

POSSIBLE INTERVIEW QUESTIONS

1	DUTIES AND RESPONSIBILITIES OF THE POST
	Aim of the post
	Administration ----- Personnel ----- Teaching ----- Extra & Co-curricular
	Interaction with stakeholders ----- Communication
2	CURRICULUM
	The overall performance of the Annual National Assessment (ANA) and the Grade 12 NSC National Senior Certificate was not according to expectations. Explain to the panel what process you will follow to ensure improved and sustainable performance (School Improvement Plan)
	National Strategies / Provincial Strategies on learner attainment.
	Teach and Assess Strategy (Five Pillars)
	Strategies to assist Progressed Learners
3	FINANCES
	The School is a Section 21 school and according to the PAM (Public Administration and Management) one of the core responsibilities of the Principal is (Quote) “to make the best of funds for the learners in consultation with the appropriate structures”. How will you ensure sound financial management in the school?
	Budget (Designing)
4	DISCIPLINE / CONFLICT MANAGEMENT
	Ill-discipline by the educator have been identified as one of the most concerned challenges in education that influences negatively towards performance of schools. How will you address this challenge to ensure that quality teaching and learning can take place?
	Late-coming of learners are causing them to lose teaching and learning contact time. How would you ensure that late coming by learners are successfully addressed?
5	EDUCATOR DEVELOPMENT / EMPOWERMENT
	the learner’s academic performance in various subjects are not reaching the agreed district target. You are concerned about the quality of teaching in the Mathematics Department. How would you address the challenge especially when you notice that the problem is the Mathematics H.O.D that is not competent in the subject?
	IQMS
	PDMS
6	THE ROLE OF THE S.G.B - GOVERNANCE, COMMUNITY AND PARENTAL INVOLVEMENT
	According to the South African Schools Act section 20 and 21 clearly describes the role of the S.G.B. the SGB is an important education stakeholder. Evaluate the role of the SGB in the Public School like _____ Secondary School.
11	Employment of Educators Act 76 of 1998 (Schedule 1 , 2 Form A, B, C , D, E
	Schedule 1, Schedule 2,
	Form A – written warning, Form B – final written warning, Form C --- Notice of disciplinary meeting, Form D --- Summon to appear at disciplinary hearing, Form E – Notice of Appeal.
7	THE ROLE OF THE R.C.L
8	BATHO- PELE PRINCIPLE
9	EFFECTIVE COMMUNICATION STRATEGIES
9	HOSTEL MANAGEMENT
10	SA SAMS

PREPARATION FOR THE INTERVIEW

KEEP THE FOLLOWING IN MIND DURING YOUR PREPARATION FOR INTERVIEW

- ✓ Always arrive on time at least 10 – 15 minutes before the interview starts.
- ✓ Dress appropriately in a manner befitting the profession.
- ✓ Know something about the institution you have applied for.
- ✓ Have an extra copy of your Curriculum Vitae, or if not know your C.V
- ✓ Do not smoke before the interview as the smell may disturb some members of the panel.
- ✓ Wait until you are asked to be seated.
- ✓ Seat upright.
- ✓ Always try to maintain eye contact because it denotes trust, and a desire to communicate.
- ✓ Always be calm.
- ✓ Express yourself clearly and provide answers to questions.
- ✓ Speak with a firm and clear voice.
- ✓ Keep both feet at the floor.
- ✓ If you are a female and you decide to cross legs use good judgement, never to offend members of the panel.
- ✓ Be honest and open in ALL your answers.
- ✓ Show an interest in the post you have applied for.
- ✓ Pause for a couple of seconds to organise your thoughts after being asked a question.
- ✓ If you do not understand the question ask the interviewer to repeat it for you. That you should do in a respectful way.
- ✓ Always try to remember the name of your interviewer.

UNDER GENERAL

- Candidate will be asked few questions that will be decided by the panel. That will be done in the presence of the unions present.
- The panel will introduce themselves to you and their positions.
- In case you need water / something, feel free to ask for it from the chairperson of the day.
- Do not interrupt member/s of the panel.
- Do not emphasize the importance of money.

