POLICY ON THE SOUTH AFRICAN STANDARD FOR PRINCIPALSHIP

Enhancing the Professional Image and Competencies of School Principals

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POLICY ON THE SOUTH AFRICAN STANDARD FOR PRINCIPALSHIP

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ABBREVIATIONS

DBE	Department of Basic Education
ELRC	Education Labour Relations Council
ICT	Information and Communications Technology
PED	Provincial Education Department
PFMA	Public Finance Management Act, 1999 (Act No. 1 of 1999)
RCL	Representative Council of Learners
SASA	South African Schools Act, 1984 (Act No. 84 of 1996)
SACE	South African Council for Educators
SGB	School Governing Body
SMT	School Management Team (principal, deputy principal and heads of department)

FOREWORD

The Department of Basic Education (DBE) believes that there is an imperative need to establish a clear and agreed-upon understanding of what the South African education system expects of those who are, or aspire to be, entrusted with the leadership and management of schools. Our efforts have focused on the need to ensure positive/successful curriculum management outcomes at the school level as well as on the challenge of promoting and supporting the creation of an empowered and visible growth in the number of school managers and leaders in the education system.

We have developed the South African Standard for Principalship (SASP) that fully defines the role of school principals and key aspects of professionalism, image and competencies required and also serves as a guide to address professional leadership and developmental needs.

The SASP comprises 8 key interdependence areas which constitute the core purpose of the principal in any South African context, which are:

a) Leading teaching and learning in the school;

b) Shaping the direction and development of the school;

c) Managing quality and securing accountability;

d) Developing and empowering self and others;

e) Managing the school as an organisation;

f) Working with and for the community;

g) Managing human resources (staff) in the school; and

h) Managing and advocating extra-mural activities.

The South African Standard for Principalship illustrates my Department's concrete action on the challenges emanating from the Strategic Priorities informed by the Action Plan to 2019: Towards the Realisation of Schooling 2030. The SASP responds to the important demand for the provision of credible support to school principals as a key aspect towards improving effectiveness in the education system. It also prepares school principals to deal with changing processes and to improve the quality of education in the restructured education system.

I challenge all in the education sector - male and female - to utilise the SASP and play a role in enhancing the professional image and competencies of school principals.

Mrs AM Motshekga, MP

Minister of Basic Education

Date:

1. INTRODUCTION

The Department of Basic Education believes that it is imperative to establish a clear and agreed understanding of what the South African education system expects of those who are, or aspire to be, entrusted with the leadership and management of schools. Currently, no common and universally accepted understanding exists, although limited definitions are included in both the Personnel Administrative Measures and the appraisal system. Therefore, the DBE has developed the Policy on the South African Standard for Principalship ('the Standard'), which fully defines the role of school principals and the key aspects of professionalism, image and competencies required. This will also serve as a policy to address professional leadership and management development needs.

The DBE has developed and aims to implement a system of career pathing for education leaders and managers and to make available a framework of processes and programmes for developing leadership and management. These will be based upon an agreed understanding of the core purposes of a principal's leadership role, the key areas of such a role, the values which underpin them, and the personal and professional qualities required to fulfil the role. The key areas referred to in the Standard are in line with the core purpose and responsibilities of the principal as set out in Sections 16 and 16A of the *South African Schools Act, (No. 84 of 1996*, paragraph 4.2 of Chapter A of the Personnel Administrative Measures, and the relevant appraisal system.

The Standard provides a clear role description for school leaders and sets out what is required of the principal. Principals working with school management teams (SMTs), school governing bodies (SGBs), representative councils of learners (RCLs) and wider communities must effectively manage, support and promote the best quality teaching and learning, the purpose of which is to enable learners to attain the highest levels of achievement for their own good, the good of their community and the good of the country as a whole.

The DBE intends to build upon the quality of leadership and successful outcomes observed at well-functioning schools within the context of their communities and to address poor leadership and inadequate outcomes of schooling at other schools. It has explicitly stated its belief that effective leadership and management, supported by a well-conceived, needs-driven development of leadership and management, is critical to the achievement of its transformational goals for education.

The purpose of the transformation of any education system is to bring about sustainable school improvement and a profound change in the culture and practice of schools. In South Africa, this change is influenced by the many complex economic, political, social and health factors which affect widely differing communities in both urban and rural contexts. These factors, and particularly the widespread, devastating impact of HIV and Aids, make it vitally important for schools to provide for the overall well-being of their learning communities in a nurturing and supportive environment. The extent to which schools are able to provide such support and implement the necessary change and improvement will depend on the professionalism of their leaders and the quality of the leadership and management that those leaders provide.

