

COMMON QUESTIONS ASKED DURING INTERVIEWS FOR TEACHING POSTS

DUTIES AND RESPONSIBILITIES OF PRINCIPALS, DEPUTY PRINCIPALS AND HOD (from PAM document)		
DUTIES AND RESPONSIBILITIES OF A PRINCIPAL IN A PUBLIC SCHOOL(PL1,2,3,4)	DUTIES AND RESPONSIBILITIES OF DEPUTY PRINCIPAL IN A PUBLIC SCHOOL (PL3)	DUTIES AND RESPONSIBILITIES OF HOD IN A PUBLIC SCHOOL (PL2)
<u>The aim of the job:</u> 1. To ensure that the school is managed satisfactorily and in compliance with applicable legislations, regulations and personnel administrative measures. 2. To ensure that the education of the learners is promoted in a proper manner and in accordance with approved policies.	<u>The aim of the job:</u> 1. To assist the principal in managing and promoting the education of learners in a proper manner. 2. To maintain a total awareness of the administrative procedures across the total range of school activities and functions.	<u>The aim of the job:</u> 1. To engage in class teaching, be responsible for the effective functioning of the department and to organise relevant/related extra-curricular activities so as to ensure that the subject or phase and the education of the learners are promoted in a proper manner.
<u>Core duties and responsibilities of the job:</u> The duties and responsibilities of the job are individual and varied, depending on the approaches and needs of the particular school, and include- but not limited to- the following:	<u>Core duties and responsibilities of the job:</u> The duties and responsibilities of the job are individual and varied, depending on the approaches and needs of the particular school, and include- not limited to- the following:	<u>Core duties and responsibilities of the job:</u> The duties and responsibilities of the job are individual and varied, depending on the approaches and needs of the particular school, and including- not limited to- the following:
<u>General/ Administrative:</u> 1. To be responsible for the professional management of the public school.	<u>General/ Administrative:</u> 1. To assist the principal in his/her duties and to deputise for the principal during his/her absence from school.	<u>General/Administrative:</u> 1. To assist with the planning and management of: 1.1 School stock, textbooks and equipment for the department;

2. To give proper instructions and guidelines for time-tabling, admission and placement of learners. 3. To have various kinds of school accounts and records properly kept and to make the best use of funds for the benefit of the learners in consultation with the appropriate structures. 4. To ensure a School Journal containing a record of all important events connected with the school is kept. 5. To make regular inspection of the school to ensure that the school premises and equipments are being used properly and that good discipline is being maintained. 6. To be responsible for the hostels and all related activities including the staff and learners, if one is attached to the school. 7. To ensure that Departmental circulars and other information received, which affect members of the staff, are brought to their notice as soon as possible and are stored in an accessible manner. 8. To handle all correspondence received at the school.	2. To assist the principal, or , if instructed, to be responsible for: 2.1 School administration, e.g duty roster, arrangements to cover absent staff, internal and external evaluation and assessments, school calendar, admission of new learners, class streaming, school function, 2.2 School finances and maintenance of services and buildings, e.g planning and control of expenditure, allocation of funds/resources, general cleanliness and state of repair of the school and its furniture and equipment, supervising annual stock-taking exercise.	1.2 The budget of the department; 1.3 Subject work schemes. 2. To perform or share one or more non-teaching administrative duties such as: 2.1 Secretary to general staff meeting 2.2 Fire drill and First Aid; 2.3 Timetabling 2.4 Fee collection; 2.5 Staff welfare 2.6 Accidents 3. To act on behalf of the principal during her/his absence from school if the school does not qualify for deputy principal or in the event both are not available.
<u>Teaching:</u>	<u>Teaching:</u>	<u>Teaching:</u>

1. To engage in class teaching as per workload of the relevant post level and the needs of the school. 2. To be a class teacher if required. 3. To assess and to record the attainment of learners taught.	1. To engage in class teaching as per workload of the relevant post level and the needs of the school. 2. To be a class teacher if required. 3. To assess and to record the attainment of learners taught.	1. To engage in class teaching as per workload of the relevant post level and the needs of the school. 2. To be a class teacher if required. 3. To assess and to record the attainment of learners taught.
<u>Personnel:</u> 1. Provide professional leadership within the school. 2. To guide and supervise the work and performance of all staff in the school and, where necessary, to discuss and write or countersign reports on teaching, support, non-teaching and other staff. 3. To observe class teaching and offer professional advice to educators where necessary. 4. To ensure that workloads are equitably distributed among the staff. 5. To be responsible for the development of staff training programmes, both school-based, school focused and externally directed, and to assist educators, particularly new and inexperienced educators, in accordance with the needs of the school. 6. To participate in agreed school/ educators appraisal process in order to regulate	<u>Personnel:</u> 1. To guide and supervise the work and performance of staff and, where necessary, discuss and write or countersign reports. 2. To participate in agreed school/ educators appraisal process in order to regulate review their professional practice with the aim of improving teaching, learning and management.	<u>Personnel:</u> 1. To advise the principal regarding the division of work among the staff in that department. 2. To participate in agreed school/ educators appraisal process in order to regulate review their professional practice with the aim of improving teaching, learning and management.

