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CONTENTS • INHOUD

No.		*Page No.*	*Gazette No.*
	GENERAL NOTICE		
Basic Education, Department of			
General Notice			
636	Department of Education: Call for comments on the South African Standard for Principalship	3	37897

GENERAL NOTICE

NOTICE 636 OF 2014

DEPARTMENT OF BASIC EDUCATION

THE SOUTH AFRICAN STANDARD FOR PRINCIPALSHIP

CALL FOR COMMENTS ON THE SOUTH AFRICAN STANDARD FOR PRINCIPALSHIP

I, Angelina Matsie Motshekga, Minister of Basic Education, after consultation with the Council of Education Ministers hereby publish the South African Standard for Principalship.

All interested persons and organisations are invited to comment on the Regulations, in writing, and to direct their comments to –

The Acting Director-General, Private Bag X895, Pretoria, 0001, for attention: Mr J Ndlebe, tel. 012 357 4163, email ndlebe.j@dbe.gov.za, fax 012 323 0134.

Kindly provide the name, address, telephone number, fax number and email address of the person or organisation submitting the comments.

The comments must reach the Department by 29 August 2014.

ANGELINA MATSIE MOTSHEKGA, MP
MINISTER OF BASIC EDUCATION
DATE: 28 July 2014

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

THE SOUTH AFRICAN STANDARD FOR PRINCIPALSHIP

Enhancing the Image of and Competency School Principals

CONTENTS

Introduction 1

How the South African Standard for Principalship can be Used 3

The South African Standard for Principalship 4

The Core Purpose of School Principalship 7

Educational and Social Values 8

The Key Areas of School Principalship: 9

- *Leading the Learning School* 10
- *Shaping the Direction and Development of the School* 13
- *Managing Quality and Securing Accountability* 14
- *Developing and Empowering Self, Others and the Wellness of Staff* 16
- *Managing the School as an Organisation* 18
- *Working with and for the Immediate School Community, as well as the Broader Community* 20
- *Managing Human Resources (Staff) in the School* 21
- *Management and Advocacy of Extra Mural Activities* 23

Personal and Professional Attributes 24

INTRODUCTION

The Department of Basic Education, hereafter referred to as the Department, believes that there is an imperative to establish a clear and agreed understanding of what the South African education system expects of those who are, or aspire to be, entrusted with the leadership and management of schools. Currently no such understanding exists although limited definitions are included in both the Personnel Administration Measures (PAM) and Integrated Quality Management System (IQMS).

Therefore, it has developed a South African Standard for Principalship that fully defines the role of school principals and the key aspects of professionalism, image and competencies required. This will also serve as a template against which professional leadership and management development needs may be addressed. The Department recognises the current lack of a co-ordinated system to meet these identified needs (Education Leadership and Management Policy Framework: DoE, October 2004). It is therefore seeking to develop and implement a system of career pathing for education leaders and managers and a framework of leadership and management development processes and programmes. These will be built upon agreed understanding of the core purposes of the leadership roles, the key functions within these, the values which underpin them and the personal and professional attributes required to carry out the role. The key functions which are in line with the core duties and responsibilities of the principals are clearly described in the Quality Management Systems (QMS) document.

The South African Standard for Principalship provides a clear role description for school leaders and sets out what is required of the principal. He or she, working with others in the school and wider communities, must effectively promote, record, manage and support the best quality teaching and learning; the purpose of which is to enable learners to attain the highest levels of achievement for their own good, the good of their community and of the country as a whole.

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The Department intends to build upon the quality of leadership and successful outcomes observed in the best of schools within the context of their communities and to address a concern with poor leadership and inadequate outcomes of schooling in others. It has made explicit its belief that effective leadership and management, supported by well conceived needs driven leadership and management development, is critical to the achievement of its transformational goals for education.

