

Principal/Deputy Principal

A

PREPARATION FOR INTERVIEWS

PRINCIPAL'S POST

PRESENTATION OF SELF - ROUTINE

- DRESS IN RELATION TO THE POST ITSELF - NOTE : FIRST IMPRESSION LAST LONG. AS YOU ENTER THAT ROOM, LET THE PANEL FEEL THAT THE HEADMASTER/MISTRESS HAS ARRIVED. IF NECESSARY, TO BOOST YOUR CONFIDENCE - GET A NEW SHIRT, A TIE OR A NEW SUIT, NEW SHOES, GET SOMETHING THAT WILL BOOST YOUR MORALE
- CONFIDENCE - NO PRINCIPAL WILL BE SCARED OF BEEN INTERVIEWED. BE COMPOSED. NEVER RUSH TO RESPOND TO QUESTIONS.
- IF GIVEN WATER, DRINK. WHILE TALKING, IF YOU FEEL YOU NEED SOME WATER, DRINK ONCE MORE.
- IF GIVEN A PEN AND PAPER, SCRIBBLE MAIN POINTS.
- ASK THE PANEL MEMBER TO REPEAT A QUESTION, ONLY IF NECESSARY.
- RESPOND TO QUESTIONS AS THE FIRST PERSON. **I WILL** - NOT THE PRINCIPAL WILL, YOU ARE SAYING TO THE PANEL YOU ARE NOT READY YET.
- RESPOND TO ALL QUESTION BEING INFORMED BY LEGISLATIVE FRAMEWORK - IN LINE WITH SASA, ACCORDING TO PFMA, AS INFORMED BY CIRCULAR, ETC
- INTRODUCTIONS - TELL US ABOUT YOURSELF – BRIEF, ACADEMIC, ACHIEVEMENTS, CURRENT POSITION, ROLES PLAYED (WEALTH OF EXPERIENCE AMASSED, PLOUGH BACK TO COMMUNITY, ALL EXPERTISE & KNOWLEDGE I HAVE REGARDING SCHOOL LEADERSHIP AND MANAGEMENT WILL REMAIN A POTENTIAL UNLESS I ASSUME PRINCIPALSHIP AND INVEST SUCH IN THE COMMUNITY DIRECTLY - OTHERWISE I WILL GO WITH SUCH IN THE GRAVE AND THIS WILL MAKE ME TURN IN THE GRAVE PEPERTUALLY (POTENTIAL NOT RELEASED).

GENERIC GUIDELINES FOR FORMULATION OF QUESTIONS FOR PRINCIPAL'S POST

MOSTLY, RELEVANT QUESTIONS TO THIS POST SHOULD COVER THE FOLLOWING SCOPE

- ❖ LEADERSHIP, MANAGEMENT AND ADMINISTRATION

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- HUMAN RESOURCE MANAGEMENT AND LEADERSHIP , INCLUDING CONFLICT RESOLUTION, PERFORMANCE MEASUREMENT AND MANAGEMENT
- CURRICULUM MANAGEMENT AND LEADERSHIP
- SCHOOL ADMINISTRATION
- POLICY FORMULATION, APPLICATION AND IMPLEMENTATION
- STAKEHOLDER NETWORKING, COOPERATION, MANAGEMENT
- ❖ GOVERNANCE
- ❖ FINANCE
- ❖ KNOWLEDGE OF YOUR ROLES AS A PRINCIPAL - REFER TO E OF EA
- ❖ COMMUNICATION

LET US ATTEMPT TO FORMULATE SOME EXEMPLARS ON EACH DIMENSION

DIMENSION: LEADERSHIP, MANAGEMENT AND ADMINISTRATION

LEADERSHIP STYLES AND DESCRIBE EACH

DISTINGUISH - LEADER, MANAGER AND ADMINISTRATOR

LEADER - LEADS AND DEMONSTRATES, BRINGS PEOPLE ON BOARD

MANAGER – MANAGES AND ENFORCE POLICIES - HELICOPTER VIEW OF THE INSTITUTION –
MONITOR, SUPPORT, PROVIDE FEEDBACK

ADMINISTRATOR - ADMINISTRATES AND KEEPS RECORDS

ALL THE THREE HAVE INTERDEPENDENT FACETS.

1. Tell us about yourself in relation to this position. - EXAMPLE

- You already have my basic data on my CV/form.
- I launched my teaching career 16 years ago at the school ABC.
- I proceeded to ADG School where I was appointed a permanent educator.
- In 1999, I was promoted to be the Head of Department at the FRT School.
- I was an IQMS coordinator at the ABC School.
- I was also a sports master at the FRT School.

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- I am currently secretary of the staff in my current School.
- I have been a cluster leader in the GET/FET for two years in Social Sciences/History/Geography.
- I am responsible for ground duty and the PMDS for the PS staff.
- I am also serving as Education Convener for the union at the branch level.
- Having been involved with all the activities above, I have acquired leadership and managerial skills, conflict resolution skills, financial management skills and problem solving skills, that is why I am confident to take up this responsibility.

2. What is your understanding of the PFMA? (Act 1 of 1999 as amended by Act 29 of 1999)

- The PFMA adopts an approach to financial management that focuses on outputs and responsibilities.
- The first phase of the PFMA focuses on basics of financial management, such as proper financial management systems, appropriation control and the accountability arrangements for the management of budget.
- Checks and balances have been included in the PFMA to ensure transparency and accountability for the management of public funds within this framework.

A. Objectives of the PFMA are:

- To regulate financial management in the national and provincial governments
- To ensure that all revenue, expenditure, assets and liabilities of those governments managed effectively and efficiently
- To provide the responsibilities of persons entrusted with financial management.
- To secure transparency accountability, and sound management of revenue, expenditure, assets and liabilities of the institutions to which the Act applies.

B. PFMA seeks to address the following:

- To incorporate the management of assets and liabilities in the financial management system.
- It is less regulatory and allows managers freedom to manage.
- It establishes accountability mechanisms to hold managers and officials responsible for their management.
- It emphasizes the fact that financial management is the responsibility of managers and not only of accountants.

C. Official must ensure the following:

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- That the system of financial management and internal control established for the institution is carried out within the area of responsibility of that official.
 - Responsible for the effective, efficient, economical and transparent use of financial and other resources within the responsibility of that official.
 - Must take effective and appropriate steps to prevent, within that official's area of responsibility, any unauthorized expenditure, irregular expenditure and fruitless and wasteful expenditure and any under collection of revenue due.
 - Responsible for the management, including the safeguarding, of the assets and the management of the liabilities within.
3. Differentiate between Section 21 and non-Section 21 (Section 20 Schools)
- A. Section 20 Schools
- Adopting a constitution
 - Adopting a mission statement of the School.
 - Administering and controlling the school's property, and grounds covered by the school
 - Allowing reasonable use of the facilities of the school for educational programmes not conducted by the school.
 - Allowing the reasonable use of the school's facilities by the community.
- B. Section 21 Schools
- To maintain and improve the school's property, buildings and grounds occupied by the school
 - To purchase textbooks, educational materials or equipment for the school
 - To pay for services to the school.
- C. The Head of Department will consider the following before allocating the Section 21 status:
- The capacity and capability to carry out and manage the function applied for.
 - The existence of a finance committee conversant with budgeting and accounting procedures as outlined in SASA.
 - The ability to govern with efficiency and effectiveness in a transparent manner.
 - A demonstration of improved service delivery in terms of financial management, good governance and quality teaching and learning.
 - Information is supplied at all times as required by the HOD.