The DBE, with the provincial education departments (PEDs), has identified differentiated developmental needs for professionalising principals and for the development of their role. There are the

a) enhancement of the skills and competencies of principals

b) improvement of the procedures for recruiting and selecting principals

c) induction and mentoring of principals

d) professional preparation of principals.

The Standard, in line with other policy initiatives, is designed to improve professional standards of leadership and management for the benefit of learners and the quality of the education service as a whole. Although the Standard focuses primarily on the role of the principal as the leading professional in the school, there is a strong emphasis on shared leadership. Thus, recognition is given to the expectation and requirement in South Africa that good principals do not act in isolation but lead and manage their schools professionally and in ways that are grounded in and embraced by the principles of Batho Pele and Ubuntu.

The key areas, which define the principal's leadership and management role in relation to the core purpose of

principalship, are underpinned by the following educational and social values that the principal needs to uphold.

a) All learners have the right to have access to relevant and meaningful learning experiences and opportunities.

b) The school community has the right to active participation in the life of the school.

c) All members of the school community must be treated with respect and dignity and with recognition of their diverse natures.

d) The school community has the right to a safe and secure learning environment.

e) The well-being of all learners must be fostered within the school and the wider community.

Embedded in the principal's leadership and management of the school are core societal, educational and professional values which are reflected in the manner in which he or she deals with all matters pertaining to the curriculum and human resources. These values, which inform the core purpose of principalship and, together with knowledge and skills, shape the nature and direction of leadership and management in the school, include the following:

a) commitment to the core values and vision of the school and of schooling in South Africa

b) commitment to the pursuit of excellence in all aspects of school life and to the building of a safe, secure and healthy learning environment

c) strategic, creative and insightful thinking and effective communication

d) commitment to the development, empowerment and support of everyone in the school's community

e) participative decision-making, teamwork and team-building

f) integrity and fairness in all dealings with people and in the management and deployment of financial and other resources

g) adherence to departmental SGB-developed policies in the management and deployment of financial and other resources

h) fair-mindedness, patience, empathy, compassion, respect and humility in all dealings with others and in the promotion and protection of the interests of educators and learners

i) adaptability and responsiveness to change and political astuteness in situations of ambiguity, adversity or opposition

j) professional and managerial decisions based on informed judgments and resulting in appropriate action

k) self-confidence, maturity and courage in decision-making and action demonstrating resourcefulness, initiative and determination in seeking solutions to problems

l) self-reflection and a commitment to ongoing personal and professional self-development.

2. LEGISLATIVE FRAMEWORK

1. *Constitution of the Republic of South Africa, 1996*
2. *National Education Policy Act, 1996 (Act No. 27 of 1996)*
3. *South African Schools Act, 1984 (Act No. 84 of 1996)*
4. *Employment of Educators Act, 1998 (Act No. 76 of 1998)*
5. *South African Council for Educators Act, 2000 (Act No. 31 of 2000)*
6. *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*
7. *National Qualifications Framework Act, 2008 (Act No. 67 of 2008)*
8. *Children's Act, 2005 (Act No. 38 of 2005)*
9. *Child Justice Act, 2008 (Act No. 75 of 2008)*
10. *Labour Relations Act, 1995 (Act No. 66 of 1995)*
11. *Employment Equity Act, 1998 (Act No. 55 of 1998)*
12. *Basic Conditions of Employment Act, 1997 (Act No. 75 of 1997)*
13. *Skills Development Act, 1998 (Act No. 97 of 1998)*
14. *Occupational Health and Safety Act, 1993 (Act No. 85 of 1993)*
15. *Public Service Act, 1994 (Proclamation 103 of 1994)*
16. *Public Finance Management Act, 1999 (Act No. 1 of 1999)*
17. *Government Immovable Asset Management Act, 2007 (Act No. 19 of 2007)*
18. *Promotion of Access to Information Act, 2000 (Act No. 2 of 2000)*
19. *Promotion of Administrative Justice Act, 2000 (Act No. 3 of 2000)*
20. *Promotion of Equality and Prevention of Unfair Discrimination Act, 2000 (Act No. 4 of 2000)*
21. *White Paper 5 on Early Childhood Education, May 2001*
22. *White Paper 6 on Special Needs Education, July 2001*
23. *White Paper 7 on e-Education, September 2004*
24. *White Paper on Transforming Public Service Delivery, Batho Pele, September 1997*
25. *National Norms and Standards for Grade R Funding, January 2008*
26. *Regulations Relating to Minimum Uniform Norms and Standards for Public School Infrastructure, 2013*
27. *Language in Education Policy, July 1997*
28. *National Protocol for Assessment Gr R-12, December 2012*
29. *Policy on Learner Attendance, Mei 2010*
30. *Regulations for Safety Measures at Public Schools, 12 October 2001*
31. *National policy on HIV and Aids, for learners and educators in public schools, August 1999*
32 *The National Policy on Whole-School Evaluation, 12 July 2001*
33. All collective agreements relating to schools
34. Provincial regulations applicable to schools