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

The Department of Basic Education, together with the Provincial Education Departments, has therefore, identified differentiated development needs for the professionalisation and development of the role of principal and other school leaders. These are:

- The enhancement of the skills and competencies of principals in posts;
- The improvement of the recruitment and selection procedures to principalship;
- The induction and mentoring of newly appointed principals;
- The professional preparation for principals and the enhancement of the skills, attributes and competencies of deputies and middle managers; and
- The twinning of new appointees with experienced principals.

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

HOW THE SOUTH AFRICAN STANDARD FOR PRINCIPALSHIP CAN BE USED

The South African Standard for Principalship is applicable to the role and work of the principal in every South African public school. The Standard sets out the key dimensions of the generic work of the principal and suggests the core values and attributes that the principal needs to possess in order to fulfil the role effectively. It summarises those aspects of expertise and broad competence that the South African education system requires of those who lead and manage its schools.

The Standard recognises that the generic areas of principalship are applicable to any schooling system striving for world class education provision for its learners in the global market. However, it also recognises, and allows for the fact, that in South Africa the diversity of the school contexts, and the complex issues that impact upon these, may require particular knowledge, action and context-specific practical applications within the key areas of principalship. These can only be determined and prioritised by individual principals and their teams working within the school and its wider community.

The South African Standard for Principalship, serves a range of purposes. It provides information to all school stakeholders about what is expected from the role and image of the principal. It may be used to inform better recruitment and selection procedures and as the basis for improved performance management

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processes applicable to principals. T he Standard may be used by principals to identify their personal, professional development needs at all stages of their careers, as well as by those aspiring to be principals.

The Department does not intend that the South African Standard for Principalship will be a panacea or remedy for any *specific*, formal qualification for principals. However, it is intended to be a template against which the Department of Basic Education and Provincial Education Departments as well as their providers will be able to design programmes of professional leadership and management development for aspirant and serving principals. These programmes would address the realities of principalship in South Africa and employ assessment procedures appropriate for the determination of capability to perform at this level in the work place.

THE SOUTH AFRICAN STANDARD FOR PRINCIPALSHIP

The South African Standard for Principalship comprises four elements. These are:

THE CORE PURPOSE OF PRINCIPALSHIP: The Standard is built upon a definition of the core purpose of principalship which together with the other three elements underpins the principal's school leadership and management practices.

EDUCATIONAL AND SOCIAL VALUES: these are the core values, both national and context specific, which underpin all that happens in the school and which inform everything that the principal does in leading and managing the school.

KEY AREAS OF PRINCIPALSHIP: The eight interdependent areas as outlined in the QMS document constitute the generic role of the principal in any school context but they are focussed on the priorities of the South African schooling system. Within each of these key areas are illustrated some typical ***Actions*** which a principal needs to take in relation to the **Core Purpose of Principalship**,

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together with examples of the types of ***Knowledge*** requirements that underpin these actions. The relative importance of these actions and knowledge may vary from context to context.

PERSONAL AND PROFESSIONAL ATTRIBUTES: these are the range of attributes that a principal brings to his or her role and which influence the way in which leadership and management practice is carried out. They are crucial in the determination of effectiveness in fulfilling the principal's role. These four elements, taken together, provide answers to three fundamental questions related to the professional work of any principal. These are:

- **WHY** a school principal takes particular courses of action?
- **WHAT** are the main functions of principalship?
- **HOW** are the main functions fulfilled effectively?

Competent principals should be able to provide and justify answers to these questions within their specific work contexts. They should be able to demonstrate an ability to achieve the core purpose of principalship by carrying out effectively the key areas of principalship, drawing upon appropriate values and applying relevant personal and professional attributes.