Structure	Role / Brief (Area of responsibility)
National / Provincial Department	<i>Develop policies, rules and regulation – education related. Provide vision,</i>
District Office	<i>D.M.T (District Management Team)</i>
	<i>Circuit Manager Management, governance & leadership,</i>
	<i>Subject Advisors Subject content administration, assessment (work shops</i>
	<i>Inclusive Education Learning barriers, concessions etc.</i>
	<i>EMIS (SA SAMS) Lurits – database, learner records, timetable, etc.</i>
	<i>Exam & Assessment</i>
	<i>N.S.N.P</i>
	<i>Human Resource.</i>
Q.L.T.C	<i>Quality Learning & Teaching Campaign</i>
Partners in Education	<i>Local University: provide career guidance, motivation (mentoring by reps & tutors)</i>
	<i>N.G.Os: Kagiso Trust – provides curriculum support to learners and educators & financial assistance.</i>
	<i>Adopt – A-Cop: reinforcing positive discipline (safety committee)</i>
	<i>F.B.O: spiritual upliftment – praying, motivation & counselling</i>
S.G.B / Parents	<i>Governance to the school – adopt policies (finance, code of conduct etc.) Enter into contract with service providers (photocopiers, internet connection, etc.)</i>
	<i>Parents- check books – support with homeworks, append signatures, feedback on learner academic performance,</i>
S.M.T	<i>Provide instructional (<u>How & Standards</u>) and administrative (<u>develop instruments and monitoring tools</u>) guidance. Provide mentoring, motivation, support, monitoring and evaluating performance. Monitor compliance and deviation to policies, resolutions or collective agreements. Develop monitoring tools. Motivation of staff</i>
R.C.L	Representative Council Of Learners & Class Representatives <i>Reinforce the school code of conduct for learners, - act as an extension of authority from SGB – SMT – Learners</i>
	<i>Learners: effective participants in the teaching and learning environment – do homeworks, assignments, form group studies, attend school (remedial & extra classes) regularly.</i>
Class teachers	<i>Keep updated record of learners (attendance & incidents) Reinforce code of conduct for learners, - discipline Design and implement classroom rules Elect classroom representatives (boy & girl) and allocate duties Learner profiling – (i) child-headed (ii) vulnerable (iii) orphans (iv) learning barriers. Intervene; support struggling learners refer to S.B.S.T - & other relevant structures.</i>
Subject Teachers	

8 BATHO PELE PRINCIPLES	
<i>“to kickstart the transformation of Service Delivery”</i>	
1 CONSULTATION	2 SERVICE STANDARDS
<i>You can tell what you want from us</i>	<i>Insist that our promise are kept</i>
<i>You should be consulted about the level and quality of the services you receive, if possible be given a choice.</i>	<i>You should be told what level and quality of public services you will receive so that you are aware of what to expect.</i>
3 ACCESS	4 COURTESY
<i>“One and All should get their fair share”</i>	<i>“Don’t accept insensitive treatment”</i>
<i>You are all citizens should have equal access to the services to which you are entitled.</i>	<i>You should be treated with courtesy and consideration.</i>
5 INFORMATION	6 OPENNESS AND TRANSPARENCY
<i>“you are entitled to full particulars”</i>	<i>“Administration must be an open book”</i>
<i>You should be given full, accurate information about the public services you are entitled to receive.</i>	<i>You should be told how National and Provincial departments are run, how much they cost, and who is in charge.</i>
7 REDRESS	8 VALUE FOR MONEY
<i>“Your complaints must spark positive action”</i>	<i>“Your money should be employed wisely”</i>
<i>You should be offered and apology, in full explanation and a remedy. You should receive a sympathetic, positive response</i>	<i>Public services should be provided economically and efficiently in order to give you the best possible value for money.</i>

1 WHY HAVE YOU APPLIED FOR THE POST (approach...

1. The post was advertised
2. I met ALL the minimum requirements set
3. For my personal / professional growth
4. To meet ALL new challenges in the teaching profession
5. To provide support to educators and learners in the teaching and learning situation
6. To promote team work amongst educator in the profession
7. To ensure that relevant subjects within the GET and FET phase are properly taught, (effective teaching and learning strategies)
8. To ensure that the needs of the school are kept and fulfilled.
9. To ensure effective service delivery by educators in the teaching and learning situation.
10. To promote the culture of learning and teaching.
11. I have consistently producing good results (above National, Provincial, and District target)
12. To ensure that curriculum (CAPS) is properly implemented.
13. To market the school to be well established.
14. To ensure that the school is governed and managed satisfactory in compliance with the applicable legislation, regulations, and personnel administration measures as prescribed.
15. I can manage, lead, motivate, mentor, monitor and give instructional and administrative guidance properly to variety of structures.

DUTIES AND RESPONSIBILITY OF THE POST (PRINCIPAL)
<p>AIM OF THE POST:</p> <ul style="list-style-type: none"> ➤ To ensure efficient management and compliance with legislation, regulations and prescripts of personnel administration. ➤ Ensure quality education as per approved policies.
<p>CORE DUTIES AND RESPONSIBILITY (A – P – T – E & C – I – C)</p> <p>(Administration – Personnel – Teaching – Extra & Co-Curricular – Interaction – Communication)</p>
Administration
<p>To manage the school</p> <p>To direct (give direction) and guide the school property</p> <p>Be responsible for the school accounts and keep records properly</p> <p>Make sure that school funds benefit learners</p> <p>Keep school journal containing school records safe</p> <p>Make regular inspection (classes, infrastructure, equipment)</p> <p>Be responsible for hostels and other related activities.</p> <p>Improve communication (circulars, meetings)</p> <p>Handle ALL the correspondence received.</p>
Personnel
<p>Provide professional leadership</p> <p>To guide and advise the personnel</p> <p>Ensure equitable workload among staff members</p> <p>Be responsible for staff development (IQMS & PDMS)</p> <p>Mentor new staff members.</p> <p>Ensure efficient assessment programmes.</p>
Teaching
<p>To engage in class teaching as per workload</p> <p>To be class teacher if required</p> <p>To assess and to record the attainment of learners taught.</p>
Extra & Co-Curricular Activities
<p>Serve on recruitment, promotion, advisory on other committees</p> <p>Promote extra and co-curricular (sports, culture, committees) activities.</p>
Interaction with stakeholders
<p>To serve on the governing bodies</p> <p>Participate in community activities</p>
Communication
<p>To co-operate with member of the school staff & SGB – maintaining an efficient & smooth running of school.</p> <p>To liaise with the circuit/ regional office.</p> <p>Meet parents concerning learner's progress and conduct.</p> <p>To liaise with other relevant government department</p> <p>To co-operate with universities, colleges and other agencies</p> <p>To participate in departmental and professional committees, seminars and courses.</p>