review their professional practice with the aim of improving teaching, learning and management. 7. To ensure that all evaluation/forms of assessment conducted in the school are properly and efficiently organised.		
<u>Interaction with stakeholders:</u> 1. To serve on the SGB of the school and render all necessary assistance to the SGB in the performance of their functions in terms of SASA (Act No. 84 of 1996). 2. To participate in community activities in connection with educational matters and community- building.	<u>Interaction with stakeholder:</u> 1. To supervise/advise Learner Representative Council (LRC).	
<u>Extra-and Co-Curricular:</u> 1. To serve on recruitment, promotion, advisory and other committees as required. 2. To play an active role in promoting extra-and- co-curricular activities in the school and to plan major school functions and to encourage learners voluntary participation in sports, educational and cultural activities organised by community bodies.	<u>Extra-and-Co-Curricular:</u> 1. To be responsible for school curriculum and pedagogy, e.g choice of textbooks, coordinate the work of subject committees and groups, time tabling, and arrange teaching practice. 2. To assist the principal in overseeing learner counselling and guidance, careers, discipline, compulsory attendance and the general welfare of all learners. 3. To assist the principal to play an active role in promoting extra-and	<u>Extra-and-Co-Curricular:</u> 1. To be in charge of a subject, learning area or phase. 2. To jointly develop the policy for the department. 3. To coordinate evaluation/assessment, home work, written assignment, and so on, of all the subjects in the department. 4. To provide and coordinate guidance: 4.1 on the latest ideas on approaches to the subject, method, techniques, evaluation, aids, and so on in their field, and effectively convey these to the staff members concerned.

	–co-Curricular activities in school and in the participation in sports and cultural activities organised by community bodies. 4. To participate in Departmental and Professional committees, seminars and courses in order to contribute to and/update one's professional standards.	4.2 On syllabuses, schemes of work, home work, practical work, remedial work, and so on, 4.3 To inexperienced staff members, and 4.4 On the educational welfare of learners in the department. 5. To control: 5.1 the work of educators and learners in the department; 5.2 report submitted to the principal as required, 5.3 mark sheets; 5.4 test and examination papers as well as memoranda; 5.5 the administrative responsibilities of staff members. 6. To share in the responsibilities of organising and conducting extra-and-co-curricular activities.
<u>Communication:</u> 1. To cooperate with members of the staff and SGB in maintaining an efficient and smooth- running school. 2. To liaise with the all departmental offices concerning administration, staffing, accounting, purchase of equipments, research and updating of statistics in respect of educators and learners.	<u>Communication:</u> 1. To meet with parents concerning learner's progress and conduct. 2. To liaise on behalf of the principal with relevant government departments. 3. To maintain contact with sports, social, cultural and community organisations.	<u>Communication:</u> 1. To cooperate with colleagues in order to maintain a good teaching standard and progress among the learners and to foster administrative efficiency within the department and the school. 2. To collaborate with educators of other schools in developing the department and conducting extra-curricular activities.

3. To liaise with relevant structures regarding school curricula and curriculum development. 4. To meet parents concerning learner's progress and conduct. 5. To cooperate with SGB with regard to all aspects as specified in the SASA No. 84 of 1996. 6. To liaise with other relevant government departments, e.g department of health and welfare, public works, and so on, as required. 7. To cooperate with universities, colleges and other agencies in relation to learner's records and performance as well as INSET and management development programmes. 8. To participate in Departmental and Professional committees, seminars and courses in order to contribute to and/update professional view/standards. 9. To maintain contracts with sports, social, cultural and community organisations.	4. To assist the principal in liaison work with all organisations, structures, committees, groups, and so on crucial to the school.	3. To meet parents and discuss with them the progress and conduct of their learners. 4. To participate in Departmental and professional committees, seminars and courses in order to contribute to and/or update one's professional view/ standards. 5. To cooperate with further and higher education institutions in relation to learner's records and performance and career opportunities. 6. To maintain contact with sporting, social, cultural and community organisations. 7. To have contact with the public on behalf of the principal.
--	---	---

QUESTION	EXPECTED RESPONSE
----------	-------------------

1. In terms of Employment of Educators Act, what would be your duties and responsibilities.(Resolution 7)	• General/ Administrative duties • Personnel • Teaching • Extra- and Co-Curricular • Interaction with Stakeholders • Communication
2. The school need to ensure that they have the necessary policies and procedures in place for the effective operation of the school. In your opinion what is a policy and list some of them.	A set of principles, rules and guidelines formulated and adopted by all to lead the school and guide the school. • Admission Policy • Language Policy • Code of Conduct for Learners • School Policy • Procurement Policy • HIV/AIDS Policy • SGB Constitution
3. Maintaining good discipline in a school is a very crucial management strategy. What is the composition of the Disciplinary Committee?	• SGB Chairperson • Principal / Deputy Principal • Learner Representative in Secondary School • Parent Representing the learner
4. President Zuma's, State of the Nation Address on 03 June 2009 emphasis the Three Ts, that are necessary for learning to take place. Which are those?	• Teacher on Time • Teach with relevant Textbook • Time on Tasks
5. You will be expected to monitor NSNP. Tell us any five areas of feeding scheme you will be focusing on.	• Is the school in a feeding quintile? • Is the school feeding its learners? • Does the cooking meet the required standard or acceptable hygiene standard? • Does the school keep an audit of utensils?

	• Is the school menu compliant? • Are NSNP Finances/ Records well kept and regularly updated?
6. How will you ensure that your school has a teacher development plan?	• Will see that there is: • A constant school-based teacher development plan in place. Functional SDT • All educators have been evaluated according to IQMS Policy. • All educators have completed their PGP's. • There is an IQMS Management Plan in place for the current year. • All evaluated educators receive their pay progression for the previous year.
7. Ensuring Curriculum delivery is one of the key functions of the principal. Having proper LTSM is a key factor in this regard. Tell us how do you check or ensure school has proper LTSM.	• Make sure you are on time and using the correct order form: • Order proper and correct Stationary. • Received stationary as ordered. If not received, check whether the stationary was unsupplied/ Incorrectly delivered/ not delivered. • Order the required Textbooks • Receive the ordered Textbooks as ordered, if not received, check whether it was delivered, or not. In the event that LTSM will be not be delivered on time, does the school have a contingency plan to ensure that teaching and learning takes place. • Have a working Retrieval Policy.
8. What is the composition of QLTC	• A member of the SGB who will chair the sub-committee.