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- Evidence that the school has a well-defined budget plan.
 - Evidence that the SGB submits the an income and expenditure report based on the Whole School Development Plan (WSDP), School Improvement Plan (SIP) and budget plans quarterly
 - Evidence that the SGB submits an audited financial statement by 30 June each year.
4. What are the three levels of the SMT in relation to their responsibility and accountability?
- The Principal – The CEO, the Chief Accounting Officer of the School
 - The Deputy Principal – Executive Director
 - HODs – Line Managers
5. Management is not leadership and leadership is not management, do you agree with the statement, elaborate.
- Management – to coordinate, support and monitoring and control of all educational activities and resources.
 - Leadership - The use of non coercive influence to direct and coordinate the activities of group members towards goal accomplishment. Leaders is essentially building and maintaining a sense of vision, culture and interpersonal relationship.
 - To perform both roles successfully, a carefully balancing act is required. The balance lies between what is tactical and what is strategic.
 - Leadership needs to take a functional role in the development of schools to generate and sustain cultural change. The development of quality culture in schools requires school leaders to realize that leadership is about having a vision and articulating, ordering priorities, persuading others to follow, constantly reviewing what you are doing and holding on to things you value.
 - Management is about the function, procedures and systems by which you realize the vision. Must focus on critical thinking, cognitive and emotional development, and intra as well as interpersonal skills development. It is important to recognize the intimate link between the personal development and the professional, between the development of the individual and of the organization.
 - Leaders need to be mediators, mentors, negotiators and networkers. Instead of the high control, authoritarian approach, managers should function as mentor and coach to create a supportive and trusting climate.

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- Managers should support subordinates' enactive attainment that refers to enhancing subordinates, self efficacy belief through job performance.
- Managers should set high performance expectations for their subordinates, at the same time expressing confidence in their ability to meet these expectations.
- A manager is a decision maker not an onlooker.
- A manager must cause things to happen, not wonder what happened.
- Continuous self development (sharpening your cutting edge) is imperative. Sharpen your skill.
- Apply knowledge you have acquired, knowledge is potential power.
- Be a team builder, team facilitator and team player.

A. Two kinds of leadership

- Transactional Leadership – here leaders and followers exchange needs and services in order to accomplish independent objectives. Leaders and followers do not share a common stake in the enterprise and therefore some kind of bargain needs to be struck. This bargaining process can be viewed metaphorically as a form of 'leadership by bartering'. We trade off the wants and needs of followers against the wants and needs of the leader.
- Transformational Leadership – leaders and followers are united in pursuit of higher level common goals. Transformational leadership becomes moral because it raises the level of human conduct and ethical aspiration of both leader and follower.

B. Differences between Leadership and Management.

Leadership	Management
1. Concerned with vision	1. Concerned with the implementation of vision
2. Concerned with strategic issues	2. Concerned with operational issues
3. Transformational leadership	3. Transactional leadership
4. Concerned with the ends	4. Concerned with the means
5. Concerned with people	5. Concerned with the systems
6. It is about doing the right thing	6. It is about doing things right
7. Concerned with 'setting the course'	7. Concerned with running the ship

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Four basic Management principles

(a) Planning

- Year plan / Management plan
- Policy making- School policies
- Programming – school year / quarterly programme
- Budgeting – School budget must be strictly aligned to the curriculum
- Setting goals – Aims and objectives

(b) Leading

- Building relations- need to understand your teachers
- Guiding – Principal, Deputies and HODs must motivate their subordinates
- Communication – communicate at all times and make the expectations known.
- Decision making- take decisions where necessary
- Problem solving – solve curriculum issues before they escalate to undesirable level.

(c) Organizing

- Create an organizational structure to support the curriculum, e.g. SAT, SBST, LTSM e.t.c.
- Delegating – don't overwork yourself, this is the training opportunity for the subordinates.
- Coordinating – aligning all activities of the school.

(d) Controlling

- Controlling instructions – HODs must control educators and learners books, the Deputy and the Principal must do the same to their subordinates.
- It is the responsibility of the educational managers to visit the classes
- Observation, Monitoring, measuring evaluation and corrective action.

6. What leadership style will you bring to this school?

There is no cast on stone type of leadership style that one can employ, different leadership styles will be used according to the context that arise. If, for example, you want to implement policy,

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you will be authoritative or autocratic. But when you want your staff in terms of School Development Plan, you need their views. Here are some examples of leadership styles below:

- **Coercive:** - 'Do it the way I tell you'. Seeks immediate compliance.
- **Authoritative:** 'Firm but fair'. Provides long-term direction and vision for others, sets standards and monitors performance in relation to the big picture.
- **Affiliative:** - 'people first, task second'. Creates harmony amongst team members, more emphasis on peoples' personal needs than on achieving goals.
- **Democratic:** - 'Participative'. Invites people to participate in the development of decisions, builds commitment among team members and generates new ideas, rarely gives negative feedback and rewards adequate performance.
- **Pacesetting:** - 'I will do it myself'. Leads by example and focuses on accomplishing tasks to high standards of excellence, is apprehensive about delegating.
- **Coaching:** - 'Developmental' focuses on the long-term development of others, may trade off immediate standards of performance for long-term results.

7. What do you understand by the concept "emotional intelligence"?

Emotional intelligence refers to the fact that, instead of leaders functioning with high degree of control and being authoritarians, rather they must rely more on consensus and less formal authority. To be successful, education leaders must forge working relationships with many people. They need to be mediators and mentors, negotiators and networkers. Educators must confide to you. Discretionary authority comes into play.

8. One educator in your school does not adhere to deadlines, he always comes late school and give lousy excuses, how will you deal with the problem?

Education Labour Relation Council has been established to ensure labour peace in the education fraternity. The Employment of Educators Act 76 of 1998 as amended gives a framework on how to deal with labour issues on a day to day basis. Section 17 and 18 are very relevant to labour issues. The Act outlines two types of offences; the more serious offences and the less serious offences according to Schedule I of the EEA 76/1998.

A. Establish the facts

The educational leader will sit down with the educator concerned and try to establish the facts from the educator himself. Though this stage is at the informal level, the educational leader must invite the union site at the school, and it must be recorded.

B. Counsel the educator

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Having established the facts, the educational leader has an obligation to give counseling to the educator. The purpose of the process is not to witch- hunt, but to assist the educator in question to come back to the mainstream and make a meaningful contribution.