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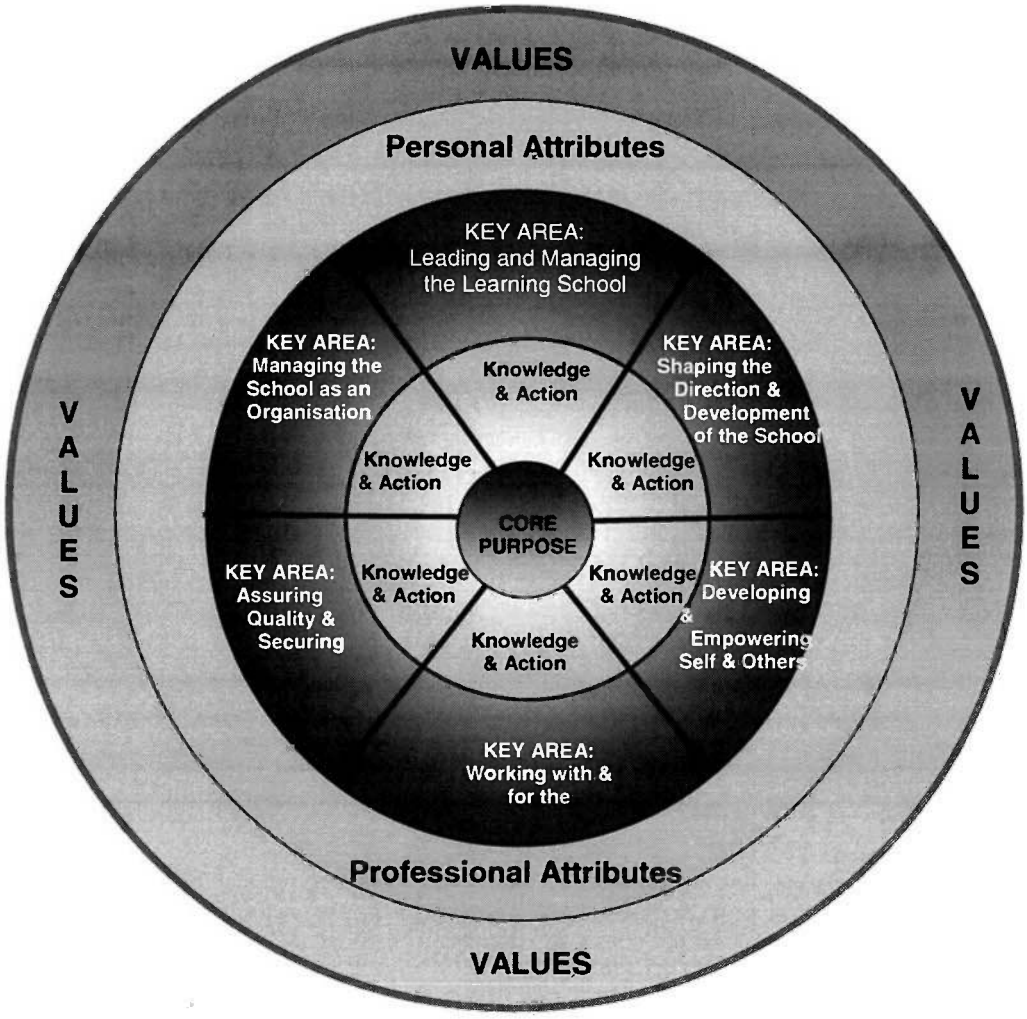
The relationship between the elements of the South African Standard for Principalship is depicted in the diagram below:

THE SOUTH AFRICAN STANDARD FOR PRINCIPALSHIP



WHY?	Core Purpose of Principalship Values
WHAT?	Key Areas
HOW?	Personal and Professional Attributes Knowledge & Action

6

THE CORE PURPOSE OF PRINCIPALSHIP

The core purpose of principalship is to provide leadership and management in all areas of the school to enable the creation and support of conditions under which high quality teaching and learning take place and which promote the highest possible standards of learner achievement.

As the leading professional in the school, the principal works with the School Management Team and others within the school's community and in partnership with the School Governing Body. S/he has primary responsibility for providing leadership and direction for the school and for ensuring that its aims and goals are met through the ways in which the school is managed and organised.

The principal has overall responsibility for the development and implementation of plans, policies and procedures that enable the school to translate its vision and mission into achievable action and outcomes. S/he, ultimately, is responsible for the ongoing evaluation of the school's performance and for its continuing development and improvement. The principal is accountable overall to the Department of Education, the School Governing Body, the school community and other stakeholders for the quality of education achieved.