	• The Principal • Appropriate teacher representative from teacher union. • Parent or Community Leader or Faith Based Organisation if and when appropriate. • RCL at secondary schools. • A District or Cluster Representative.
9. Teaching is a challenging career, how are you going to meet the challenges of the post you applied for?	• Attending capacity building workshops. • By engaging in self- improvement programmes • By attending insert • By keeping breast with departmental policies. • Sharing ideas and experience with colleagues
10. Name five principles underpinning CAPS	• Social Injustice • Inclusivity • Healthy environment • Human Dignity • Education for all
11. Name steps that you will take to support educators whose performance is unsatisfactory.	• Recommending in-service training • Recommend developmental workshops • Invite Subjects Specialists to assist the educator. • Encourage extra lessons for learners. • Recommend mentor with experience on the subject. • Check qualifications and if possible place the teacher where relevant.
12. What can you do to make sure that the management of CASS/CTA are of acceptable standard?	○ Have the moderations, Monitoring and Control tools in place. ○ Encourage benchmarking with well performing educators and schools.

	○ Check the results and recommendations of both IQMS and PGP's, and PGP'S recommendations act on the sport. ○ Have accountability sessions for all to account for their work.
13. How would you develop the sense of Leadership in your staff?	○ Through training ○ Team building exercise. ○ Involvement in different school activities ○ Open-door policy or free flow communication ○ Benchmarking with well performing schools.
14. Maintenance of discipline in a school is a joint responsibility. What do you think would be your contribution towards this?	○ Have a well communicated code of conduct for learners, educators and SGB Constitution. ○ Have well represented and constituted Safety and Security and Discipline Committees. ○ All members must be part of the drafting of the school policy.
15. Very few principals, if any, would advocate laissez fair approach to the management of their schools. What do you do to ensure that your school is properly managed?	○ Have detailed policies. ○ Every person to account for his/her performance. ○ Well organised workshops to outline roles and responsibilities of every member of staff. ○ Have well communicated vision and Mission Statement that is understood by all. ○ Let all develop strategic and specific goals for both the school and their specific job descriptions.
16. How would you ensure that the educators placed under your supervision do their share of the work and also report for minimum working hours?	○ Regular meetings: SMT, Staff. ○ Accountability sessions for results by each individual.

	○ Monitoring, moderation and control of work done. ○ Well controlled time, period, leave and asset registers.
17. What do you take into account when sharing and delegating responsibilities amongst your staff members?	○ Qualifications ○ Characters ○ Experience ○ Human relations
18. How would you ensure that the delegation of certain duties and responsibilities to your staff is fair and effective?	○ Check skills ○ Check eagerness ○ Make follow ups with individuals ○ Organise training for members. ○ Organise mentors for those with challenges
19. What is the rights of learners in terms of the Bill of Rights	○ Free Education ○ Have Food and Clothing ○ Have shelter ○ Those staying far have transport.
20. What constitute misconduct according to Employment of Educators Act?	○ Anything that contravene the agreement between the employer and the employee.
21. What are the main objectives of Norms and Standard for School Funding?	○ To redress the imbalances of the pass. ○ To resource the schools. ○ To give every child an opportunity of attending school.
22. What are your understanding about Integrated Quality Management Systems in educations?(IQMS)	○ It stands for IQMS(DAS, WSE, PMS) ○ A system that is based on fundamental principle of life-long learning and development and that means everyone has to prioritise areas for

	development and growth throughout education career.
23. Give the processes of Developmental Appraisal.	○ Reflective practice ○ Self appraisal ○ Peer appraisal • Collaboration ○ Interaction within panels
24. Sound relationship with stakeholders in education is essential. Mention some of these stakeholders and say how you would maintain the desired relationship with them?	○ Parents – hold parents meetings to discuss budget and performance of learners. ○ Health Department- forge a working relationship so that learners can receive quick service at the clinic. ○ Departmental Officials- During PSF's and other meetings. ○ SAPS in the form of Adopt a Cop- to assist with safety and security at school. And a police to be a member of QLTC.
25. What can you do as a Principal to ensure maximum parent and community involvement?	○ Hold parents meetings and have democratic SGB elections. ○ Form QLTC that will involve every member of the local community. ○ Engage in community events where you will enlighten community members about the developments in education.
26. What do you think is a strong motivation for consideration of your appointment to the principal-ship?	○ Management Skills ○ Organisational Skills ○ Financial Sills

	○ Planning Skills ○ Instructional Planner ○ Communication Skills
27. What prevention initiatives would you suggest to the school management team regarding HIV/AIDS in your school?	○ Election of Safety and security committee. ○ Drafting of safety and health policy and HIV/AIDS policy. ○ Organise First AID Kit. ○ Organise First Aid workshop for First Aider and Staff. ○ There must be confidentiality policy for all. ○ Every class must have first aid kit with gloves inside and learners must be taught how to use them.
28. Explain the focus areas of the crime and violence prevention programme in a school:	○ To reduce the potential for violence to occur. ○ To protecting the physical safety of learners and educators. ○ Providing safe and healthy environments for learning and development. ○ Providing opportunities for youth to engage in non-violent activities. ○ Building resilience tool in youth so that they are able to choose a non-violent pathway. ○ Reducing risk factors in youth so that they are less likely to become involved in crime or violence.
29. Types of violence in a school	○ Bullying ○ Gangs

	○ Racism ○ Guns and weapons ○ Truancy ○ Witchcraft
30. Discipline have always been a problem for some educators. According the Labour, what discipline principles underlying the Code and Procedures and any decision to discipline an educator?	○ Discipline is a corrective and not a punitive measure. ○ Discipline must be applied prompt, fair, just and consistent manner. ○ Discipline is a responsibility of an employer. ○ A discipline code is necessary for the efficient delivery of service and the fair treatment of educators. ○ As far as possible, discipline procedures are held at the place of work and are understand-able to all educators. ○ If an educator commits misconduct that is also a criminal offence, the criminal procedure and the disciplinary procedure will continue as separate and different proceedings. ○ Disciplinary proceeding must be concluded in the shortest possible time frame.
31. How can you resolve conflict in your school?	○ Call separate meetings of those with problems to get their sides of the story. ○ Record all the happenings from both sides and listen attentively. ○ After listening to both sides decide in the best interest of the school.