3. SCOPE OF APPLICATION

The Standard applies to all principals at all South African schools and sets out key dimensions of the work to be undertaken by the principal of a school. It promotes core values underpinned by the *Constitution of the Republic of South Africa* and makes reference to skills and qualities that are necessary for executing the duties of a school principal.

In the South African context, schools face a wide variety of circumstances arising out of, amongst others, socio-economic, cultural, and language diversity. Acknowledging this wide diversity, the Standard provides information that will be useful to all stakeholders who have an interest in a particular school. The information provided by the Standard will assist in the recruitment, selection and appointment of principals and will help principals to improve management processes at their schools. Moreover, it will assist the DBE and the PEDs in designing training programmes that promote professional leadership and management development for principals who are currently in service, as well as for educators who aspire to become principals.

4. ELEMENTS OF THE POLICY ON THE SOUTH AFRICAN STANDARD FOR PRINCIPALSHIP

The Standard comprises the following four elements:

4.1 Understanding the core purpose:

The Policy is built upon the core purpose of principalship, which, together with the other three elements, underpins the principal's school leadership and management practices.

4.2 Subscribing to educational ethics and social values:

These are the core values that underpin everything that happens at a school and that inform everything that the principal does in leading and managing the school.

4.3 Processing skills and knowledge to the key areas of principalship:

There are eight interdependent key areas of skill and knowledge in which a person needs to be competent in order to successfully fulfil the role of principal and deal with addressing the demands of the South African schooling system. Within each of these eight key areas, the principal must have the required knowledge in order to efficiently and effectively carry out the activities relating to the core purpose of principalship.

4.4 Having the necessary personal and professional qualities

These are personal quality traits that influence the way in which a principal fulfils his or her leadership and management role.

The above four elements, taken together, provide answers to three fundamental questions relating to the professional work of any principal:

- **WHY** does a school principal take a particular course of action?
- **WHAT** are the main functions of principalship?
- **HOW** are the main functions fulfilled effectively?

5. THE CORE PURPOSE OF PRINCIPALSHIP

The following eight (8) interdependent key areas constitute the core purpose of the principal of any South African school. The principal needs knowledge to carry out the actions that are required in the eight key areas.

5.1 THE KEY AREAS OF PRINCIPALSHIP:

a) Leading teaching and learning in the school – five main kinds of leadership

b) Shaping the direction and development of the school

c) Managing quality of teaching and learning and securing accountability

d) Developing and empowering self and others

e) Managing the school as an organisation

f) Working with and for the community

g) Managing human resources (staff) in the school

h) Managing and advocating extramural activities.

Note: The Standard identifies some typical actions that principals need to take and provides some illustrative indication of related knowledge requirements. However, it would be possible, if required, for programme designers, and those making use of the Standard for other purposes, to expand and reconfigure variously the action and knowledge components into 'practical', 'foundational' and 'reflexive' competencies, in line with the Norms and Standards for Educators published under Government Notice No. 82 in the Government Gazette No. 20844 of 4 February 2000.

5.1.1 LEADING THE TEACHING AND LEARNING IN THE SCHOOL~ five main kinds of leadership

The principal has the overall responsibility for leading and managing the school and is accountable to the employer (Provincial Head of Department) and, through the SGB, to the school community.

The principal is responsible for leading and managing and evaluating the curriculum. By doing this the quality of teaching and learning will be ensured. The five main kinds of leadership are set out below:

5.1.1.1Strategic leadership

The principal is required to

a) create a school organisation where all staff members understand that every learner must be supported

b) create conditions that will prepare learners for the future

c) create a climate of inquiry that challenges the school community

d) in collaboration with the SGB and stakeholders, create and develop a vision and mission that will capture the imagination of the community

e) develop a framework for continuous improvement of all systems in the school

f) Put in place plans that support improved academic achievement

g) ask everyone involved in the school for suggestions about how to change and improve process situations at the school to get those persons to help in applying alternative strategies

h) keep up to date with current developments in national education policy and schooling globally

i) create a collaborative work environment that is site-based, supports teamwork and promotes cohesion and co-operation

j) promote a holistic approach to wellness among learners, staff and parents

k) inspire self-awareness and self-reflection.