CONFLICT MANAGEMENT	
<p><i>Conflict is a reality of life or work environment. In itself it can provide healthy opportunities for learning growth if managed properly.</i></p> <p><i>If we do not know how to deal with it, it can be counterproductive. As conflict situations differ from one to another, there is no single model for resolving ALL conflicts. Some conflict resolution behaviours (approaches) may be more useful than others.</i></p> <p><i>Conflict is a situation at work where two or more parties have interest in one thing. It is an unavoidable situation at work and may determine the organisation health/ growth.</i></p> <p><i>Conflict may not necessarily have a negative effect; it may be utilized in a constructive way to stimulate creative solutions to problems.</i></p> <p><i>Conflict is regarded as failed efforts by the S.M.T, to effectively manage, lead, motivate, guide and support the structures involved.</i></p>	
Types of Conflict	<p><i>Intra-personal conflict – within a person</i></p> <p><i>Inter-personal conflict – between individual / structures</i></p> <p><i>Inter-group conflict – within the group</i></p>
Success of every school is measured by standards ...	<p><i>HARMONY</i></p> <p><i>UNITY</i></p> <p><i>COORDINATION –synergy</i></p> <p><i>ORDERLINESS</i></p>
Solving Conflict In Six Steps	<p>1 ACKNOWLEDGE THAT THERE IS A PROBLEM <i>A problem won't be solved until everyone starts to TALK about it.</i></p> <p>2 DEFINE THE CONFLICT AS CLEARLY AS POSSIBLE <i>Sometimes conflict appears to be about one thing, when it is really about something.</i></p> <p>3 BRAINSTROM WAYS TO RESOLVE THE CONFLCT <i>Remember ALL ideas must be accepted at this stage.</i></p> <p>4 EVALUATE EACH STEP <i>Weigh-up the pros and cons of each possible solution.</i></p> <p>5 IMPLEMENT THE CHOSEN IDEA <i>ALL parties need to decide on a DATE by which TIME the solution must be implemented.</i></p> <p>6 EVALUATE WHAT HAPPENED <i>If the solution did not work, try to understand why, If it worked you will be able to use these skills next time you are faced with a conflict.</i></p>
Tips for handling Conflict	<p>1 Don't be emotional, stay cool at ALL times.</p> <p>2 Find out what the real issues behind the conflict are and deal with it.</p> <p>3 Direct the conflict in the right procedure</p> <p>4 Don't reprimand or discipline subordinate in public.</p> <p>5 Give CLEAR instructions.</p> <p>6 Accept that employees also have appoint of view.</p> <p>7 Involve employees in decision making wherever possible</p> <p>8 Handle problem promptly</p> <p>9 Use shop stewards in a constructive way.</p> <p>10 Hear the other side of the story before taking decision or action.</p>
Approaches to a conflict situation	<p>WIN-WIN APPROACH – <i>differences are natural and healthy, and should not be seen as bad or good.</i></p> <p>WIN-LOSE APPROACH – <i>a winner takes ALL, it leads to ANTAGONISM and enmity between those involved.</i></p> <p><i>It is directed at the realisation of personal intentions and objectives.</i></p>

	<p>No personal effort could find solution. The most aggressive person in the group usually takes the leadership Its judgement becomes distorted, loyalty becomes blind. Ways of acting becomes subjective.</p>
	<p>CONTINGENCY APPROACH – there is no single way which is correct when dealing with a conflict. The solution is based on the situation.</p>
	<p>COMPROMISING APPROACH</p>
	<p>AVOIDING APPROACH</p>
	<p>ACCOMODATING APPROACH</p>
As a manger	<p>Be able to distinguish SENSE form NONSENSE Be a mediator, don't take a side Know the problem and admit mistakes (omissions, deviations) Do ONE thing at a time. (concentrate ... Learn to listen, or be a good listener. AT THE END, THOSE INVOLVED IN A CONFLICT MAY BE GIVEN A TASK TO PERFORM, SO AS TO BE ABLE TO SEE THEM WORKING TOGETHER.</p>