	○ Call both educators to give the verdict of your findings and tell them that the decision you took is in the best interest of the school.
32. How can you maintain discipline in your school?	• By having all the policies that deals with discipline in the school and all members must have the buy-in to the policies? There must the SGB Code of conduct, Learners Code of conduct, Educators Code of conduct and school policy that lead everybody on what to do and when.
33. What mechanism can you use to retrieve books in your school?	• Order and have record of books ordered. • Record the books in the correct stock book/register. • Maintain the up to date class inventories. • Have well detailed retrieval policy in place. • Number all the books before entered into the stock book. • Retrieve books from learners at the end of every term and the policy must state clearly what must happen to learners who have misplaced books. • Keep your LTSM file up to date.
34. What are the fundamental principles that need to be followed when drawing up school safety policy? OR Safety is a concern for the department this days in our schools. Discuss safety principles under Tirisano Framework- Towards an Intervention Strategy to Address Youth Violence in Schools.(Safe School)	• Principle 1: Understand what a safe school is. • Principal 2: Know what to look for as an indicator for violence, delinquent behaviour and troubled learner and knowing what steps to follow to address the problems. • Principle 3: Developing policies, prevention and response plan to issues of safety and violence.

	• Principle 4: Building a safety net for troubled children, knowing where to get help. • Principle 5: Knowing how to handle and respond to crises. • Principle 6: Treating the aftermath of violence and trauma. • Principle 7: Effective school management plan.
35. Which structures drives curriculum in the school?	• The Deputy Principal as the principal of curriculum of the school. • The HOD's as monitors of compliance in terms of curriculum implementation. • Educators as curriculum implementers.
36. According to school budget which procurement procedures need to be followed?	• Hold needs analysis meetings whereby educators and all stakeholders identify needs to be bought. • Finance committee prioritise needs according to their priority list. • After priority list three quotations are organised and the selection of the best is done. • Relevant people go and buy. • What have been bought is entered into the stock book.
37. Name the principles and value in terms of the rights of learners	• Democracy • Non-discrimination and Equality. • Privacy, Respect and Dignity. • Non-violence and the freedom and security of a person. • Freedom of expression and the right to demonstration and present petitions. • School environment.

	• Education.
38. Explain what is discipline?	• Discipline is a corrective not punitive measure; • Discipline must be prompt, fair, consistent and just manner. • Discipline is the responsibility of the employer and employee must be inform in time for the disciplinary processes against him/her.. • Discipline is a process that happens in a workplace and understood by all. • Disciplinary processes must be short.
39. As a principal, your school is not doing well in terms of results, how can you improve them(results)?	• Set direction for educators and develop new strategies. • Organise INSET and develop your staff. • Redesign the school, if it means bringing new teachers who meet the curricular needs of the school.(strengthens the school by new educators, modify the school structures, build collaborative processes).
40. Apart from your qualifications and experience, what skills do you bring to this post?	• Expertise • Discipline • Special achievement. • Knowledge and application of policies. • Strategies for improvements.
41. In your experience how does LTSM enhance learning and teaching ? Give relevant examples.	• Their presence enhance teaching and learning in the classroom. • Serves as a guide to educators in following the work programme. • Serves as a source of information. • Assist learners with home work.

	• Enhances practical work. E.g chemicals, • Stimulates learning and teaching(colourful books, pictures) • It develops the learners “ ability to observe and deduce information.
42. What are the strategies/steps you will employ (use) to draw up SIP/ APIP(Academic Performance Improvement Plan)	• Do SWOT analysis of the school. • SIP is influenced by IQMS(PGP from educators) • Action plan table, content of the table. • Resource audit(physical and human) • Target setting. • The plan which is APIP. • Implementation • Monitoring and review • Involve SGB for financial implications • Outsource where possible
43. Explain the difference between moderation and monitoring	• Monitoring is ongoing. • Moderation is short term, check standard an compliance.
44. How can you ensure good relation/rapport with staff members?	• Transparent but stick to policies of the department. • Treat all equally. • Apply the policies equally.
45. How can you ensure parent involvement in the education of their children?	• Through parents meeting. • Through newsletters. • Visits to school and meet educators.
46. A parent budge the office of the principal and in anger yells at the principal regarding the Ill-treatment of the learner. How do you handle the situation?	• Afford the parent time to relate the story. • Record every detail of the story. • Be cool and polite to deal with that parent. • Be honest with the respond.

47. What are the factors to be taken into consideration when extending curriculum?	• Textbooks • Educators • Classrooms • Finances
48. What are the characteristics of a classroom that is conducive to learning?	• It is print reach. • The sitting arrangement is allow the educator to move around and check the work while learners are working. • It allows free movement.
49. What strategies can be employed to improve learner performance?	• Monitoring and moderation for both learners and educator's work. • Parent involvement in their children education. • Workshops and accountability sessions for work done.
50. Take us through a process of drawing budget.	• Different structures hold different meetings where they compile lists of needs from their respective committees. • Those lists are submitted to the finance committee for further analysis and prioritising processes. . • After that process the finance committee sit in a meeting with the SGB whereby they draft the proposed budget that will be presented to the Parent AGM. • Parents get their chance during the AGM to have their input to the proposed budget until it is approved. After its approval at that level it need to be refer to the AO for further approval and then after that stage it is now a budget and can be utilized.