C. Verbal warning

When the problem persists, the educational leader, in the presence of the union representative, give the educator a verbal warning. The warning will also be recorded. The educator must also acknowledge the verbal warning by signing.

D. Written warning

When the problem persists, the educator must given a written warning. The written warning must be presented in Form A, of Schedule 2 of the Employment of Educators Act 76 of 1998 as amended. The educator must sign and acknowledge. When the educator refuses to sign, his representative can still sign. A copy will be filed in the educator's personal file. The warning will remain valid for six months, and any act of misconduct within these six months, the written warning will be taking into cognizance when sanction is meted out.

E. Final written warning

When the problem persists, the educator must given a Final written warning. The final written warning must be presented in Form B, of Schedule 2 of the Employment of Educators Act 76 of 1998 as amended. The educator must sign and acknowledge. When the educator refuses to sign his representative can still sign .A copy will be filed in the educator's personal file. The warning will remain valid for six months, and any act of misconduct within these six months, the written warning will be taking into cognizance when sanction is meted out.

F. Disciplinary hearing

When the matter does not get any better, a disciplinary hearing will be instituted. Notice of the disciplinary hearing will be issued in terms of Form C, of Schedule 2 of the Employment of Educators Act 76 of 1998 as amended. The educator must sign and acknowledge receipt. Form D will be used to summon witnesses to appear in the disciplinary case.

G. Appeal

The Act provides appeal recourse for the educators, if they feel that they were grossly prejudiced during the process, or feel that they have other information which was not

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considered when the sanction was imposed, they can use Form E of Schedule 2 of the Employment of Educators Act 76 of 1998 as amended.

H. Incapacity poor- performance

The employer will establish whether it is incapacity due to poor performance. The employer will indicate the requirements, grade, skills and nature of his job. They will further show him how he fell short and how the programmes, like the IQMS, were not helpful to improve his poor performance. The educator and his trade union representative will be shown shortcomings of the educator in question. Then, the employer will do one of the following:

- Provide further training to the educator
- Provide counseling to the educator
- Transfer the educator
- Demote the educator
- Terminate the employment of the educator

I. Incapacity ill-health

Section 7 of EEA/76 of 1998 as amended allows the educator to appoint any registered medical practitioner at the educator's cost, to report on his poor medical condition. The employer will appoint at least one registered medical practitioner at the state's cost to investigate the matter. If the educator's ill-health is as a result of alcohol or drug abuse, the employer may do one of the following:

- Counsel the educator
- Encourage the educator to attend rehabilitation
- Recommend a formal rehabilitation programme which the educator will be expected to follow at the cost of the employee.
- Terminate the employment of the educator, if the behavior is repetitive.

9. How will you deal with learners' and educators' absenteeism?

A. Learners Absenteeism

- The principal must nip truancy from the bud, but always communicating with parents/guardians when learners are absent.
- Learners are made to lose points every time they are absent.

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- Reward learners who come to school regularly, by for example, going on excursion without paying.
- Reward excellence

B. Educators Absenteeism

- Design educator absenteeism register
- They must prepare work for their classes prior to being absent.
- Motivate the staff
- Make them aware of the implication of leaven when they retire.
- Apply leave taking policy strictly.

10. Briefly outline how you will implement the curriculum in this school.

A. Four basic management principles to support curricular.

(e) Planning

- Year plan on the curriculum by SMT,HODs and LAs.
- Policy making- School policies, L.As etc
- Programming – all curriculum programme for the year outlined
- Budgeting – School budget must be strictly aligned to the curriculum
- Setting goals – Aims and objectives
- Learning Programmes, Work Schedule, Lesson Plans/ Assessment Plans

(f) Leading

- Building relations- need to understand your teachers
- Guiding – Principal, Deputies and HODs must motivate their subordinates
- Communication – communicate at all times and make the expectations known.
- Decision making- take decisions where necessary
- Problem solving – solve curriculum issues before they escalate to undesirable level.

(g) Organizing

- Create an organizational structure to support the curriculum, e.g. SAT, SBST, LTSM e.t.c.
- Delegating – don't overwork yourself, this is the training opportunity for the subordinates.
- Coordinating – aligning all curriculum process in the school.

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(h) Controlling

- Controlling instructions – HODs must control educators and learners books, the Deputy and the Principal must do the same to their subordinates.
- It is the responsibility of the educational managers to visit the classes
- Observation, Monitoring, measuring evaluation and corrective action.

B. Committees that support the curriculum

(a) SAT

- Draw the school assessment policy
- Assist all Learning Areas to draw their policies
- Draw assessment guidelines as per the national and provincial policies.
- Ensure that all LA adheres to the relevant Learning Outcomes and Assessment Standards per particular grade.
- Support meetings are held regularly
- Draw management plan for assessment, Exam time tables, Exam management plan, strategies before and after the assessment, report cards etc.

(b) LTSM committee

- Draw the LTSM policy
- Ensure that right textbooks and stationery are purchased and used effectively.
- Draw up a dispatch and retrieval policy of textbook and other school curriculum resources.
- Meet with all the educators to discuss top up and new purchases as per the school budget

(c) SBST committee

- Draw up the SBST policy
- Identify learners and educators that need assistance.
- Liaise with the District support team
- Help with the completion of the GDE450s
- Liaise with the relevant departments

C. Personnel to implement and support the curricular.

(a) The Principal

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- The CEO, Chief Accounting Officer of the School
- Must ensure that all policies are implemented
- Receives reports from the Deputies and the HODs
- Report to the provincial HOD or his/her delegate.

(b) The Deputy Principal

- Executive Directors
- Reports to the principal
- Receives the reports from the HODs
- Sits and supports their curriculum meetings
- Assist in the extra and co-curricular activities.
- Support the curriculum drive

(c) The HODs

- Line managers
- These are foot soldiers
- Assist the educators and learners
- Visits classes and ensure that teaching is actually happening.
- Reports to the Deputy Principal
- Ensure that educators plan as a team
- Ensures that educators synergizes the three levels of planning

(d) The Educators

- Do the day to day planning of lessons and teaching in the classroom
- Support the HOD
- Plan as a phase
- Interact with learners and advice parents on learner performance.
- Write report cards to parents

(e) Learners

- Receive the relevant LTSM for their leaning
- Assisted where necessary
- Referred to the SBST if struggling
- Remedial classes offered to struggling learners

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- Individual attention given where possible.

(f) Parents

- Attend parents meeting to discuss learners progress
- Sign learner books frequently
- Assist educators where possible.

11. You are a newly appointed principal, the SGB and the LTSM have finalized the procurement of the LTSM, upon delivery, the SGB chairperson is refusing to sign. How will you deal with this problem? Conflict is inevitable in any organization, it embraces a wide spectrum of social relationships. Conflict occurs because of conflicting interests between people and groups in any organization. The school cannot operate under siege because of conflict, a conflict resolution mechanism has to be in place to resolve the conflict.