<p>THE ROLE AND RESPONSIBILITIES OF CLASS TEACHER (CLASSROOM MANAGEMENT)</p>	
<p>Update (Profile) record of learners in your classroom</p> <ul style="list-style-type: none"> (i) Number of boys and girls (ii) Addresses (physical), contact numbers, parent or guardians. (iii) Feeder (primary) school & academic progress (iv) Child-headed, vulnerable, orphans. (v) Method of coming to school (common transport, public transport, etc.) (vi) Learner with/without I.D or birth certificate. 	
<p>Develop structures (management / leadership)</p> <ul style="list-style-type: none"> (i) Democratically elect class representatives (boy and girl) (ii) Allocate / delegate duties or roles – (protocol must be observed) (iii) Develop and implement classroom rules, involving the whole classroom. (iv) Learners must own the rules 	
<p>Classroom Management</p> <ul style="list-style-type: none"> (i) Learner Attendance Policy (ii) Learner code of conduct (iii) Classroom rules (iv) Inventory List <p>Learners must be made aware of the content of the School Learner Code of Conduct, Learner Attendance Policy, reinforce the Classroom Rules, regularly update the inventory list. <u>Progress Reporting:</u> regularly report damage (breakages) to property, loss, graffiti, windows and doors, electricity etc. Incidents (Bad or unruly behaviour) must be communicated with parents /guardian. Protocol: learner – class representative / RCL – class Teacher – Block Manager (H.O.D) – Deputy Principal – Principal</p>	
<p>Communication</p> <p>Block or grade meeting – with grade class teacher – discusses challenges related to grade / class management. – share good practices. Subject teacher to discuss learner performance Parents/ guardians to discuss learner academic performance (on quarterly basis)</p>	

TEACH AND ASSES STRATEGY (FIVE PILLARS)

INTRODUCTION

- *Teaching without assessment is a waste of time*
- *Assessment done the business as usual way gives no benefit*
- *Assessment of poor quality gives no depth of content knowledge.*
- *Assessment not frequent turns to forgetting*
- *Assessment not marked is useless*
- *Assessment without corrections does not pay.*
- *Assessment not monitored and controlled by the HOD's leads to underperformance and failure.*

PURPOSE

1. *Build and strengthen our knowledge base in relation to the teach and assessed strategy.*
2. *Make teachers understand the value and importance of daily activities in their teaching.*
3. *Stimulate a professional discourse of the 5 pillars of the teach and assess strategy through daily activities.*

QUALITY OF THE DAILY ACTIVITY

- *Rely on the use of **previous years question papers***
- *Train teachers on the **setting of papers of acceptable standard** (low, medium and high order question) Bloom Taxonomy.*
- *Make special arrangements to teach essay type questions especially scenario type questions*
- *Teacher must teach learners to **understand the key words and instruction words.***

FREQUENCY OF THE DAILY ACTIVITY

- *Teach and assess immediately thereafter*
- *Do not teach and give big chunks of content only assess days later.*
- *Give **weekly informal tests** based on ALL content taught during the week.*
- *Give **immediate feedback** while the assessed content still rings in your learners' minds.*
- *Do not assess content not taught to learners.*

MARKING OF THE DAILY ACTIVITY

- *ALL **assessment given must be marked** and NOT business as usual way.*
- *A **robust approach to marking** should apply even where learners exchange their books to mark themselves.*
- *ALL informal tests should be **marked by the teacher** and not learners.*
- ***Feedback should be given early** so that learners do not forget what they have been tested on.*

CORRECTIONS OF THE DAILY ACTIVITY

- *Corrections must be treated as yet another lesson.*
- *Learners must write down the **correct answers during corrections** in their answer booklets.*
- *Corrections must be **marked per item** to indicate that they are correct. (NO BIG MARK IN THE CORRECTIONS PLEASE)*
- *If performance remains poor, **reassessment** must be done until learners master the content assessed.*
- *Correct the corrections and make sure learners **keep only the correct answer in their booklets.** (Preparation for formal tasks)*

MONITORING AND CONTROL BY THE S.M.T (H.O.D)

- ***Monitoring and control** ALL the 4pillars and guide both learners and teachers in case of need.*
- *Encourage **error analysis** to identify topics that need re-teaching and reassessment.*
- *Give guidance and **leadership** that may include a call for deployment if the need arise.*
- *Avoid just studying and encourage teaching and assessment during extra classes, learners play and do not work if left to study on their own.*

GENERAL STRATEGIES TO IMPROVE ACADEMIC PERFORMANCE					
<i>National Strategies on Learner Attainment</i>	<i>Provincial Strategies of Learner Attainment</i>	<i>District Strategies – Teach & Assess</i>	<i>School Development Plan</i>	<i>Subject Academic Improvement Plans (SAPIP)</i>	<i>Diagnostic Reports, Internal Moderators Reports.</i>
<i>Subject CAPS Policy Document</i>	<i>Protocol of Assessment and Promotion</i>	<i>Subject Assessment Guideline</i>	<i>Subject Annual Assessment Plan</i>	<i>Planned daily activities, informal – formal</i>	
STRATEGIES TO ASSIST PROGRESSED LEARNERS					
National Strategy on Screening, Identification, Assessment and Support (SIAS) School Pack.			<i>National Strategies (Provincial) on Learner Attainment</i>		
National Policy pertaining to the programme and promotion requirements of the NCS Gr R – 12			TMED Teach and Asses Strategy Plan of Action for the progressed learners in 2015 and beyond		
Advocacy Campaign: change mind set & solicit support from all stakeholders					
Management of cohort learners in your school		Curriculum Support		Learner Support	
Apply differentiate approach		Administer baseline test		Conduct mandatory extra classes	
Set achievable target for progressed learners per subject		Emphasise gr 11 work (intensive revision)		Conduct Friday and Saturday camps	
Hold quarterly discussions (SMT, parent, & learners)		Expose them to more controlled written work / week		Provide learners with LTSM (Mind the Gap) and Exam guidelines.	
Conduct motivational sessions & career guidance.		Moderate the quality of work			
Regular monitoring performance		Avail copies of Examination Guidelines in ALL subjects		Maximise the benefits of SIAS for placement of some of PL's. Endorsement Concessions	
Dedicated monthly sessions by the principal					
Provide monthly reports (attendance & performance) to the district.					
Provide copies of 2015 NSC Exam & Provincial Common & Quarterly exam timetables.		Teachers: Diagnostic report, English across the curriculum, Teach and Assess Strategy, District Approach – <i>The franchise mentality</i> <i>F.S -</i> Meeting (subject) standing item in the agenda.			
Provide 2015 IBP Scheduled Programme. (Improvise)					
Reward improved performance					
GENERAL STRATEGIES					
Ensure effective planning (lesson, presentation, quality daily activities & informal tests,			Make efficient use of Subject Advisors (subject specialists)		
Assist learner with variety of study methods, note-taking, responding to KEY WORDS.			Team teaching (cooperative) aimed at sharing good practices		
Intensive revision programme (doing corrections and feedback)			Use of previous question papers & exemplars as models throughout the year.		
Analysis informal tests & present performance graphically.			Use parents as resources (assist learners with research)		
Conduct motivation sessions			Award excellent performance		