51. Differentiate between the role of SGB and SMT.	• SGB- governs the school. • SGB- adopt and amend policies. • SGB – support educators with teaching and learning aids. • Draft Code of Conduct for Learners. • Raise funds. • SMT- run day-day of the school. • SMT-Policy implementers. • SMT-Professional running of the school.
52. Why do you think you are the best candidate for the post?	• <u>Experience</u>: PL1; Key performance areas, PL2; key performance areas, PL3; key performance areas, PL 3; key performance areas, Acting Principal • <u>Qualifications</u>: STD 10; SPTD; Leadership and Management; Level 1 Coaching Course, Risk Management Course; Sports Administration Course. • <u>Recent and Past Achievements</u>: Lead my class successfully as class teacher, Lead sports successfully, • <u>Skills</u>: computer literacy; SAMS; Hardworking; Motivational Skills (Reading).
53. What are the roles and responsibilities of the principal as contained in Section 16 of BELA Act?	• Represent the Department, Account for results, and Accounting Officer for finance, Move for effective Teaching and Learning, Advice in terms of budgeting. • The principal assist the SGB with management of the school funds which includes: Providing them with information issued by the Minister, MEC or HOD in respect of financial matters of the school.

	• Take all reasonable steps to prevent any financial maladministration or mismanagement of funds by any staff member or by the governing body of the school. • Be a member of the Finance Committee to manage any matter that has financial implications for the school. • To report any maladministration or mismanagement of financial matters to the governing body of the school or HOD. • Principal is the representative of the department. • Discipline educators and learners. • Does administration of funds.
54. What are the steps to take for progressive discipline?	• Counselling • Verbal warning • Written warning • Final written warning • Disciplinary hearing.
55. What are the trends in management of discipline?	• Principals tend to ignore misconduct. • Delegate responsibility to resolve misconduct • Turn a blind to misconduct maybe because a person doing misconduct maybe fiend or they are intimidated by the person • Fail effective management because of discipline. • Protect employees. • Not listening • Don't follow the correct procedure or steps to deal with misconduct. • Apply different sanctions to similar offence.

56. How would you go about improving results in your school?	• Make audit of teacher qualifications. • Draw a detailed APIP. • Constant monitoring (Hold one on one meetings with affected educators) • Analyse results. • Engage parents during parents evening. • Hold extra classes with intensive monitoring. • Avoid large numbers in classes. • Order relevant LTSM. • Monitor the completion of syllabus. • Improve teaching skills, subject knowledge
57. What is the relationship between PFMA (Section 38) against SASA(Section 34-39)	• Section 38 EEA identifies the principal as accounting officer in finance. • The principal must discourage misappropriation of funds, mismanagement and maladministration of funds. • Promotes accountability(all monies must be receipted, audited) • SGB: responsible to manage funds. • SGB: draws up budget, and implement • SGB: opens up a bank account and maintain it. • Principal: submit books for auditing • N.B: SASA did not have the clause to change mismanagement of funds by principals- Scotfree. PFMA not only about funds but equate school resources/assets to amount of money they equals to.

	PFMA cannot equate accounting officer to school principals.
58. Mention and explain challenges that impact on learner attainment.	• Quality of educators. • Area Office support. • Lack of Resources. • Child headed families. • Socio-Economic factors. • Poverty. • Academic issues(study methods, teaching methods, assessment) • Teacher Development. • Quality of policies. • Curriculum support. • Quality Of Learning and Teaching Campaign. • Time management. • Meetings during teaching times • Late coming and absenteeism of both educators and learners.
59. How would you ensure proper implementation of LAIP in your school?	• Sell the purpose of LAIP and issue copies to educators. • Hold regular meetings. • Protect teaching time. • Supervise compliance • Monitor implementation • Ensure effective teaching • Hold accountability meetings • Leave management and recovery plans in place. • Benchmark with well performing schools.

60. The SGB is a juristic person. Unpack this concept.	• SGB can sue and can be sued. • Section 20 of SASA gives the SGB the powers to open a case • SGB can enter into a contract to sue. Can work as a collective. • A person cannot be pinpointed. • Can sue for: damage to properties, child abuse, corporal punishment.
61. Define the two outing taken by a school.	• School Safety Schedule 1: Number of parents accompanying learners. No. of educators is 1:30. • Roadworthy, insurance, particulars of the driver. No intoxicating drinks by either educators or learners.
62. Section 60 and 61 of SASA core areas of indemnity. How would you ensure compliance to the statement?	• Learners must fill indemnity or consent forms. • Transport must be roadworthy. • Teacher conduct(in loco parentis) • Learner's conduct(in school uniform) • ISC approval first. • Leave procedures. • Attendance register • Movement register- early departure.
63. How would you ensure staff development in your school?	• Audit qualifications of educators. • Check PGP's • Identify the teacher's problems. • Encourage educators to attend Inset • Let them attend PSF'S. • Draw school Development Plan. • Give support

	• There must be follow up meetings. • HOD to start development of educators in their phases. • Invite External Expertise(Curriculum & Support services, SACE through CPTD)
64. How would you brought the need to change teaching methods? Clearly outline the findings of FFL and purpose	• No of learner performance in: Literacy; Reading; writing • Introduction of extra periods.
65. Explain education for all. Chapter 2 of the constitution: Doors open for all.	• Children should be in school at the right age. • Parents has to play an active role in ensuring that their children come to school every day and in the right uniform. • Parents to respond to parents meetings to discuss learners achievements and non-achievements and also advice what can be done to improve their children's education. • Government has to fulfil its responsibility to make resources available. • Make provision for teachers, textbooks, learner transport for learners who stay far away from school, make NSNP transactions in time so that learners don't go to school hungry. • To ensure qualitative learners through the provision of LTSM and qualified teachers. • Give equal education to all learners in SA hence the incorporation of CAPS & Workbooks, ANA. • Avoid large class numbers • Ensure completion of syllabus.