There are three approaches to conflict.

A. The win-lose approach.

- A person with this approach will assume that it is natural to want to win in a conflict situation. The person's own interests and needs are of vital importance and no compromise will be reached. This approach leads to antagonism and enmity between those involved. This type of approach can lead to scepticism, a fight for leadership.

B. The win-win approach.

- The basic attitude of people with this approach is that differences are natural and healthy and should not be seen as good or bad. Differences require honest confrontation and objective solutions to the problem. There is hope that conflicting views can be integrated to become common outlooks from which both parties will benefit.

C. The contingency approach

- This approach takes a view that there is no single correct way of dealing with conflict but we should determine solution in conjunction with the situation itself. For each conflicting situation, we should find alternative solutions that we may evaluate and eventually use in such a way that we solve the conflict and strengthen the organization.

Conflict Management

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A. Conflict resolution by negotiation

- When resolving a conflict one needs to apply the principles of natural justice, which is *Audi alteram partem*. (Give an individual an opportunity to represent themselves on the matter)
- The educational leader can set up a meeting with them to discuss the issue.
- All parties must be given an opportunity frankly state what the problem is all about.
- Everyone must be given an opportunity to openly air their feelings, views and aims for the school.
- All parties must be directed at placing their conflict against the backdrop of future aims. This will force them to establish shared goals, regardless of their opposing views and differences.
- Continuously force both parties to focus on future action, rather than past mistakes.
- Avoid misinterpretations and misunderstandings. Parties should listen attentively and make sure they understand the issues clearly.
- Both parties should refrain from being continuously on the defensive, it is also a taboo to be offensive.
- They should accept each other's sincerity and good faith.
- Formulate a set of strategies as follow up actions after the initial discussions.
- Set a date to re-evaluate the progress that you have made.
- The third party in the process must be mediator, must not make any comments on the issue at hand. Must avoid personal attacks and biting remarks during the process of negotiation and mediation.

B. Conflict resolution by co-operation

- The educational leader must develop a technique to that will neutralize the gap between the conflicting situations and act as a basis for calm and rational approach.
- The leader must cultivate a sense of responsibility and sensitivity towards each other.
- The leader must be able to strike a balance between the divergent views and strives for cooperation.

C. Elimination of unnecessary conflict

- Resist the temptation of speaking about an individual in his absence.
- Do not try to gain the support of a group or an individual by any means

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- When the leader detects some cracks in the groups, he must initiate projects for all to work together.
- Leader must discourage members to adopt a win-lose approach. Must strive to see and understand all sides of the argument.
- Avoid staff politics.

D. Conflict resolution by compromising and accommodating

- Adopt a win-win approach
- Accommodate is ideal because they don't want to give up their views.

12. What are the basic committees that must support the curriculum?

- The SAT
- The SBST
- The SMT
- LTSM

13. How will you go about developing the School Development Plan?

- The school will first look at the recommendations of the IWSE and then do its SWOT analysis.
- Look at the activities that need to be improved.
- Establish the Key Performance Indicators
- Consider the resources that will be required for the SDP.
- Target group, whom is the programme target at.
- Identify personnel responsible for each task.
- Give each task a time frame for completion.
- Establish the budget that will be needed.

14. Briefly discuss the Batho Pele principles

A. Consultation

- We need to ensure that all stakeholders are consulted about the level and quality of the public services they receive and if possible should be given a choice about the services that are offered.

B. Service standards

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- We need to ensure that all stakeholders receive the published service standards for existing and new services, and that monitoring is done for at least once a year.

C. Access

- We need to ensure that all stakeholders have equal access to services to which they are entitled to.

D. Courtesy

- We need to ensure that all stakeholders are treated with respect, courtesy and consideration.

E. Information

- We need to ensure that all stakeholders are given full and accurate information about the services they are entitled to.

F. Openness and transparency

- All stakeholders should have the right to know everything, e.g. the management of school finances should be an open book.

G. Redress

- If the promised standard of service is not delivered, we must ensure that an apology, full explanation and speedy remedy are provided.

H. Value for money

- We need to ensure that public money /funds are used widely and economically.

15. Briefly discuss the nine focus areas of the IWSE.

A. The basic functionality of the school.

- The school has well-structured policies and procedures that are clearly articulated to learners and their parents.
- Appropriate policies and procedures are displayed where learners may readily access them.
- The school time table is well structured and in accordance with requirements contained within the legal framework. It is drawn up well in advance.
- School grounds well organized.
- Teaching and learning take place for the established number of hours per day.
- Classrooms comfortably accommodate the number of learners
- All learners at the school eat at least one balanced meal per day.
- Classroom rules and procedures clearly articulated and implemented.

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- The buildings, furniture and school grounds are well taken care of.
- Scholar transport is well organized and highly effective where applicable.

B. Leadership, Management and Communication

- The school has a clearly defined aims
- The school has a clear and well understood SMT which ensures the orderly management of the school.
- The principal delegates effectively, consult before finalizing the school improvement projects.
- The management support staff development through training.
- Good systems for monitoring and evaluating the performance of the school in general as well as that of individual educators are in place.
- The principal is proactive in dealing with problems and contentious issues.
- The infrastructure is well maintained and efforts are made to ensure that the school has sufficient resources, human and physical.
- The principal cooperates with parents and the representatives of the local community in the interest of the learners.

C. Governance and Relationships

- The governing body is properly constituted in accordance with SASA with full membership.
- The SGB is fully operational, meets regularly and takes appropriate policy legislations and actions.
- The SGB has appropriate committees to help it carry out its work, e.g. financial management and budgeting.
- The SGB comes out with clear policy direction in line with SASA.
- The SGB supports the school and the SMT in implementing policies.

D. The Quality of Teaching and Educator Development

- Educators plan well and have a well structured scheme of work and lesson planning.
- Educators have plans that show how they intend teaching the knowledge, skills and understanding over a year, term and a week.
- Plans have clear learning outcomes and a good range of strategies.
- Educators plan as a grade/phase.

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- Educators assess learners' progress and levels of performance achieved.
- Educators use a variety of activities to assess learner performance.
- Educators promote careers related to their learning areas.
- Educators are qualified for the learning areas they teach.
- Educators participate in teacher development programmes and appraisal processes.

E. Curriculum provisioning and resources

- The school follows national and provincial curriculum guidelines.
- The school provides a well balanced curriculum.
- Planning of the curriculum is well structured and effective.
- The School Assessment Policy results in planning for assessment as an integral part of learning programme, design.
- The assessment is well balanced and addresses different learning style.
- Educators record assessment accurately.
- The school has appropriate resources to enable educators to present the curriculum in interesting and varied ways.
- Curriculum resources are managed and used effectively.
- Educators produce own resources to supplement bought materials.
- The school provides learners with a good range of extra-curricular activities.