WHY TEACHERS HATE MEETINGS AND WHAT ARE THE MEASURES YOU CAN PUT IN PLACE TO IMPROVE THIS?

Late notices
Timing of the meetings
Long meetings
Agenda which is not jointly drawn
Failure to adhere to agenda
Individuals who dominate meetings
Contributions of educator not taken into consideration
Lack of commitment on the side of the educators
Resolutions taken in meetings are never implemented.
Poor record keeping
Generalisation of issues.
Misusing meetings for personal attacks.

SOLUTIONS (Measures...

Inform educators on time, at least seven days in advance, as it shall be appearing in the ACTION PLAN of the school. [except to emergency meetings]
Through HOD's involve educators in drawing up the agenda
The SMT must always be open, fair and transparent.
It is essential to delegate certain duties to educators as part of development.
Try to establish a Resolution Committee at school level, so that ALL the resolution taken in a meeting be implemented.
Also establish Evaluation Committee to assess the smooth running of the meetings and further come up with recommendations.

FINANCIAL MANAGEMENT

1. I will make it a point that there is a democratically elected Finance Committee
2. This should be followed by a well-designed finance policy which reflects the vision, mission, motto and values of the school
3. Each member of the Finance Committee should be appointed in writing, and where his/her duties shall be enlisted
4. The finance policy should adopted by the S.G.B
5. The Finance Policy should be detailed in describing how monies should be used.
6. S.G.B must appoint a qualified (C.A) Chartered Accountant) to audit the books.
7. Open a bank account (Cheque Acc) & for a school with hostel two separate accounts. (with at least three (3) signatories.
8. The purchasing and the expenditure of monies should be minuted
9. Finance Committee must hold monthly meetings, - (minutes be taken), quarterly financial report to SGB and other stakeholders.
10. Before using the school money, vouchers should be filled in and authorized by the relevant appointed person
11. Thereafter a cheque can be signed or petty cash can be issued out.
12. Vouchers of each month should be kept numerically (*i.e. a well authorized completed voucher, the receipt must be returned cheques must be attached together.*)
13. Each cheque signed/ petty cash money issued should be accounted for. Quarterly financial reports -
14. The finance committee should also prepare the annual budget which will be approved by the parent majority for the next coming year.
15. At the end of each year, ALL financial books and school assets should be taken to the auditors
16. The audited statement having signed by the chairperson of the SGB and the Principal for affirming the correctness should be taken to the province through the district. (before the end of June every year)

Documents

<i>Receipt Book</i>	<i>Deposit Book (Bank)</i>	<i>Invoices for Payment</i>
<i>Vouchers /Cheque Authorisation</i>	<i>Cheque Book (No blank / Cash Cheque)</i>	<i>Analysis Book – record all receipts/deposits</i>
<i>Bank Statement- Monthly</i>	<i>Income & Expenditure & Reconciliation</i>	<i>Financial Statement (Audited)</i>
<i>Rules, regulations – (i) SASA, PFMA, Finance Policy.</i>		

Budgeting

Finance Committee will draft and recommend an annual budget to the S.G.B by the 31 October each year

This will be presented at a budget meeting, for adoption and approval by the parents.

This meeting (budget meeting) shall be held before 30 November every year.

There shall be clear link between the Vision and Mission Statement of the school and the budget of the school. All activities of the school must be related to one or more of the goals of the school's mission statement.

Parent of learners enrolled at the school must be allowed to discuss and even suggest changes to the budget of the school.

The responsibility of budgetary control rests with the SGB, On day-to-day basis this rests with the finance officer and the principal.

The budget shall be drafted and spent in line with the departmental allocation of funds.

Budget Distribution**Governmental Contribution:**

50% - LTSM – learning Teaching & Support materials (Stationery & Textbooks)

49% - recurrent costs - municipality (water and electricity), communication – (emails, telephones, fax) – servicing machines etc.

1% - minor repairs.