66. Chapter 2(Constitution of SA; Act no 106 of 1994). Explain education for all.	• Children should be in school at the right age. • Parents have to play an active role in ensuring that their children are at school every day, and in the right uniform. • Parents to respond to parents meetings to discuss learner's achievements and non-achievements and also advice what can be done to improve their children's education. • Government to fulfil its responsibility of making sure that school is have relevant and enough resources for learners. • Make provision for teachers, textbooks, learner transport for learners who stay far away from school, make NSNP transfers in time so that learners don't go to school hungry. • To ensure qualitative learners through the provision of LTSM and qualified educators. • Give equal education to all learners in S.A hence the incorporation of CAPS and Workbooks, ANA. • Avoid large classrooms. • Ensure completion of syllabus.
67. Give steps of how to draw budget.	• Work on previous budget. • Identify your sources of income. • Anticipate how many learners would pay and how much. • Anticipate how many learners you will have in the upcoming year.

	• Make up the total. • Have meetings of different committees and different departments identify their needs and submit to the finance committee. • The finance committee sit in a meeting to prioritise according to their needs analysis and priority. • The list is taken to parents annual general meeting that will be called 30 days to debate the budget for approval. • Copies of the budget is also sent to parents prior to the meeting for perusal before the actual meeting. • During the meeting parents get their chance to make some inputs to the budget and if satisfied they then approve the budget. • After approval by parents the budget is taken to the AO for further approval and if found correct it can therefore get into operation.
68. What is the role of the principal as outlined in LAIP?	• Hold regular meetings with educators to diagnose areas of development and offer guidance and support where is needed. • Manage leave of absence by educators to ascertain if the leave does not impact on the performance of the learners. • Do monitoring and moderation of both educators and learners work. • Draw APiP and set up attainable targets for each subject in the school and make sure that every teacher work towards them..

	• Protect teaching and learning time by allowing other activities to take place after normal teaching time. • Audit educators qualifications to make sure that they are relevant to the needs of the school.(they are in the right class teaching the right subject)
69. Give us your understanding of loco-parentis	• A Latic word for in place of parent. • During the day an educator act in the place of parents while learners are at school. • Care like they are ours. • Where learners are you are there. They must not be left alone. • Be present when learners are fed during break. • Do not give them equipments (sports) when you are not able to supervise them. • Dangerous equipments that can harm them must be kept locked away. • Discipline with love. Instead of administering corporal punishment for minor misconduct, ask them to sweep the floor or mop the floor. • Open a file for vulnerable learners. • Liaison with social service to register learners who are not on child grand support. • Organise screening for learners, where they will be tested for TB and other silent illnesses and prevent them before hand.

	Organise social workers for learners who need counselling(thus minimising bullying) convened 30 days before.
70. Give the five key pillars in School Finance Policy	They must have three(3) signatories who does not have a criminal record or who are not listed with credit bureau or are insolvent. - The three signatories sign cheques, keep financial records, set tariffs, hold regular meetings(set dates for parents meetings and give the utilization of school finances) and names of committee member. Appoint auditors and submit school finance books for auditing. - Set up date for drawing budget and present it to parents. Hold regular finance meeting with finance committee.
71. Name and explain three types of Analysis	<u>Item Analysis</u>: learner results are analyse according to learners performance in a paper they have written; check questions where learners did not perform well and come up with strategies to help learners to master the skill of answering the type of question. No generalisation. Parents are also advised on the type of questions they must assist their children to answer. <u>Norm Analysis</u>: analysis of results per grade per subject in a school to determine whether learners are doing well and which subject need attention. <u>Cluster Moderation</u>: schools come together in a common venue with their formal assessment files to share good

	practices done in different schools. This ensures that learners in all schools in the cluster are assessed the same and they are taught the same content. Improve the performance in NWPA.
72. Principal as Human Resource Manager.	• He ensures that the school has the same number of educators as contemplated in PAM. • Where there is shortage because of increasing number of learner enrolment, notify the department of such. • Submit requisition for teacher through the use of Annexure D. • Ensures that educators are paid on time and the correct salaries. • Ensures that educators receive fringe benefit. • Request replacement of educators in case of resignation and on retirement. • Request substitutes for a sick educator. • Manage the manner in which educators take leaves • Encourage educators to further their studies to keep them abreast with the new development in the department.
73. Underperforming educators are mostly common in our schools today. Mention some steps you will embark upon to assist the HOD to overcome this weakness.	• Do departmental audit. • Identify the problem.. • Establish relationships. • Know and understand the negative impact of the educator. • Identify the circumstances of the educator, e.g wrong subject, news, marriage.

	• Identify the area where the educator does not perform(item analysis) • Check if the educator is in line with the policies of the department. • Check the availability of relevant resources. • Check the number of informal work. • Check the nature of the educator's work. • Check what s/he does in class. • Procedure: written reasons why you initiate poor performance. Meet with the educator. Involve unions/colleagues. Give the teacher a chance to explain.
74. Duties of the SGB	• <u>POLICY MARKING:</u> draws up SGB Constitution. Draws up Code of Conduct for learners. Draws up Vision and Mission Statement. Draws up admission Policy. Draws up Language Policy. Determine the time of the school day consistently with the conditions of employment act. • <u>GENERAL POWERS:</u> support the teaching and non-teaching staff and SMT. Control school properties(desks, buildings). SGB can suspend learners for a certain period. Make recommendation to expel. Encourage parents , learners, educators and other staff to render voluntary service to the school. • <u>STAFFING:</u> make recommendations for employment for educators. Create SGB paid posts. Make sure there is enough money to pay for service rendered.