F. Learner Achievement

- Learners are achieving the expected outcomes for their age and ability in the different learning areas and different phases of the school system.
- Learners have sufficient skills to enable them to communicate clearly and concisely.
- Learners have good listening skills.
- Learners are able to speak effectively and confidently.
- Learners are able to read and write fluently in the LoLT and one additional language.
- Learners are able to handle numbers, calculate mentally and with electronic aids.
- Learners show good capacity to solve problems.
- Learners show responsibility towards the environment.
- Learners achieve good levels of performance for their age and ability.
- Learners are allowed to work according to a pace appropriate to them.

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- Learners' previous achievement has been taken into account.

G. School safety, security and discipline

- The school policies and regulations concerning the welfare and safety of learners are implemented.
- The procedures for dealing with learners in difficulties and those who are causing difficulties.
- Emergency, safety security procedures are practiced. E.g. evacuation, fire and drill.
- The school has a co-ordinated scholar transport system in place.
- The school grounds, furniture and buildings are secured and are in good condition.

H. School infrastructure

- The school has sufficient financial resources and uses it in a transparent way.
- The school's finances are used efficiently in the interest of the learners and are monitored monthly.
- The learner/educator ratio complies with the provincial quota.
- Educators are suitably qualified, experienced and trained.
- The school has support and technical staff.
- The school conducts in-service training and staff development programme.
- The management team supervises the maintenance and good operation of the buildings.
- Buildings and premises are good condition.
- The school has enough LTSM and is used appropriately to support the curriculum.
- The school has an asset register which is monitored annually.
- The school has the various committees that support the curriculum.
- All policies that are basic for the smooth running of the school are in place.
- The school has sufficient access to support services.

I. Parents and community

- The school communicates effectively with parents.
- Written reports on learners' progress are sent to parents quarterly.
- Information about school's activities is regularly sent to parents.
- The school responds well to parents' suggestions and encourages them to make a good contribution.

Principal/Deputy Principal

- Parents help the school by fund raising initiatives.
- The school has established a good relationship with local services.

16. How will you manage school finances

A. Policies

(a) The school financial policy

- Financial policy can be seen as an important tool clearly outlining how funds such as school fees, donations, sponsorships, other generated funds, government grants and subsidies and the school's expenditure, are to be managed in a specific school.
- An effective financial policy will guide school managers to control and regulate the process of managing the funds of the school with regard to receipting, withdrawing, and expending funds and every aspect of the policy should fall within legislation and policies of the national and provincial departments of education.
- The policy provides clear understanding of the responsibilities of the SGB and the finance committee.

(b) The PFMA

- Refer to the discussion on the PFMA.

(c) SASA

- The basic aim of SASA is to improve the quality of education of all learners, through better facilities, better trained educators, and improved method of teaching and better school condition.
- Section 15 of SASA stipulates that 'every public school is a juristic person, with legal capacity to perform only such functions and to exercise only such rights and to perform only such obligations as provided for in terms of this Act.'
- Section 36 of SASA further states that, 'A governing body of a public school must take all reasonable measures within its means to supplement its resources supplied by the state in order to improve the quality of education provided by the school to all the learners at the school'.
- Section 37 of SASA indicates that the governing body must open and maintain one banking account.

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- Please refer to SASA document for more.
- (d) Circulars
 - (a) The provincial circulars stipulate how the allocation must be utilized.
 - (b) 55% of the allocation is ring fenced for the LTSM. Again this amount is broken down for various aspects, like library books, stationery e.t.c.
 - (c) 33% must be utilized for the payment of services and;
 - (d) 12% must be used for maintenance of the school buildings and grounds
- B. Norms and standards of funding/Quintiles
 - (a) The SASA prescribe that the Minister of Education must determine the norms and standards of funding public schools.
 - (b) The funding is aimed at addressing the past imbalances in term of per learner expenditure by the state.
 - (c) The ministry of education that ranked the schools in terms of quintiles. The quintiles range from 1 to 5.
 - (d) Quintile 1 is allocated to the school which is located in an area characterized by abject poverty. While quintile 5 will be given to school in an affluent suburbs. Most schools in quintiles 1 to three have been given a no-fee status.
- C. Financial organization
 - (a) The composition of the Finance Committee may be the SGB treasurer, The Principal, Educators, parents (not necessarily from the SGB) and non-teaching staff
- D. Control of funds
 - (a) Finance policy
 - (b) Cheque requisition form
 - (c) Variance
 - (d) Cash control
 - (e) auditing
- E. Procurement
 - (a) Three quotes are taken, consider cost effectiveness.
 - (b) Preferential Procurement Act, BBBEE.
 - (c) The process must be open and free from manipulation.
- F. School Fees.

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- (a) Section 41 of SASA stipulates that the 'governing body of a public school may by a process of law enforce the payment of school fees by parents who were liable in term of Section 40'
- (b) Due to unforeseen circumstances, some parents are unable to pay the school fees charged by the school. In this case, parents who are genuinely unable to pay the school fees are exempted. The formula for total and partial exemption is as follows:

$$E=100\left(\frac{F+A}{C}\right)$$

Where,

- E – School fees as a proportion of the income of a parent.
- F – Annual school fees per child
- A – Additional monetary contribution paid by a parent to a learner's participation in any programme
- C – Combined annual gross income of parents
- 100 – To convert the number in the brackets into a percentage.

G. Auditing

- (a) Monthly audits will help keep check and balances.
- (b) Annual audit to the HOD or his designate.

17. What is your understanding of the school budget?

Budget refers school plan expressed in monetary terms over a period of term, usually a year. The school budget must be linked to school improvement plan. The budget must be directed at improving the quality of teaching and learning.

A. Budget cycle

(a) Preliminary

- Budget must be linked to School improvement plan.
- Lessons drawn from previous years

(b) Drafting

- Consider stock certificates
- Departments/committees draw and submit their mini-budgets
- Main budget collated
- Budget presented to the parents by the SGB.

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- The budget can only be adopted in a meeting attended by majority of parents.

(c) Budget execution

- Actual day to day spending
- Purchase of the LTSM

(d) Monitoring and control

- Mechanism in place to ensure that there is no overspending, no unauthorized expenditure etc.
- Variance

(e) Evaluation

- The SGB checks if there was no overspending, no unauthorized expenditures e.t.c.

B. Types of budget

(a) Incremental budget

- This very basic process merely adds **increments** to the various parts of the last budget to produce the next budget. The inflation rate on an annual basis is usually the factor used to increase the amounts. Usually 10% increase. Look at the fixed and variable costs.

(b) Line item budget

- In line item budget each item in the budget receives separate consideration. For example, instead of increasing the stationery budget for the year by 10%, the line item budget making up stationery are analyzed and increased taking into consideration influencing factors.

(c) Programmed budget

- This is a modern, more sophisticated type of budgeting. Essentially the school plans strategically, identifying programmes to achieve its objectives and determining the cost of each programme.

(d) Fixed and flexible budget

- Fixed – you can't change the budget in the middle of the year, unless if you call the parents and explain why the budget should change.
- Flexible – are designed to show budgeted figures change with levels of activity.