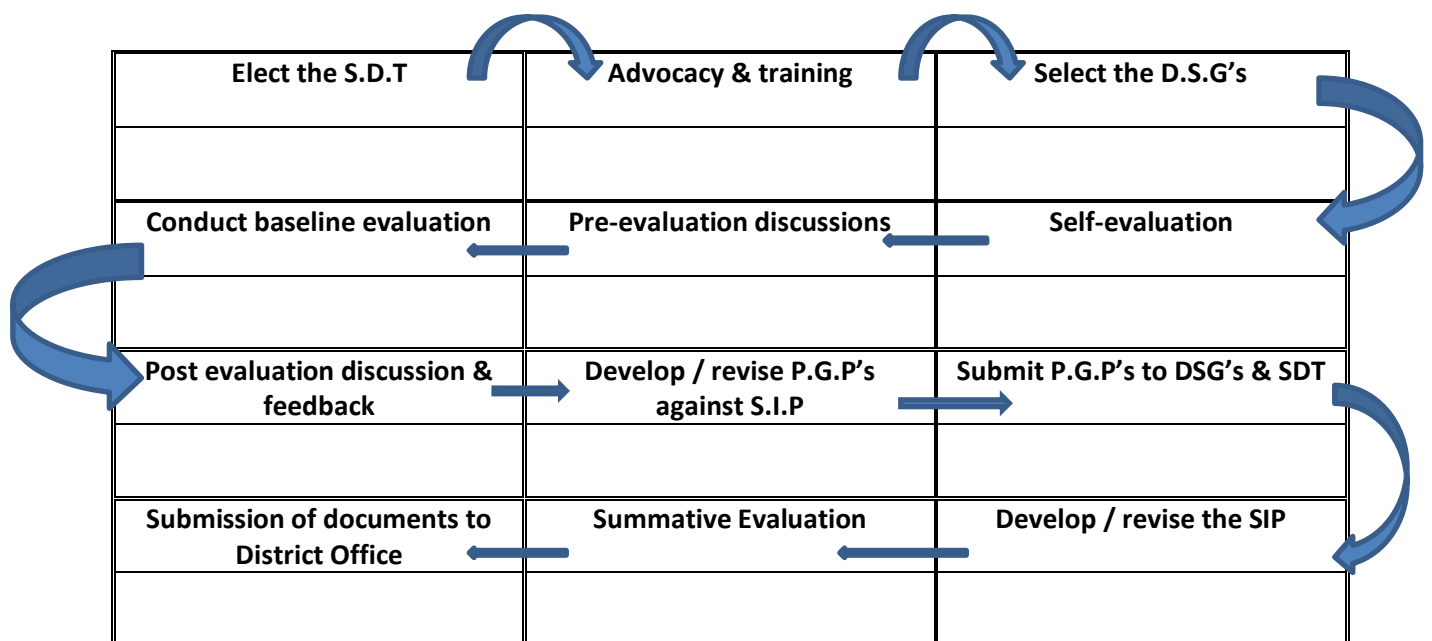
Income	Expenditure
<i>Departmental Contribution</i>	<i>Communication</i>
<i>Personnel expenditure (grade R subsidy)</i>	<i>Stationery office</i>
<i>School fees @ RXXX per learner</i>	<i>Cleaning materials</i>
<i>Donations</i>	<i>Water and electricity</i>
<i>Fund-raising projects</i>	<i>Audit fees</i>
<i>Interest on savings, investments</i>	<i>Maintenance</i>
<i>Feeding scheme (N.S.N.P)</i>	

WHOLE SCHOOL EVALUATION	
Area	Focus
1	BASIC FUNCTIONALITY OF THE SCHOOL
Administration Policy, Religious, language, Finance, S.G.B, HIV –AIDS	
School Policies & Procedures : level of absence, late-coming, truancy, & procedures dealing with misconducts. Learners' response to school provision Behaviour of learners.	
2	LEADERSHIP, MANAGEMENT & COMMUNICATION
School Year Plan, Monitoring Tools, Meetings: SGB, SMT, Staff, Circulars memos	
3	GOVERNANCE AND RELATIONSHIPS
SGB – SMT – Staff – RCL – Parents – Partners in education	
4	QUALITY OF TEACHING AND LEARNING & EDUCATOR DEVELOPMENT
SAPIP, Assessment Plan, Work schedule. Lesson plan, recording etc.	
5	CURRICULUM PROVISION AND RESOURCES
LTSM, lap –apparatus, charts, Allocation of subjects (equitably)	
Evaluate quality of curriculum and quality of daily activities which enhance the curriculum. Structure and planning of the curriculum, school assessment policy and practices and their relevance to the Curriculum provisioning.	
6	LEARNER ATTAINMENT
SBST, inclusive education, Prize giving / award excellent performance	
Assess the knowledge, skills, attitudes and values learners acquired Attention given to level of performance in communication skills, problem solving skills, and the ability to work independently and as a member of a group.	
7	SCHOOL SAFETY, SECURITY AND DISCIPLINE
Evacuation policy, Code of Conduct	
Ensure that the school is safe and secured Evaluate the effectiveness of school's disciplinary procedures. Safety regulations in the laboratory. Encouraging procedures (evacuation policy) Support and care of learners. School disciplinary procedures.	
8	SCHOOL INFRASTRUCTURE
Assess the extent school has sufficient staff, resources (state of repair) e.g. qualified & experienced teachers, suitability of school' premises. Sufficient and suitable books and equipment of learning (LTSM) usage of resources (efficiently)	
9	PARENT AND THE COMMUNITY
Parent evening/ meetings Collect reports per term	
Links community and the school Complaints, comments and recommendations from parents (community), progress of learners systems reporting.	