5.1.1.2 Executive leadership

The principal is required to

a) create systems that will build relationships

b) create a common, shared, understanding of the school's identity, values and ethos

c) create an atmosphere of transparency in working towards common goals

d) create an environment that is trusting, disciplined and conducive to teaching and learning and that addresses the challenges of transformational change

e) create an environment where continuous school improvement planning is built into all the school systems

f) create a school as an organisation that is adaptable to change

g) maintain high visibility throughout the school

h) understand the inter-relationships with district and external stakeholders and their impact on the school system

i) encourage individuals to express their opinions.

5.1.1.3 Instructional leadership

The principal is required to

a) lead the learners and ensure that the school is a professional learning community

b) lead continuous improvement in curriculum implementation

c) lead the school into the future through the use of ICT

d) foster the success of all learners

e) promoting a culture of achievement for all learners by communicating and implementing a common vision and mission that is shared by all stakeholders

f) develop and implement an instructional framework that is data-driven, research-based, and aligned with the national curriculum

g) empower staff to become instructional leaders who share the responsibility for achieving the mission, vision and goals that have been set

h) recognise good instructional practices that motivate and increase learner achievement, and encouraging educators to implement these practices.

5.1.1.4 Cultural leadership

Culture refers to the way of life of a specific group of people and encompasses behaviour, beliefs, values, customs, style of dress, personal decoration such as make-up and jewelery, relationships with others, and special symbols and codes. The fact that the principal is expected to deal with people from various cultural backgrounds means that he/she must have knowledge of how to promote cultural diversity, gender equality, religious tolerance and multilingualism in the school context.

The principal is required to

a) embrace the diversity of cultures within the school

b) behave with integrity towards people of all cultures and instilling positive values and ethical perspectives in educators and learners so that they will have as much respect for the cultural practices of others and of the school as they have for their own cultural practices

c) support and uphold the traditions, symbols, values and norms of the school community

d) understand the school community and how to connect with the traditions of the people who make up that community

e) ensure that policies on religion and language are adhered to

f) acknowledge that a variety of sexual orientations exist among human beings and to ensure that there is respect and tolerance for the orientation of every person at, or involved in the school.

5.1.1.5 Organisational leadership

The principal is required to

a) together with the SMT and SGB, ensure that the school's operational budget is managed carefully and responsibly so that the school has enough money for all its programmes and activities

b) together with the SMT and SGB, ensure that the school recruits and retains a high quality workforce that meets the needs of all learners

c) create processes for identifying and resolving problems and challenges in a fair, consistent and professional manner

d) design a system of communication for sharing good practices

e) communicate with all stakeholders, regularly and efficiently

f) comply and implement national policies and provincial directives and mandates

g) delegate responsibilities according to proper management and leadership practices

h) make sure that the norms and ground rules of the school are set out clearly and that everyone involved with the school, knows them

i) promote the interests of all learners and staff members

j) establish implementable and clear management systems and processes

k) take responsibility and be accountable in all matters concerning the school

l) develop and support other leaders within the school community

m) analyse and use available data to improve practices at the school and in its classrooms

n) taking responsibility for a safe, secure and disciplined school environment.

KNOWLEDGE RELATED TO LEADING TEACHING AND LEARNING IN THE SCHOOL

CURRICULUM MANAGEMENT, TEACHING, ICT IN LEARNING AND HUMAN RESOURCE SUPPORT

The school principal needs to have knowledge of

a) the prescribed National Curriculum and the values and goals which shape it

b) practices of effective teaching and learning which support the delivery of the National Curriculum

c) strategies for the effective monitoring and evaluation of performance related to the National Curriculum

d) collection and analysis of data relevant to monitoring and evaluating performance related to the National Curriculum

e) evidence derived from research and practice to inform the improvement of teaching and learning and the enhancement of a learning culture

f) information technology that supports teaching, learning and assessment

g) resources that support teaching and learning

h) strategies and approaches for the development of a learning culture in the school and for raising levels of achievement and excellence in context

i) methods for building and developing a nurturing and supportive environment for effective teaching and learning

j) approaches and current trends in building and developing the school as a learning organisation