(e) Zero budgeting

- You start on a new slate without looking at the previous budget.
- Forced to identify the needs of the school and a range of alternatives.

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- It is time consuming

C. Role of the SGB

(a) The SGB drives the process of budgeting as per SASA, and present it to the parents for approval. The parents must put the needs of the learners into cognizance when drawing up the budget.

D. Role of the parents

(a) The parents are the key stakeholders in the budgeting process. A moratorium on budget can only be taken in a meeting where the majority of the parents of learners are present. They must be given a thirty days notice for this meeting. This meeting must be held in August to plan for the next financial year.

18. What is your understanding of the IQMS

(a) Background

- The protocol on observation of educators in practice as per Resolution 3 of 2003 in the ELRC.
- The IQMS has three integration within itself:
Whole School Evaluation (WSE) – Assess the overall school performance as prescribed by the Minister of Basic Education.
The Developmental Appraisal System (DAS) – As taken up in the Personnel Administrative Measure (PAM) following the signing of Resolution 4 of 1998 in the Education Labour Relations Council (ELRC)
The Performance Measurement System (PMS) – Following the signing of Resolution 1 of 2003 within the ELRC.

(b) Guiding Principles of the IQMS

- The need to minimize subjectivity through transparency and open discussion.
- The need to use the instrument professionally, uniformly and consistently.
- Reflective collaboration
- Developmental, support, mentoring and monitoring.

(c) Purpose

- To identify specific needs of educators, schools and districts offices for support and development.
- To provide support for continued growth
- To promote accountability.

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- To monitor an institution's overall effectiveness.
- To evaluate individual educators for salary progression, grade progression, affirmation of appointments and rewards and incentives.

(d) Role of the Principal

- Has the overall responsibility to ensure that the IQMS is implemented uniformly and effectively at his/her school.
- Ensure that every educator is provided with a copy of the IQMS document.
- Organizes a workshop for advocacy and clarification of areas of concern.
- After advocacy, the principal will facilitate the establishment of the Staff Development Team (SDT) in a democratic manner.
- Ensures that all documents submitted to the district are correct and delivered on time.
- Internal moderation is conducted at the school level by the principal and the SMT.
- Ensures that the School Improvement Plan (SIP) is developed taking into cognizance PGP's of all educators.

(e) Roles and composition of the SDT

- Ensures that all staff members are trained on the procedures and processes of the IQMS.
- Prepares and monitors the management plan for the IQMS.
- Facilitates and gives guidance on how DSGs have to be established.
- Prepares a final schedule of DSG members.
- Links Developmental Appraisals to the SIP.
- Ensures that all records and documentation on IQMS maintained.
- Monitors the effectiveness of the IQMS and reports to the relevant person.
- The SDT is made up of the Principal, the WSE coordinator, a democratically elected SMT, and democratically elected post level 1 educators.
- Responsible for internal moderation of evaluation results in order to ensure fairness.
- Coordinates the internal WSE process.

(f) Roles and composition of the DSG

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- For each educator the DSG should consist of the educator's immediate senior and one peer educator. This selection must be done after the educator has completed his/her self evaluation and reflected on strength and as well as areas in need of development.
- When an educator selects a peer, he/she chooses a person who has expertise in the respective learning area/s.
- The DSG assist the educator in the development and refinement of the Personal Growth Plan (PGPs) and to work with the SDT to incorporate plan for development of an educator into the School Improvement Plan (SIP).
- Provide ongoing mentoring and support.
- Responsible for the baseline evaluation of the educators well as the summative evaluation at the end of the year for Performance Management.
- The DSG gives feedback through discussions and tries to reach consensus
- The DSG must verify that the information provided for PM is accurate.

(g) Roles and responsibility of the Grievance Committee

- The Grievance Committee must attempt to resolve the dispute within 5 working days.
- The main purpose is to mediate when consensus not reached.
- Empathetic listening.
- Paraphrasing: repeating what a person says to make sure that your understanding is correct.
- Write up the problem on the flip chart or chalkboard to concretize what you are dealing with.
- Understand what the grievant want and understand why he/she wants it.
- Make sure you understand the factual background.

(h) Number of criteria applicable to different levels

- Post Level 1 Educators: 28 Criteria (7 Performance Standards, each made up of 4 criterion)
- Post Level 2(HOD): 44 Criteria (10 Performance Standards)
- Post Level 3 &4 Deputy Principal and Principals): 52 Criteria (12 Performance Standards)

19. Briefly take us through the PMDS process.

(a) Background

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- “Performance management is a means of getting better results from the organization, its teams, and individuals, by understanding and managing performance within an agreed framework of planned goals, objectives and standards”
- Though educators and PS staff are employed in one organization (School), their conditions of service are different, hence their performance appraisal systems. Educators are employed under the Employment of Educators Act 76 of 1998 as amended while the PS staffs are employed under the Public Service Act.

(b) Aims and objectives

- To provide a simple, uniform performance management and Development System for the Gauteng Provincial Government.
- A system that integrates valuable work already done with international best practice.
- Performance is managed on a continuous and consistent basis in order to ensure that objectives are being met.
 - Reviewing past performance
 - Assessing current performance
 - Setting performance objectives
 - Improving current performance
 - Assisting in career planning.
- Aligning individual aspirations with departmental objectives
- Identifying and recognizing staff rendering exceptional services.
- Identify training needs
- Service excellence is pursued

(c) Principles of PMDS

- The Policy for Performance Management and Development shall be directly linked to the organization’s strategic plans, in the sense that it provides for the translation of the strategic plans into focus areas.
- A policy allows for the organizational objectives to be cascaded and aligned throughout the organization.
- Personal development is an enabler and integral part of the Performance Management.
- Performance assessments should be objective and consistent.

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- Training for managers and officials shall be the prerequisite for the implementation of the policy.
- Performance Management shall not be used as a tool to unfairly favour or prejudice any staff member.
- The policy shall be driven by both the Unions and the Employer.
- Performance standards are communicated to all stakeholders.

(d) Process

- Performance Agreement is an agreement between employee and his/her direct supervisor to:
Achieve objectives (outputs/outcomes)
Based on agreed standards (measures)
Key is the achievement of GPG strategic objectives
PMDS shall be a continuous process of managing and ensuring the achievement of agreed upon results/outcomes.
- Performance shall be managed to ensure that the efforts/activities of all officials are directed towards the achievement of GPG's strategic objectives.
- Performance management shall be a continuous process of managing (planning, leading, organizing and controlling)

(e) Role of the supervisor

- Facilitate the review session
- Review the official's progress according to his/her performance agreement for the period under review.
- Give recognition to the official for good performance where necessary.
- Identify areas perceived challenging.
- Allow official to give his/her input
- Record his/her comments on all the above.
- Give report on all review results to the Director or Chief Director.

(f) Role of the official/appraise

- Review his/her own progress according to his/her performance, for the period under review.