The principal has the primary responsibility for the creation of a safe, nurturing and supportive learning environment, which enables effective teaching and learning to take place. S/he also has responsibility for creating a climate that encourages high levels of performance and commitment from all who work in the school. The principal must promote a work climate in which ongoing personal and professional development is encouraged and supported and in which the potential contribution of everyone is valued.

The principal, working with and through others, is responsible for building relationships between the school and the wider community. S/he has an overall responsibility to encourage the building, development and maintenance of

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partnerships between the school and its wider community to the mutual benefit of each.

EDUCATIONAL RIGHTS AND SOCIAL VALUES

At the heart of the principal's leadership and management of the school are core societal and educational values, which underpin all that happens in the school. These values shape the way in which the school works towards the achievement of its vision and goals. Values provide the rationale for why particular courses of action are taken in the running of the school and the principal as the leading professional will hold, articulate and communicate accepted professional and social values.

Some of these values derive specifically from the nature and context of the individual school and its community. Others are derived more generally from the South African Constitution, which underpins the country's education system, and are set out in the Department's *Manifesto on Values, Education and Democracy* (2001). These values inform the core purpose of principalship. Together with knowledge and understanding of the aspirations for transforming schooling in South Africa they shape the nature and direction of leadership and management in the school and the school improvement process. In addition to the core societal and educational values there are a number of professional values, appropriate in the South African context, to which the principal demonstrates a commitment. These rights and values include:

- The centrality of learning as the core purpose of all that happens in the school;
- The potential of the school to inspire in its learners a commitment to learning as a lifelong process;
- The right of all learners to have access to relevant and meaningful learning experiences and opportunities;
- Belief that the school and its learners are capable of continuous improvement;

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- Responsiveness to the diverse needs of the school community and the wider community which it serves;
- The right of all members of the school's community to active participation in the life of the school;
- The right of all stakeholders to the quality of service delivery to which they are entitled, anchored in the principles of Batho Pele;
- The right of all members of the school community to be treated with respect and dignity;
- The right of all members of the school community to be safe and secure in a nurturing environment; and
- The importance of fostering the well-being of all learners within their school and the wider community.

THE KEY AREAS OF PRINCIPALSHIP

The eight interdependent areas together constitute the generic role of the principal in any South African school context. There is no implied hierarchy in the order in which they are presented but as leading learning and managing the curriculum is at the heart of the work of any school, this key area has been defined first.

The 8 key areas are:

- Leading the Learning School;
- Shaping the Direction and Development of the School;
- Managing Quality and Securing Accountability;
- Developing and Empowering Self and Others;
- Managing the School as an Organisation;
- Working with and for the immediate school Community as well as the broader community;
- Managing Human Resources (Staff) in the school; and
- Management and advocacy of extra-curricular activities.

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Each of the 8 key areas has an indication of some typical ***Actions*** that a principal needs to take in respect of each area, as it relates to the Core Purpose of Principalship. The relative importance of these actions may vary according to context. Therefore, the examples are indicative of what a principal needs to do rather than a comprehensive list. Similarly, for each of the key areas some illustrative indication is given of particular ***Knowledge*** requirements, which underpin and inform the ***Actions.***

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

LEADING THE LEARNING SCHOOL

The principal working with the School Management Team and others has a primary responsibility to promote a successful learning culture within the school and to develop the school as a learning organisation. The principal also has due responsibility to strengthen communication and relationships to enhance student learning.

At the heart of the principal's role is a fundamental responsibility for the management of the curriculum, the enhancement of the quality of teaching and learning and the raising of levels of learner achievement. While every key area within the principal's role is directed at the promotion of quality teaching and learning; the leadership and management of the learning school focuses directly on the principal's responsibility for the creation and maintenance of a learning culture for all learners and staff. This is built upon high expectations and supported through ongoing monitoring and evaluation of learning outcomes and a commitment to continuous improvement.