	• <u>ALLOCATED FUNCTIONS:</u> To maintain and improve the school. To determine the extra-mural curriculum of the school and choice of subjects. To purchase textbooks, educational materials or equipments for the school. To pay for services to the school.
75. Factors to be considered for curriculum extension in rationalisation	• <u>RESOURCES:</u> Classrooms. Educators. Textbooks • Are there learners who will take that particular stream. • <u>BUGDGET:</u> Is there enough budget to change the learning space to suit the new curriculum. • Is there a need in the community for the anticipated stream.
76. As part of the SMT what will you regard as your core duties and responsibilities.	• General administration • Teaching • Extra and Co-curricular • Communication(Liaise with different departments) • Personnel(recruitment, induction, selection)
77. There are different Leadership styles in any organisation. Tell us the one you prefer and why?	• <u>Instructional Leadership:</u> because you oversee curriculum planning in the school. • They help to develop learning activities- inside and outside the classroom. • They develop and manage strategies. • They ensure that teaching and learning time is observed used effectively. • They ensure that teaching is learner centred and learner paced. • They develop team teaching and team work. • They develop and maintain resources.

78. How will you as the principal ensure that there is efficiency and effectiveness among the SMT members in your school?	• Proper Planning: all submissions must be done in time. • Monitoring and moderation: must not be compromised. • Policy Formulation: All policies must be in place and be implemented as planned. • Vision and Mission Statement: planning and preparations must be done looking at the vision and mission of the school. • Feedback for assistance: learner reports must indicate the challenges that educators experience in classes and must be assisted. • Mentoring, Guidance, Counselling, Training, Developing, Advice and Team work must be order of the day.
79. What would you regard as the most characteristics of a most successful principal?	• Has knowledge and skills that can be deployed. • Create an environment where continuous improvement can take place in a school. • Have vision of total quality for the school. • Has clear commitment of quality improvement process. • Communicate the quality message. • Ensure the cluster needs are at the centre of the school policies and practices. • Lead staff development. • Build effective team. • Has human relations.
80. Name essential records that a principal should keep.	• Duty list record • Leave register. • Assessment File

	• School Calendar • Admission Register • Finance Books • Time book • Early and Late coming registers • Learner affairs register. • Movement register • Log book • Minutes for Staff and SMT book • IQMS documents
81. What is PAM Documents	A document that make education aware that the resolutions which are agreed upon from the Bargaining Chamber should not be violated. Therefore it is safe to abide to the agreements of resolutions.
82. What bodies constitute the ELRC?	• The State • Registered Unions
83. What does Section 29 of the Constitution of SA say?	• The right to education • Equality in education • Freedom of expression • Privacy • Freedom of association • Freedom of religion
84. What is the purpose of SACE?	• To take care of the affairs of the educators and to promote professional work ethics.
85. What is IQMS ?	• Integrated Quality Management Systems • Developmental Appraisal System(DAS) • Performance Management(PAM)

	• Whole School Evaluation(WSE)
86. The Nine Areas for Learning	• Basic Functionality of the School. • Leadership, Management and Communications • Governance and Relationship • Quality teaching and Learning and Educator Development • Curriculum Provision • School Safety, Security and Discipline • School Infrastructure • Parents and Community
87. What are the relevant Legislatives of Education?	• Constitution of South Africa 106 of 1994 • South African Schools Act(SASA) 84 of 1996 • Employment of Educators Act(EEA) 76 of 1996 • National Education Policy Act(NEPA) 27 of 1998 • Personnel Administered Measures(PAM) • Employment Equity Act 75 of 1997 • Basic Conditions of Employment Act 75 of 1996 • Education Laws Amendment Act 53 of 2000.
88. what are the differences between the roles and responsibilities of SGB and SMT?	• SGB: Govern the school. Draft and adopt policies. Adopt a constitution. Decide and determine the school budget. Care for infrastructure. Develop vision and mission. • SMT: Implement school policies. Manage and administer the school. Monitor the day to day affairs of the school.
89. What are the core functions of SMT?	• Training • Monitoring • Administration • Support of the curriculum

90. What is OSD and its relevancy?	• Recognise nature of teaching. • Differentiate between public service and education for salary purpose. • Provide enhanced career path. • Attract and retain educators.
100.What is SA SAMS and its purpose?	• Networking computer application specifically designed to meet the management and administration and governance needs of previously disadvantaged schools in SA. • Program has strong EMIS focus to assist schools in the completion of Annual School Survey. • Schools were using a separate financial package to control school finance, a separate timebling package to do time tables and class lists were manually generated. • Edusol SAMS provide schools with a cost effective, easy to use and integrated computer solution containing all aspects of school management requirements. • it also incorporate a manual Time Tabling Assistant to assist schools with complicated task of allocating educators to subjects to classes. • it has a user interface to cater for non computer literacy users.
101. Difference between Conflict Management and Conflict Resolution and give/ provide us with a scenario on one of them.	101.1 <u>Two types of Conflict:</u> Constructive Conflict and Destructive Conflict 101.2 <u>How leaders can behave towards conflict?</u> 101.2.1 <u>Avoidance-</u> the situation will take care of itself. 101.2.2 <u>Collaboration-</u> involvement of parties to resolve 101.2.3 <u>Accommodation-</u> of all parties and their inputs. 101.2.4 <u>Compromise-</u> One fate in favour of others.