HOSTEL MANAGEMENT	
A school with Boarding facilities, if not administration properly, can impact on the functionality of the school. State what you as (superintendent) will do to ensure that there is effective and efficient administration.	
1 Develop structures – (superintendent, SGB, Senior House-supervisors, House-supervisors, learners-boarders etc.) explain the roles and responsibilities.	
2 Identify activities related to hostel management & administration design/ develop Hostel policy and be adopted by the S.G.B – develop working committees and implement hostel year plan.	
3 Committees	
3.1 Finances	Financial management.
3.2 Procurement	Purchasing of foodstuff Purchasing of furniture
3.3 Admission	Implement admission of learners to hostel, Advocacy campaign – all stakeholders about expectations.
3.4 Personnel Management	Training and Developing staff (PDMS) functionality of hostel Evaluating / assessment of staff.
3.5 Learner Discipline	Transgressions, corrective steps to overcome ill-discipline. Motivation sessions – internal and external.
3.6 Cleanliness/ Enviro / Safety	Focus on hygiene – rooms, bathrooms, and environment. Door locks, windows, burglars are in good working conditions
3.7 maintenance of buildings	Major renovations (huge projects)
3.8 Meal	Menu
3.9 Academic	Study time
3.10 Sports, Arts & Culture	During the week and weekends – develop a programme

INTEGRATED QUALITY MANAGEMENT SYSTEM		
DEVELOPMENTAL APPRAISAL	PERFORMANCE MEASUREMENT	WHOLE-SCHOOL EVALUATION
AIMS (OBJECTIVES) <i>(Developmental Appraisal)</i> – to appraise individual educator in a transparent manner with a view towards determining [area of strength and weakness] draw programmes for development. <i>Performance Measurement</i> - to evaluate individual educator for salary progression (reward incentives)		
Implementation: Advocacy and training – (Whole teaching staff) by SDT Self-evaluation – (development / implement P.G.P) <u>Developmental cycle 1 & 2</u> Mentoring, support by the D.S.G Lesson observation (P.S 1 – 4) inside the classroom Post evaluation discussion. Design/ develop and implement developmental programme by the D.S.G (Developmental Support Group) - criteria, how to address, by whom and due date/s Revise the P.G.P's against the S.I.P <u>Summative Evaluation:</u> Pre-evaluation discussion by the D.S.G's, lesson observations, post – evaluation. Decide on the scores with evidence provided. (i) Annual Report – (ii) S.I.P – (iii) Analysis of Scores – (iv) Snapshot – (v) Composite Scores		
Performance Standards	Criteria	
1 Creation of a positive learning	<i>A learning space</i>	<i>B learner involvement</i>

environment	<i>C discipline</i>	<i>D diversity</i>
2 Knowledge of curriculum & learning programmes	<i>A knowledge of subject- L.A</i>	<i>B skills</i>
	<i>C goal setting</i>	<i>D involvement in L.P</i>
3 Lesson preparation and presentation	<i>A planning</i>	<i>B presentation</i>
	<i>C recording</i>	<i>D management of L.P</i>
4 Learner assessment / achievement	<i>A feedback to learners</i>	<i>B know – assess techniques</i>
	<i>C apply- techniques</i>	<i>D record keeping</i>
5 Professional development in the field of work	<i>A participate in prof develop-</i>	<i>B participate in prof bodies</i>
	<i>C know –educat – issues</i>	<i>D attitude towards profession</i>
6 Human relations and contribution to school development	<i>A learner needs</i>	<i>B human relation skills</i>
	<i>C interaction</i>	<i>D co-operation</i>
7 Extra –curricular and core-curricular participation	<i>A involvement</i>	<i>B holistic development</i>
	<i>C leadership & coaching</i>	<i>D organisation & admini -</i>
8 Administration of resources and records	<i>A utilisation of resources</i>	<i>B instructions</i>
	<i>C record keeping</i>	<i>D maintenance</i>
	<i>E circulars</i>	
9 Personnel	<i>A pastoral care</i>	<i>B staff development</i>
	<i>C provide leadership</i>	<i>D building commitment</i>
10 Decision making and accountability	<i>A stakeholder involvement</i>	<i>B decision making</i>
	<i>C accountability /response -</i>	<i>D decision making</i>
11 Leadership, communication and service the governing body	<i>A leadership</i>	<i>B support</i>
	<i>C communication</i>	<i>D system</i>
	<i>E confidence</i>	<i>F initiative / creativity</i>
12 Strategic planning, financial planning and EMD	<i>A strategic planning</i>	<i>B financial planning</i>
	<i>C project management</i>	<i>D communication</i>



PERFORMANCE DEVELOPMENT MANAGEMENT SYSTEM (P.D.M.S)	