k) social, political, economic and health conditions of the school and wider community which impact upon individual learner behaviour, needs, attendance and well-being

l) approaches for managing specific learning needs, learner behaviour, and learner and staff attendance

m) standards that will ensure equity in learner access to quality teaching and learning

n) *White Paper 7 on e-Education, September 2004.*

ACTIONS RELATED TO LEADING TEACHING AND LEARNING IN THE SCHOOL

The school principal should

a) demonstrate a personal commitment to learning and standards of excellence

b) promote strategies for encouraging high expectations and for setting realistic targets for achievement

c) challenge underperformance, ensuring appropriate remedial action and support

d) facilitate the on-going monitoring and evaluation of educators in relation to all classroom practices

e) ensure that sound data, at class and school level, is collected and used to inform the continuous monitoring and evaluation of teaching and learning, together with learner progress and achievement

f) keep up to date on current research, debates and trends, through reading professional books, journals and publications

g) network with professional learning forums

h) share and transmit ideas and stimulate discussion on pedagogic and welfare issues with all staff

i) ensure that educators have a full understanding of the prescribed National Curriculum and possess skills related to teaching, monitoring and evaluation

j) encourage on-going debate among staff on the development of teaching and learning in the school and on effecting improvements

k) 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

l) ensure that teaching and learning are the core of the school's strategic planning and management of all resources

m) ensure that educators have opportunities to access quality professional development in order to improve their teaching

n) work with the school's community to ensure a school environment that is safe, secure and disciplined

o) engage with staff and share knowledge of effective teaching and learning in a global context

p) monitor the implementation of school plans and ensure that objectives are achieved through the necessary intervention

q) provide advice and guidance to professional staff and parents on educational issues

r) promote achievement of the school's Mission Statement

s) act in accordance with the *Constitution of the Republic of South Africa*, all the relevant laws and regulations, and the Code of Ethics of SACE

t) initiate and manage changes necessary for the development of the school, in consultation with all stakeholders

u) identify problems and challenges and find solutions which enhance teaching and learning

v) include the use of ICTs in advocating active and critical learning - ICTs are the ideal tool for facilitating a learner-centred approach

w) through DBE/PED/private partnership funding, equip classes with Smart boards, laptops for teachers, digital projectors and Smart tablets for learners, to promote the use of ICTs in school

x) respond to the 21st-century demands of learners in the teaching and learning situation

y) ensure that teachers and learners have access to ICT laboratories on a regular basis

z) foster partnerships with schools in the vicinity that have ICTs and provide opportunities for teachers and learners to be exposed to the use of ICTs on a regular basis.

6.1.2 SHAPING THE DIRECTION AND DEVELOPMENT OF THE SCHOOL

The principal works within the SGB, the SMT and with parents in the school's community to create and implement a shared vision, mission and strategic plan to inspire and motivate all who work in and with the school and to provide direction for the school's on-going development. The vision and mission identified by the SGB, encapsulates the core educational values and moral purpose of the school and should take into account national educational values and traditions of the school's community and values enshrined in the *Constitution of the Republic of South Africa*. The strategic planning process is fundamental for shaping and sustaining school improvement on a continuum.

The principal working with the SGB and SMT, is responsible to ensure the quality of teaching and learning in the school. The principal must establish and maintain effective quality assurance systems and procedures within the school and is accountable to a wide range of stakeholders. These stakeholders include national and provincial departments of education, learners, staff, parents, school governing bodies and the wider community.

KNOWLEDGE RELATED TO SHAPING THE DIRECTION AND DEVELOPMENT OF THE SCHOOL

SCHOOL DEVELOPMENT AND IMPROVEMENT PLANNING BASED ON EVIDENCE

The school principal needs to have knowledge of

a) the values, principles and goals which inform South African schooling

b) South African educational legislation and policy

c) Labour Law and its application in the school context

d) the principles and processes of strategic thinking, planning and implementation

e) leading dynamic change processes

f) approaches to building, communicating and implementing a shared vision

g) strategies for inspiring, challenging, motivating and empowering people to commit to the school's values, vision and mission and to carry them forward in planned action

h) methods in which to instil positive values and a shared vision of the school

i) conflict management skills.

