resource for successful learning. Schools must ensure that learning materials such as books, journals, video recordings, newspapers, etc are securely kept in a library or are electronically available for learners to have reference materials to enhance their learning. E-Learning materials must also be made available for learning and teaching purposes.

- **Transport Management:**

Some schools have vehicles that serve as a resource for the school's day-to-day operations requiring transport. This resource is value-adding to the functioning of the school and must be efficiently and effectively managed. The vehicles for the school must be legally registered.

- **Planning, Policy and Procedure documents**

Management is about getting systems to operate effectively. Every school should have a set of planning, policy and procedure documents. Documents do not themselves promote effective management. They simply set out expectations about the way things should be done.

There are different documents that the school principal must develop and/or adapt to manage the school's administrative system.

Examples of documents for effective management of schools:

Planning documents	Policy documents	Procedural/operational documents
Annual Assessment Plan	Admission Policy	Absentee registers (staff and learners)
Budget and Audit	Assessment Policy (including examination policy and procedure)	Agenda and minutes of all meetings
Data analysis (to effect intervention)	Discipline Policy (including Code of Conduct for learners and staff)	Asset register
Relief Timetable	Finance Policy (including petty cash, insurance, risk management)	Attendance register/ access control
Resource allocation	Fundraising Policy	Budget
School timetable	Health and Safety Policy (including First Aid, HIV/AIDS, evacuation)	Contracts and MOA's
Staff allocation	Homework Policy	Delivery book
Staff evaluation programme (PMDS, IQMS)	ICT Policy	Duty rosters for staff (assembly, playground, after school supervision, etc.)
Year Plan	Language Policy	Duty rosters for RCL (in secondary schools)
	LTSM Policy	Financial Accounting documents (petty cash register, ledger, record of receipts, deposit slips, etc.)
	Maintenance Policy	First Aid register (sick room and medication)
	Policy on Religion	Leave register
	Procurement Policy	Log book and incident register
	Sport and Extra-mural Policy	Movement register (Late arrival, early departure, in between movement)
	Subject Policies	Organogram, SIP and SDP (IWSE)

Activity 15:



10 Minutes

The role of the principal in the policy-making process.

Complete the right column by providing the principal's role in the policy making process.

ACTIVITY	PRINCIPAL'S ROLE IN THE PROCESS
1. Mandate <ul style="list-style-type: none">• Is there a need for this policy?• Should a policy development group be established?• Who should be members of the group?	
2. Development process <ul style="list-style-type: none">• What information is needed?• Is research necessary?	
3. Drafting the policy <ul style="list-style-type: none">• What content should be included in the policy?• How specific should the content be?	
4. Finalising and publishing the policy <ul style="list-style-type: none">• Has the school community been given an opportunity to contribute to the policy?• Does the school community understand and support the policy?	
5. Implementing the policy <ul style="list-style-type: none">• Is the policy actually working?• Does it need revision?	

Activity 16: Case Study Sunrise High School



20 Minutes

Read the following Case Study and draft a SWOT analysis for the school.

Sunrise High School has 1605 learners and 41 educators. 27 educators are female and 14 males. The pass rate at the school for the past three years is as follows:

- 2012 45%
- 2013 48%
- 2014 40%

The school's overall pass rate is low because of the many failures in Mathematics, Science and English first additional language. The building is very conducive but the state of the school has deteriorated greatly. The grounds are dirty, classrooms are dirty, many classrooms do not have electricity, and windows are broken. The school laboratories have no equipment.

The current principal is a male who was appointed at the school in 2013 after the previous principal resigned. The deputy principal, a female, was acting in the position for 8 months before the appointment of the new principal. There were huge tensions at the school when the principal first arrived. He was not accepted by the staff, especially those who supported the deputy principal.

Many educators arrive late and, on average, five educators are absent daily. The school has been on three 'Bosberaads' already. The situation at the school improves a little after the 'Bosberaad'. Educators arrive on time and not many are absent, but soon it returns to the status quo. A great deal of resources has been invested in the school.

Many educators are strong union members. In the past, five educators were sent for disciplinary hearings for misconduct and insubordination. The principal is often in his office behind closed doors.



Using the information provided, draft a SWOT analysis for the school. The following should be considered:

STRENGTHS	WEAKNESSES
What are the main strengths of the school?	What are the main weaknesses of the school?
How do we know this?	How do we know this?
Can we get evidence of this?	What is the cause of this?
OPPORTUNITIES	THREATS
Are there Action Plans in place?	What are the main threats that may hinder the development of the school?
If so, how well are they working?	Are there any contextual factors contributing to this?
How can the threats be changed into opportunities?	
Is there a support structure available?	

HINT

Remember

- Although SWOT analysis is an integral part of Strategic Planning, it should not be left to an occasional once-off evaluation of the school. The existing status quo of the school and any progress made, needs to be continuously assessed.
- The principal is ultimately responsible and accountable!
- The principal's responsibility can be delegated but/ he she will remain accountable.
- Accountability can never be delegated.

Activity 17:



60 Minutes

BEAT THE HEAT: To Do List For Upcoming Year

Using the **Beat the Heat**, engage with the contents and the exemplars.

Identify critical activities for next term and raise them to allow for the sharing of best practice.

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Identify additional activities that should to be included in the planning to ensure smooth operations and compliance.....

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South African School Administration and Management System (SA-SAMS)

SA-SAMS is a tool to assess and improve school performance. School principals need to work with SA-SAMS as they are expected to deal with admissions, timetabling, scheduling relief timetables, rosters and exams. School principals need to view data as a means, not only to pinpoint problems, but also to understand their nature and causes. Effective school principals do not just use data to determine the test scores, but skilfully use it to motivate teachers and learners, to improve instruction, track progress and effect positive change in the school.

The School principal must:

- Ensure that all forms (learner registration forms; educator registration forms and PS Staff registration forms) are distributed, completed and collected.
- Select two administrative staff and all SMT members to undergo training.
- Ensure that the training, data collection and functionality of SA-SAMS are signed-off with the service provider.
- Ensure that the relevant data (e.g ANA, Finance, Assessment, LTSM, Physical Resources) are submitted quarterly or whenever required, to the relevant line functions.
- Ensure that all compulsory data fields required by the National Department of Basic Education (e.g School Safety, School Sport and Enrichment Programmes, the National School Nutrition Programme and School Infrastructure) are completed as soon as possible.
- Ensure that Learner and Educator attendance data is captured daily.
- Ensure that the School-Based Assessment is recorded.

Have you utilised the SA-SAMS in your school?

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If YES, what were the challenges

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.....

If NO, why not?

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Conclusion:

Now it is time for you to return to school and lead the change of the institution as instructional school leader and manager. This can only be done by implementing the SOUTH AFRICAN STANDARD FOR PRINCIPALSHIP and by applying everything you have learnt about:

1 MANAGING CHANGE FOR IMPROVEMENT

- Living in a globalized world;
- Setting clear goals;
- Building an ethical values-based school;
- Leading transformation and the change process; and
- Managing change in your school.

2 ORGANISATIONAL CULTURE AND STRUCTURE

- Roles and responsibilities;
- Providing leadership and management for teams to work effectively;
- Managing performance;
- Understanding the school in its environment; and
- Support.

We wish you well in your endeavours!

WE ARE
what we
REPEATEDLY
do
{ EXCELLENCE }
then
IS NOT AN ACT
but a
HABIT
Aristotle

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