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- Ensure that feedback is sought from each supervisor to which the official reported during the period under review.
- Highlight performance that was not recorded.
- Give input on areas of performance, which supervisor has identified as not being satisfactorily.
- Review his performance agreement, where appropriate for validity.
- Collect documented evidence of outcomes achieved.

(g) Labour/Unions

- Observe, monitor and advise in respect of the need for the fairness and correctness of the process.
- Represent members, where the role is limited to procedural issues only.

20. What do you understand about the co and extra-curricular activities?

Taking part in various school activities, that are directly or indirectly related to the curriculum.

- Sports – Soccer, netball, cricket, basket ball, chess etc
- Ground duty roster, excursions, SGB teacher component, time tabling, maintenance committee, LTSM committee etc
- Cluster leader, choir master
- Interviewing panelist ,

21. What is your understanding of Circular 38/2007 (Framework for a District-Wide Continuous School Improvement Strategy)

A. Analysis of results

- All schools are instructed to analyse their results per grade. Their analysis must include the following.
- Clear identification of problem learning area and also specific weaknesses.
- Setting of clear targets per LA for overall pass rate and subject averages.
- Setting clear targets per LA
- Communicating the targets to all the stakeholders
- Assist learners to set individual targets

B. Resources

- SMT must ensure that educators are deployed and utilized according to their LA specialization so as to benefit the learner.

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- The school must arrange for the purchase of the relevant LTSM.
- The school must put in place systems to facilitate the effective and efficient utilization of the LTSM.
- The SMT must put in place effective strategies to ensure 100% retrieval rate of the LTSM

C. Teaching and Learning (All educators must have the following documents)

- The relevant curriculum policy document for their LA.
- The National Protocol on Assessment.
- Subject/LA policy
- Portfolio requirements for the LA that he/she is teaching.
- An educator portfolio
- A School Assessment Plan and the individual teacher's assessment plans.
- Work schedules/Pace setters
- A Preparation file in which the educator has proof of daily preps
- Record of learners 'assessments.
- Completion of work schedules
- Evidence of learners 'homework and monitoring.
- Evidence of diagnostic analysis and remediation programmes must be provided by educators for all assessment tasks.

D. Curriculum management

- All SMT must hold monthly LA meetings with educators in their respective departments.
- The SMT must put in place a programme to monitor both educators and learners work.
- SMT to ensure that educators complete the work as per the work schedule/pace setters.

E. Leadership, Management and Governance

- School must have a time table aligned to the policy requirements.
- SMT must ensure that all learners attend school regularly and punctually.
- Both learner and educator attendance stats must be monitored regularly and feedback sent to the IDSO.

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- The SMT must ensure that effective systems are in place to curb learner absenteeism and lateness as well as educator absenteeism and lateness and early departure.
- SMT must not hesitate to discipline members of the staff that pose a threat to the efficient running of the school.
- Monthly staff meetings are to be scheduled and chaired by the Principal.
- The Principal must ensure that learners attend SSIP
- The Principal must ensure the functionality of the SGB.

22. How will you go about in terms of learners' admission to the school

Administration process map for admissions at school level. (Circular 30/2008 and other admission circulars)

- Learners/Parents goes to school to seek admission form the 30th August
- **Every** parent **must** be given & allowed to fill in GDE admission form irrespective of where they live, **even if** school is thought /or declared full.
- On submission of the application forms, parents must be given a waiting list number (e.g. A,B or C) in writing.
- Principal must ensure that all applications are filled accordingly and submitted to the GDE officials when required.
- Beginning of October, Principal & District Admissions Team must place all learners on waiting list A or B depending on availability of space and respond in writing to all parents who have applied for their children.
- Should there be space in the school, waiting list B/C will be considered and learners in lists B/C placed.
- Parents of the unsuccessful, applications must be informed in writing of the reasons thereof, and be informed of the appeal process and be given a copy of an Appeal Form.
- Parents of learners in lists B/C must be informed of placement by Principal in November.

23. Failing to plan is planning to fail, do you agree with this statement? Explain.

Yes, good planning will allow the school manger to work systematically and orderly. Planning includes the following:

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- Setting goals – aims and objectives
- Policy making – School must have its own policies
- Decision making
- Problem solving

A. Types of planning

- Reactive planning – planning through the rear view mirror, crisis management.
- Inactive planning – no planning at all, just move with the flow.
- Preactive planning – simply listing the dates and events
- Proactive – this is the real planning, visionary, true leader.

24. What control and quality assurance measures will you put in place to ensure quality and control in this school?

A. Controlling instructions – HODs must visit the classes, sign educator and learner books. It is the responsibility of the HOD to ensure that there is teaching happening in the classroom.

B. Controlling includes:

- Observation
- Monitoring
- Measuring/ Evaluating
- Corrective action.

25. There are allegations that since you took over as the principal of the school, discipline has deteriorated, where learners are summoned to your office for disciplinary problems, they leave smiling, how will you deal with this problem?

Firstly, opinions cannot be formed based on hearsay, as an educational leader I have to do apply the Creative Problem Solving (CPS) skills to solve the problem. The steps to follow are as outlined below.

A. Problem Finding

- Use a screening method to determine whether it is worth spending time on the problem.
- State the problem broadly, briefly and beneficially
- Ownership is essential

B. Data finding

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- Search for data from many perspectives, consider all information, impressions, observations, feelings and questions
 - Ask: Who? What? Where? When? Why? Who?
 - Look for 'hits' and 'hot spots'
- C. Cause and effect analysis
- Begin with the most promising ideas emerging from the data finding.
 - Make use of methods like the 'fishbone' and 'why why' methods.
- D. Problem statement
- Express the ownership and the goal clearly
 - Use verbs that emphasize action
 -
- E. Creative idea generation
- Brainstorm varied ideas
 - Strive for many varied and unusual ideas
- F. Idea screening
- Select and support promising ideas
 - Make use of 'why why' to find the most promising idea.
- G. Implementation plan.
- Implement best idea
26. What is your understanding of Circular 129/1998 (Refer to the ELRC file)
- The circular outlines Educator's workload. It further alludes that all educators must work a minimum of 1800 actual prescribed hours per annum after the allowance of leave, sick leave and for rest periods. All educators are expected to teach for 7 hours per day. The 7 hours includes assembly, registration, breaks, scholar patrol etc. In every formal school day, every educator is expected to be involved in the following:
- (a) Scheduled teaching time.
 - (b) Relief teaching
 - (c) Extra and co-curricular duties
 - (d) Pastoral duties (ground, detention, scholar patrol etc)
 - (e) Administration
 - (f) Supervisory and management functions
 - (g) Professional duties (meetings, workshops, seminars, conferences etc)

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(h) Planning, preparation and evaluation.

A. Scheduled teaching time per post level.

A. Primary School

Post level 1	:	Between 85% and 92%
Post level 2	:	Between 85% and 90%
Deputy Principal	:	60%
Principal	:	Between 10% and 92%, depending on which post level to. NB Principals at post level 1 are expected to teach 100% of the scheduled teaching time.