ACTIONS RELATED TO SHAPING THE DIRECTION AND DEVELOPMENT OF THE SCHOOL

The school principal should

a) work with everyone in the school's community to ensure that the vision and mission of the school is translated into agreed goals and operational plans, designed to promote and sustain on-going school improvement

b) ensure that all school policies (including policies by the SGB) are developed, implemented and comply with current educational legislation and policy

c) utilise and interpret data to inform school improvement planning

d) Ensure that the strategic planning process takes account of the values, diversity and particular context of the school and its wider community

e) monitor, evaluate and review the impact of school plans, and initiate appropriate action where applicable

f) lead by example and model the values and vision of the school in daily practice.

5.1.3 MANAGING THE SCHOOL AS AN ORGANISATION

The principal should provide for the effective organisation and management of the school and on the basis of

on-going review and evaluation, he or she should strive continuously for ways to develop and improve organisational structures and functions. The principal is responsible for ensuring that the school and its people, assets and all other resources are organised and managed to provide for an effective, efficient, safe and nurturing environment. These management functions require the principal to build and strengthen the capacity of those working in the school and to ensure that all available assets and resources are equitably deployed to maximum effect in supporting effective teaching and learning.

As managers, the principal manages the school by creating systems and processes to deal with

a) curriculum implementation

b) extramural activities

c) human resource matters

d) discipline

e) inclusion

f) data in order to make recommendations that are in the best interest of the learners, the school and all stakeholders

g) the application of knowledge, skills and understanding of managerial concepts to deliver educational services

h) strategies and legislative imperatives in various planning procedures

i) monitoring and evaluating the use of diagnostic, formative and summative assessment of learners to provide timely and accurate feedback to all stakeholders.

KNOWLEDGE RELATED TO MANAGING THE SCHOOL AS AN ORGANISATION

FINANCIAL MANAGEMENT; GENERAL, INSTITUTIONAL AND INFORMATION MANAGEMENT

The school principal needs to know about

a) organisational models and the principles and practice of organisational development and behaviour

b) procedures for the effective and equitable allocation and deployment of human, financial and physical resources and all other assets, including procurement processes, in pursuit of the school's educational priorities

c) procedures and good practice for the acquisition, maintenance and management of all school assets

d) informed decision-making

e) financial and budgetary planning and management, including the means of more specific supplementary income generation in relation to the strategic financial and budgetary plans

f) practices for performance management, both organisational and individual

g) legal and regulatory frameworks related to managing schools in South Africa

h) applications of existing and emerging technologies for organisational management.

ACTIONS RELATED TO MANAGING THE SCHOOL AS AN ORGANISATION

The school principal should

a) build an organisational structure which reflects the vision and values of the school and enable management systems and processes to work efficiently and effectively in line with all legal and regulatory requirements

b) manage the school's financial and material resources and all assets efficiently and effectively in accordance with departmental and SGB policies to achieve educational priorities and goals

c) manage the equitable deployment and development of the school's staff related to the achievement of the vision and goals of the school

d) implement effective performance management systems and processes in relation to the work of individuals and the school as a whole

e) 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

f) organise and manage the environment of the school to ensure that it supports the teaching and learning needs of the school and meets relevant health and safety regulations and needs

g) monitor, evaluate and review the quality and use of the school's available resources to ensure ongoing improvement of the quality of teaching and learning

h) use ICT effectively and efficiently.

5.1.4 MANAGING QUALITY OF TEACHING AND LEARNING AND SECURING ACCOUNTABILITY

The principal working together with the SMT and SGB, is responsible for ensuring the quality of teaching and learning in the school. She or he should establish and maintain effective quality assurance systems and procedures within the school, which ensure on-going evaluation and review of all aspects of the school's operation and which promote collective responsibility.

KNOWLEDGE RELATED TO MANAGING QUALITY OF TEACHING AND LEARNING AND SECURING ACCOUNTABILITY

QUALITY ASSURANCE OF THE LEARNING ENVIRONMENT; APPRAISAL PRACTICE; LEARNER ASSESSMENT

The school principal needs to have knowledge of

a) practices and procedures related to quality assurance systems, including whole-school review and evaluation and performance management

b) mechanisms for the collection and use of performance data and other evidence to monitor, evaluate and improve school performance across all aspects of its operation

c) processes and systems underpinning accountability, responsiveness and responsibility

d) statutory frameworks, regulations and collective agreements related to quality assurance and accountability.