SA SAMS (SOUTH AFRICAN SCHOOL ADMINISTRATION SYSTEM)		
Leave Consolidation	Recording learners misconduct	On line submission
Producing learner report schedules	Generation of timetables	Draw school budget
Capturing of SBA marks	Producing learner transfer	Capturing of learner transfer
Recording & accumulation of learner absenteeism	Do monthly reconciliation	
	Can draw a school budget	

PRACTICAL STEPS TO FOLLOW IN MANAGING POOR PERFORMANCE	
Schedule 1 amended by s. 12 of Act 50 of 2002.	
STAGE 1	PREPARATION: PUT TOGETHER THE EVIDENCE OF POOR PERFORMANCE
	(i) <i>Impact of incapacity: on the work of the school Underperformance, target or goals not met, learners fail.</i>
	(ii) <i>Educators fail to meet the required performance. e.g. 90% subject % & 40% average.</i>
	(iii) <i>Educator lacks necessary skills to perform in accordance with the job description. e.g. under-qualified or teaches subject not trained.</i>
	(iv) <i>Nature of educator's work and responsibilities. e.g. difficult task</i>
	(v) <i>Circumstances of the educator. e.g. personal physical, mental state. --- confidence ----- family background – abuse, alcoholic etc.</i>
STAGE 2	STATE NEED FOR DISCUSSION
	(I) <i>Give written reasons to the educator</i>
	(II) <i>Meet with the educator / union representative / fellow employee</i>
STAGE 3	STATE FACTS AS YOU SEE AND KNOW THEM
	(i) <i>Explain what is expected (job description) and targets.</i>
	(ii) <i>Allow the employee to respond</i>
	(iii) <i>What are circumstances that may be explained for poor performance? e.g. overcrowding, lack of resources etc.</i>
STAGE 4	EXPLAIN WHY THIS IS NOT ALLOWED TO CONTINUE / IS WRONG
	(i) <i>Develop a programme to assist an educator IF EDUCATOR REFUSES, HE MAY BE DISCIPLINED FOR MISCONDUCT.</i>

	(ii) Design time frame – to overcome poor performance
	(iii) Provide appropriate training
	(iv) Address factors that affect the educator performance that are beyond his/ her control.
STAGE 5	STAGE THE CONSEQUENCES IF THIS CONTINUES
	(i) After training programme and the teacher still underperforms, the employer may ----- (i) transfer, (ii) demote, (iii) dismiss the teacher.

SA-SAMS (SOUTH AFRICAN SCHOOLS ADMINISTRATION AND MANAGEMENT SYSTEM)			
<ol style="list-style-type: none"> 1. Producing learner reports an schedules 2. Capturing of School Based Assessment Marks 3. Producing learner transfers (manage) 4. Producing learner reports 5. Capturing of admitted learners 6. Printing of receipts 7. Record and accumulation of learner absenteeism 8. Record learners misconduct 9. On-line submission (Lurits) 10. Timetabling - (Master, Class, educator) 11. Consolidation of educator’s leaves 12. Finances – can draw school budget 13. Record expenditure 14. Do monthly reconciliation 15. The information – used by the Department for post provisioning, Inclusive education – misconducts. 			
S.M.T	Administrative Staff	Educators	Learners
Keeps record of school for years – click of the button it no calculation,	Less paper work and filing from the clerks Information is secured (use PIN)	It has annual assessment plan – date, total, content to be assessed, weighting,	Learners have a tracking number from gr R – 12 (performance,

conversions, Annual plan – it informs SMT on what needs to made		Makes analysis of results Support e learning -	discipline, absenteeism are always captured)
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BARRIERS TO COMMUNICATION		
Effective communication to occur (4) things are important 1 Source of information --- medium (air, tv, cellphone, etc) ----- listener ----- positive feedback If the listener does not respond to the expectation of the listener, this simply there is barrier to communication.		
EXAMPLE	EFFECT	SOLUTION
1 Noise	When addressing people in a noisy area, the message cannot flow smoothly without any disturbance from the speaker to the listener	One must always make sure that there is always a dead silence when addressing people.
2 Distance	When a geographic distance between the speaker and listener is large (e.g. in a hall) the listener cannot hear well what the speaker is saying.	It is better to always move closer to each other.
3 Low and light tone of a voice	People cannot hear well if someone addressing them is having a low and light tone of a voice.	It is always better to organise some loudspeaker for such a person
4 Distractions	When addressing people in an open area, where there are cars with big sound systems passing, or glamorous beautiful ladies with miniskirts, people cannot hear well as their attention will be swayed.	Try to look or use an enclosed area.
5 Stammering	If a person addressing people is stammering, they can hardly hear what he/she is saying.	Avoid starring at such a person straight in the eye. Be supportive, and someone can also assist in clarifying what he/she is saying.
Physiological	Physical part of human – some people have certain problems such as speech problem e.g. tongue tied problem, others attacked by stroke	It is advisable for a speaker to be closer to the audience.
Emotion	When you are a manager you must be able to control you emotion (emotional intelligence) – anger can be controlled.	Try to leave your emotions aside (focus on achieving a goal) Outside help from Psychologists, religious persons can assist.
Diversity	Culture, language, religion etc. some people may not disclose that they don't understand some African language.	A manager must address people in a common language in a meeting.
Distance		