	101.2.5 <u>Conceive</u>- use of power to solve (autocracy) 102. <u>Conflict Management Processes</u>: Step 1: <u>Conflict Care</u>: means structuring the management of conflict by preparing and equipping one self. With necessary tools for attending to conflict. Step 2: <u>Conflict Identification</u>: Identifying the conflict itself. Step 3: <u>Conflict Handling</u>: See the behaviour. Step 4: <u>Conflict cure</u>. Rectify the conflict.
102. How would you help the school having problem with drug abuse?	• Build a safe net from troubled children, knowing where to get help. Safety net include: • Learner Leadership Programmes. • Crime Prevention Programmes • Activities that encourage learners to explore their talents and interests. • Cultural and Social awareness and tolerance. • Dealing with learning barriers and problems.
103. Distinguish between a Leader and a Manager.	103.1 <u>Leader</u>: Offers direction. Empower and Inspire. Uses power and Authority to lead. Build team work. Leads by example. 10.3.2 <u>Manager</u>: Delegates tasks and responsibilities. Takes decisions and solve problems. Makes provision for monitoring and control. Sets realistic goals and objectives. Work with and through other people.
104. Difference between School Improvement Plan, School Development Plan, Management Plan.	104.1 <u>School Development Plan</u>: A document that is drafted to highlight the long term development that need to take place in a school, taking into account the SWAT Analysis Results of the school into consideration. 104.2 <u>School Improvement Plan</u>:

	Is a document that highlight the short term improvement that need to be done for the better performance of the school taking into account the nine areas for development. 104.3 Management Plan: A document designed to guide the management of the school of their day to day programmes.
105. What things do you regard as major challenges facing the education system?	105.1 HIV/AIDS 105.2 Teachers leaving the system. 105.3 No future teachers because of lack of intake in faculty. 105.4 Continuous change in the curriculum, as results teachers get frustrated with new changes. 105.5 Safety at school resulting from delinquent learners bringing dangerous weapons to school. 105.6 Inequality of Provincial allocations as a results other provinces are superior to others hence disparity. 105.7 Continuous industrial actions by educators, which hampers progress in class.
106. What is the Vision of the Department of Education North West?	106.1 <u>Portrait of Excellence</u> 106.2 Ensuring Proper Implementation: • Improve the learner attainment through recruitment of quality educators. • Maximising provision of resources. • Making sure that teachers are at school in time and always. • Making sure that teachers are using correct books. • Empowering SGB to ensure proper use of school funds. • Monitoring and inspiring learners to exercise their education right as enshrined in the constitution.

	• Parents to take an active role in the education of their children.
107. What is the difference between School and Good School?	107.1 SCHOOL: Policies and all systems are there but not used. 107.2 GOOD SCHOOL: Policies and all systems are there used effectively for the benefit of all. Results orientated. Maximum discipline of all. Proper utilization of resources.
108. In terms of the nine (9) areas of WSE how would you enhance learner safety at school to make teaching and learning conducive?	• Establish safety committee. • Design the Sign post/signage. • Installation of fire extinguishers. • Ensure that there is safety policy in place.
109. Give the Disciplinary Code and Procedures according to schedule 2.	• Counselling • Verbal warning • Written warning • Final written warning • Fine not exceeding one month salary • Suspension without pay for a period not exceeding three months • Demotion • Combination of the sanction referred to in paragraph (a) and (b) • dismissal
110. How will you apply Code of Good Practice with reference to Poor performance	• To assess the incapacity you must consider: the extend to which the incapacity impact on the work of the Department of Education/ school. • The extend to which the educator fails to meet the required performance standards of the work. • The extend to which the educator lacks the necessary skills to perform in accordance with the educator's job description.

	• The nature of the educator's work and responsibilities. • The circumstances of the educator.
111. What are the main objectives of Norms and Standard for school funding?	•

Management Divisions

ADMINISTRATIVE MANAGEMENT	FINANCIAL MANAGEMENT	ORGANISATIONAL MANAGEMENT	INSTRUCTIONAL MANAGEMENT
1. Write letters	Banking	Recruiting staff	Classroom teaching
2. Filing	Collecting and recording school fees	Resolving conflicts	Talking to educators about their work
3. Updating records	Budgeting	Coordinating extra-mural activities	Arranging staff development workshops
4. Visiting the Department	Interpreting financial policy	Meeting with the SGB	Class visits

THINGS THAT INSTRUCTIONAL LEADERS DO AT THEIR SCHOOLS

1. They oversee curriculum planning in the school.

2. They help to develop learning activities- inside and outside the classroom.
3. They develop and manage assessment strategies.
4. They ensure that teaching and learning time is used effectively.
5. They ensure that classroom activities are learner-paced and learner-centred.
6. They develop and use team planning (teaching) techniques.
7. They develop and manage learning resources.

FIVE IMPORTANT OBE PRINCIPLES FOR INSTRUCTIONAL LEADER

1. Principle 1: content teaching should promote values and skills.
2. Principle 2: present knowledge in an integrated way.
3. Principle 3: teaching and learning should focus on outcomes.
4. Principle 4: the learner is at the centre.
5. Principle 5: assessment is part of the learning process.

Why I think I deserve the post

Because I have the Expertise, Discipline and at least I have the minimum qualifications for the job. **Management Skills, Organisational Skills, Financial Sills, Planning Skills, Instructional Planner and Communication Skills.**

Qualification: I standard which I did with Phatsima high school in Atamelang

: UDEP with Marapyane college of education

: FDE In learners with barriers to education and development Obtained from Rand Afrikaanse Universiteit

The course is part of the inclusive education, deals with barriers to learning and how they can be overcome to learners' benefit. It also deals with how parents can be involved in their children's education.

: ACE in curriculum development obtained from university of North West. It is curriculum orientated .

: ACE in School leadership That deals with strategic planning, departmental policies and Management of human and physical resources

EXPERIENCE: I have 20 yrs unbroken service in the teaching fraternity shared equally between PL1 and PL 2. I can therefore say that I know how to deal with children, teachers and parents.

PERFORMANCE AREAS: COMPUTER SKILLS – In Sione Primary schools I convinced the principal to buy a printer seeing They already had a computer that was already gathering dust because it wasn't used.

Special achievement.

Knowledge and application of policies.

Strategies for improvements.