B. Secondary School

Post level 1	:	Between 85% and 90%
Post level 2	:	85%
Deputy Principal	:	60%
Principal	:	Between 5% and 60%, depending on which post level to.

C. Read the ELRC file in terms of duties and responsibilities of an educator, Head of department, Deputy Principal and Principal.

27. What are the fundamental functions of the principal according to SASA?

Section 16A of SASA Act 84 of 1996 state the following as part of the roles and responsibilities of the principal over and over the EEA/76/1998 as amended and the PAM document.

- (a) The principal of the public school represents the Head of Department in the governing body when acting in an official capacity as contemplated in sections 23(1)(b) and 24(1)(j)
- (b) The principal must prepare and submit to the Head of department an annual report in respect of:-

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- The academic performance of that school in relation to minimum outcomes and standards and procedures for assessment determined by the minister in terms of section 6A; and
 - The effective use of available resources
- (c) (i) The principal of a public school identified by the Head of department in terms of section 58B must annually, at the beginning of the year, prepare a plan setting out how academic performance at the school will be improved.
- (ii) the academic performance improvement plan must be
- (aa) presented to the Head of Department on a date determined by him or her, and
- (bb) tabled at a governing body meeting.
- (iii) The Head of Department may approve the academic performance improvement plan or returns it to the principal with such recommendations as may be necessary in the circumstances.
- (iv) if the Head of Department approves the academic performance improvement plan, the principal must, by 30 June, report to the Head of Department and the governing body on progress made in implementing that plan.
28. How will you differentiate the role of the SGB and that of the Principal in the school?
- Principal – professional management of the school as per the relevant policies and legislations
 - SGB – School governance as per SASA
29. What are the basic documents that you need to interact with as the head of the school?
- A. School Profile/Information**
- Organogram – shows lines of accountability, to whom do the PS staff report to.
 - School layout plan – safety and security policy, evacuation plan.
 - School's history
 - Vision and mission statements
- B. School Policies**
- Language policy
 - Religious policy
 - Admission policy
 - Policy on Safety and Security
 - Financial policy

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- Policy on HIV/AIDS
- Other policies – SGB CONSTITUTION, LEARNER CODE OF CONDUCT,

C. Educator Information

- Post establishment (Three year cycle)
- Staff establishment (Current)
- Individual educator profile
- Individual Job description
- Subjects and class allocations
- Educator Time tables

D. Non Teaching Data

- Relevant Department circulars on PMDS
- Individual specific job description
- Duty roster for support staff
- Summary of PS attendance

E. School Governance

- Constitution of the SGB.
- Names and contact details of all SGB members
- SASA and other relevant governance policies and legislations.

F. School Finances

- Finance policy
- Resolution to charge school fees
- List of parents exempted from payment of school fees.
- School budget (Three year cycle)
- Audited Financial statement (Three year cycle)
- Copy of requisition form. (Cheques)

G. Learners Information

- RCL constitution
- Learner Code of Conduct
- RCL's portfolios and composition
- RCL annual programme
- 10th School Day Stats

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- Quarterly summary of attendance

H. Sports and Extra Mural Activities

- School sports policy
- List sporting codes
- Excursion policy
- Annual Sports Day

30. What are the basic documents that the Principal must interact with on a daily basis?

- Time book
- Leave register
- Log book
- Registers
- Year plan/Management plan
- Receipt book
- Deposit book
- Cheque book.
- Circulars
- Memos
- Asset Register

31. How will you go about drawing the school time table

- Gather information about how many learners in a grade, how many educators qualified to teach specific subjects
- Determine whether you want a 10 day cycle with 11 short periods or a 5 day cycle with 11 periods. When will assembly be? What about 'register periods'?
- Determine the breaks
- Consider notional time
- Consider educator allocations per post level, for both high schools and primary schools (Please read this)
- Divide learners into class groups.
- Principal determine choice areas.
- Consider combinations

32. What other time tables would you need for the effective and efficient running of the school?

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- Educator's time table
- Class time table
- Homework time table
- Exam and test time table
- Ground duty time table
- Relief time table
- The annual school programme

33. Your staff members are demotivated, what will you do to improve the staff morale?

- Team building breakaway
- Delegating tasks and authority to your team
- Listen to their concerns
- Organize staff functions
- Make them feel important and wanted in the institution

34. What do you understand by delegation?

Delegation is one of the most important management functions that the school leader can do. By delegation, the school leader is decentralizing power across his subordinates. People will feel empowered when you trust them with certain amount of authority. Delegation is a form of empowerment. Members of the staff would feel that they are part of the school team and will ensure to make their meaningful contribution to the teamwork.

A. Advantages of delegation

- It can serve as an in-service training- staff member assume greater responsibility and work independently.
- The workload is distributed and effectiveness is increased.
- It is conducive to greater work satisfaction, increased motivation and higher morale.
- It prevents overlapping, each an every individual in the school know their responsibilities.
- It frees the principal for managerial tasks and staff problems while suitable people see to the other matters.

B. Why some Principals are hesitant to delegate?

- Some Principals feel it is difficult to delegate, they choose to do the work on their own. Some Principals hold the notion that they have superior knowledge, and therefore they can work effectively and efficiently.

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- Some Principals do not want to delegate because of their style of leadership.
- The risk of delegation could be great; more especially, if the principal does not look at the basic principles of delegation.
- Some Principals may choose to do all the tasks on their own, but because they want to show how busy they are.
- Some Principals feel that their way of doing things is the only way. If you challenge them, they say “either my way or highway”
- Some leaders do not have confidence in their subordinates.
- Some Principals may feel insecure if their subordinates accomplish the task better than themselves.
- Some Principal do not want to delegate because of rivalry or competitive urge.

C. Tasks that cannot be delegated

- **Financial control:** cannot be delegated because of its sensitive nature. The Principal is seen as Chief Financial Officer of the school. If there is misappropriation and embezzlement of funds, the principal is accountable.
- **Interview with the MEC:** cannot be delegated to someone else. The Principal knows the school and can give a comprehensive report and analysis of the school
- **General School discipline:** The Principal has to be felt by the learners and the entire staff.
- **Crucial staff meetings:** Has to be addressed by the Principal and give direction to the issues that affect the school.
- **Correspondence with parents:** cannot be delegated.
- **Attendance of SGB meetings:** Cannot be delegated because the policies and governance of the school is supposed to be discussed and endorsed at this level, the Principal has to avail himself at all times.
- **Attendance to district director’s meetings**

35. What positive changes will you bring about when appointed principal of the school.

Check nine focus areas, indicate how you will add value to their institution

36. Why should this panel recommend you?

Talk about the positive aspects and skills that you possess and must be relevant to this post that you are applying.

37. What is your understanding of circular 38 of 2007.

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38. Explain circular 65 of 2007

39. Explain circular 62 of 2007

MEC TEN PILLARS

GDE VISION AND MISION - REVISEED ONE

Sell yourself