ACTIONS RELATED TO MANAGING QUALITY OF TEACHING AND LEARNING AND SECURING ACCOUNTABILITY

The school principal should

a) encourage the development and maintenance of an ethos of collective responsibility for assuring quality and ensuring accountability within the school's community

b) ensure that regulated performance management systems are understood and administered efficiently and effectively

c) set in place and maintain effective mechanisms and procedures for on-going, systematic review and self-evaluation of all aspects of the school's work

d) ensure that all members of the school's community understand their individual responsibilities

e) encourage others in the school's community to use appropriate data and other evidence to support self-evaluation and accountability

f) Use the combined outcomes of ongoing school self-evaluations and external evaluations for the continuing development of the school.

f) use the combined outcomes of ongoing school self-evaluation and external evaluations for the continuing development of the school

g) account regularly in accessible and accurate ways in respect of the school's performance to key stakeholders

h) support the SGB to meet its statutory obligations

i) fulfil the school's legislative and statutory accountability obligations to the national and provincial education departments.

5.1.5 MANAGING HUMAN RESOURCES (STAFF) IN THE SCHOOL

The principal, in managing human resources, needs to understand the human resource requirements of the school. While the department provides the Post Establishment, the principal is responsible for the staff establishment and should create an enabling environment by ensuring that all vacant posts are filled and that there is a fair allocation of workload among educators. The principal will need to advise and support staff regarding conditions of service in the school. It is the principal's responsibility to give guidance related to labour related issues. This will also assist his or her leadership in terms of ensuring that all current legislation, departmental policies and collective agreements are complied with.

KNOWLEDGE RELATED TO MANAGING HUMAN RESOURCES (STAFF) IN THE SCHOOL

STAFF ESTABLISHMENT; CONDITIONS OF SERVICE AND LABOUR RELATED MATTERS

The school principal needs to

a) follow departmental procedures, legislation, policies, regulations and collective agreements that have to be followed in terms of advertising and filling of posts (educators, administrative assistants and general assistants)

b) liaise with the district office concerning staffing appointments

c) provide information, advice and support regarding the conditions of service of staff

d) explain leave measures including all forms that need to be completed

e) solve problems of conditions of service

f) study SACE, collective agreements, legislation and grievance procedures relating to the conduct and actions of educators

g) report to circuit managers in cases of misconduct and grievances in terms of the Agreements of the Education Labour Relations Council and the Public Service Commission.

ACTIONS RELATED TO MANAGING HUMAN RESOURCES (STAFF) IN THE SCHOOL

The school principal should

a) follow departmental procedures with regard to the advertising and filling of posts

b) manage any grievances and challenges regarding the conditions of service and problems experienced

c) monitor and support educators in managing learner assessments in accordance with current assessment policies

d) give quarterly feedback to parents on learner progress

e) facilitate parent-educator meetings progressively to discuss and measure learner progress and needs regarding learner performance

f) Organise and manage the environment of the school to ensure that it supports the teaching and learning needs of the school and meets relevant legislation and procedures relating to conduct and actions (e.g. Sections 17 and 18 of the *Employment of Educators Act, 1998 (No. 76 of 1998)* and the *Children's Act, 2005 (No. 38 of 2005)*.

5.1.6 MANAGING AND ADVOCATING EXTRAMURAL ACTIVITIES

The principal in leading and managing the school, should create an environment that takes care of the needs and circumstances of its learners in the form of offering extramural activities.

KNOWLEDGE RELATED TO MANAGING AND ADVOCATING EXTRAMURAL ACTIVITIES

The school principal needs to have knowledge of

a) diverse sporting codes including indigenous games

b) Physical Education and Human Movement Studies

c) involvement of parents in school sport

d) policies relating to all local and international school tours

e) *Occupational Health and Safety Act, 1993 (Act 85 of 1993)*

f) establishing partnerships with professional sporting bodies and clubs.

ACTIONS RELATED TO MANAGING AND ADVOCATING EXTRAMURAL ACTIVITIES

The school principal should

a) promote diverse sporting codes and indigenous games as well as cultural behaviour

b) ensure that Physical Education and Human Movement Studies are provided for in the timetable

c) encourage the involvement of parents in extramural activities

d) establish partnerships with clubs and professional sporting bodies

e) ensure that the SGB provides a budget for all extramural activities.

5.1.7 DEVELOPING AND EMPOWERING SELF AND OTHERS

The principal working with all stakeholders, embraces the philosophy and practice of Ubuntu and has the overall responsibility to build a professional learning community in the school. This will be achieved through effective interpersonal relationships and communication, which recognises, manages and celebrates the diversity of ethnicity, race and gender. Through the provision of opportunities for shared leadership, teamwork and participation in decision-making, the principal promotes the empowerment of those working in the school. By encouraging effective and relevant continuing professional development opportunities, the principal supports whole school development. Principals also need to be reflective to build personal capacity and be committed to their own continuing professional development.

KNOWLEDGE RELATED TO DEVELOPING AND EMPOWERING SELF AND OTHERS

STAFF DEVELOPMENT (EDUCATORS AND NON-TEACHING STAFF)

The school principal needs to have knowledge of

a) relationships between performance management, continuing professional development and sustainable school improvement

b) approaches to promoting continuing professional development, including approaches to adult learning

c) methods in which shared leadership, participation in decision-making, team-building and effective teamwork may be encouraged, promoted and implemented

d) approaches in which motivation, morale and job satisfaction may be enhanced

e) The significance and interpretation of Ubuntu.

ACTIONS RELATED TO DEVELOPING AND EMPOWERING SELF AND OTHERS

The school principal should

a) demonstrate leadership through participating in professional learning

b) encourage the development of shared leadership, participation in decision-making, teambuilding and teamwork and other positive working relationships

c) provide a range of opportunities for, and encourage and support engagement in, the continuing professional development of everyone working in the school

d) implement processes to plan, allocate, support and evaluate the work of individuals and teams to guide and ensure improvement and celebrate achievements

e) establish effective communication mechanisms within the school and its community

f) develop and maintain effective procedures and practices for personnel processes such as induction, performance management and professional development

g) ensure equity and fairness in the delegation of work and the devolution of responsibility

h) engage in an ongoing review of his/her own practice and accept responsibility for personal and professional development.

5.1.8 WORKING WITH AND FOR THE COMMUNITY

The principal, working within the SMT and SGB, should build collaborative relationships and partnerships within and between the internal and external school community for their mutual benefit. Schools exist within particular social and economic communities that have an influence on and may be influenced by the school. The wider community that the school serves can provide a source of support and resources for the school. The school itself can play an important role in the well-being and development of the community. School improvement and community development complement each other.

KNOWLEDGE RELATED TO WORKING WITH AND FOR THE COMMUNITY

IMMEDIATE SCHOOL COMMUNITY; BROADER COMMUNITY/PROFESSIONAL LEARNING NETWORKS AND PARTNERSHIPS

The school principal needs to have knowledge of

a) the socio-economic, political and cultural characteristics of the wider school community

b) current issues and possible future trends which affect the school community

c) the diversity of resources which are available in the wider community

d) sources and patterns of influence in the wider community.

e) curriculum opportunities both formal and informal

f) the existence and work of other relevant agencies in the wider community and the possibilities for collaboration

g) the work, capabilities and needs of other schools within the community and in the district clusters and networks

h) approaches to building and maintaining partnerships between the school, the home and the wider community

i) ways in which parents and other care-givers in the community may be encouraged to support children's education and overall well-being.

ACTIONS IN RELATION TO WORKING WITH AND FOR THE COMMUNITY

The school principal should

a) draw on the richness and diversity of the school's wider community regarding the development of the school's culture and ethos

b) ensure that teaching and learning in the school are linked with and related to the school's wider community

c) establish and maintain means of open communication between home and school

d) 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

e) establish and maintain communication pathways which enable the work of the school to be known in the community and for community feedback to the school

f) provide leadership and support to the wider community through the availability of school facilities and expertise

g) work towards developing and maintaining effective partnerships between the SMT and SGB

h) give attention to the articulated needs of the learners, through encouraging and supporting the work of the Representative Council of Learners.

6. CONCLUSION

In concluding this Standard, it is pointed out that a number of competencies are required of the principal. Ethical leadership in all its various facets, and more particularly in leading diversity, is of paramount importance for an effective principal. Principals should be able to understand the organisations which they lead and offer effective and efficient management of that organisation.

Management aspects include curriculum support, human resource and administrative management, financial procedures, implementation of legislation and regulations, maintenance of infrastructure and safety and security in and around the school. The principal as a proficient communicator, corresponds with a wide variety of individuals and groups who make up the school community. Furthermore, the principal should be capable of making quick and accurate judgements, enabling prompt handling of challenges and problems as they arise.

The Education Department has an equally vital role to play in ensuring that the core functions and key areas set for principals are realistic, and within the grasp of the individuals concerned. The Department should provide the necessary training and guidelines, not only in the professional duties of principals, but also in their personal development. Practical skills which the Department should inculcate in the principal, include training in those aspects of the law necessary for effective running of the institution, financial management, how to evaluate his or her school, and how to use this evaluation in school development planning and school improvement; and how to manage a complex curriculum.

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