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KNOWLEDGE; CURRICULUM MANAGEMENT; TEACHING; INFORMATION PROMOTION: TECHNOLOGY (ICT) IN LEARNING AND HUMAN RESOURCE SUPPORT

The school principal needs to know about:

- The National Curriculum Statement and the values and goals which shape it,
- Practices of effective teaching and learning which support the delivery of the National Curriculum Statement,
- Strategies for the effective monitoring and evaluation of performance in relation to the National Curriculum Statement;
- Methods of accumulating data, and of data analysis, relevant to monitoring and evaluating performance in relation to the National Curriculum Statement;
- Using evidence derived from research and practice to inform the improvement of teaching and learning and the enhancement of a learning culture;
- Using technology to support teaching, learning and assessment;
- Accessing and utilising resources to support teaching and learning;
- Strategies and approaches for the development of a learning culture in the school and for raising levels of achievement and excellence in any context;
- Building and developing a nurturing and supportive environment for effective teaching and learning;
- Approaches and current trends in building and developing the school as a learning organisation;
- Social, political, economic and health conditions of the school and wider community which impact upon individual learning behaviours, needs, attendance and well-being;
- Approaches to managing specific leaning needs, learner behaviours and attendance; and
- Approaches to ensuring equity in learner access to high quality teaching and learning.

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ACTIONS

The school principal is able to:

- Demonstrate and model a personal commitment to learning and the maintenance of high standards,
- Promote strategies to encourage high expectations and to set challenging targets for achievement,
- Challenge underperformance, ensuring appropriate corrective action and follow-up;
- Facilitate the ongoing monitoring and evaluation of all classroom practice;
- Ensure that sound data at class and school level is collected and used to inform the continuous monitoring and evaluation of teaching and learning, together with learner progress and achievement;
- Keep up to date with thinking and current debates through reading professional books, journals and publications;
- Share and transmit ideas and stimulate discussion on pedagogic and welfare issues with all staff;
- Ensure that educators have a full understanding of the National Curriculum Statement and possess attendant skills related to teaching, monitoring and evaluation;
- Encourage ongoing debate among staff on the development of teaching and learning in the school and about effecting improvements;
- Promote a positive learning culture and ethos within the school and demonstrate an understanding of the principles and practice of effective teaching and learning through effective curriculum management;
- Ensure that teaching and learning are at the heart of the school's strategic planning and management of all resources;
- Continuously strive to build and develop the school as a learning organisation;
- Ensure that educators have opportunities to access quality professional development in order to improve their teaching; and
- Work with the school's community to assure a school environment, which is safe and secure, promotes well being and is conducive to effective teaching and learning.

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- Demonstrate leadership through engaging with staff and sharing knowledge of effective teaching and learning in the context of the South African curriculum documents.
- Lead others so that school plans and objectives are achieved.
- Provide advice and guidance to professional staff on educational issues.
- Promote achievement of the school Mission Statement.
- Act in accordance with the Constitution of South Africa, Laws, Regulations and Code of Conduct for learners and Educators.
- Initiate and manage changes necessary for the development of the school.
- Identify problems and challenges that affect teaching and learning.
- Maintain good discipline in schools.

SHAPING THE DIRECTION AND DEVELOPMENT OF THE SCHOOL

The school principal works with the School Governing Body, the School Management Team and others in the school's community to create a shared vision, mission and strategic plan to inspire and motivate all who work in and with the school and to provide direction for the school's ongoing development. The vision and mission encapsulate the core educational values and moral purpose of the school and takes into account national educational values and the values and beliefs of the school's community. The strategic planning process is fundamental for shaping and sustaining school improvement and for empowering the school to be active and effective in its ongoing development.

KNOWLEDGE: SCHOOL DEVELOPMENT/IMPROVEMENT OF PLANS; EVIDENCE-BASED PLANNING

The school principal needs to know about:

- The values, principles and goals which inform South African schooling;
- South African educational legislation and policy;
- Labour Law and its application in the school context;
- The principles and processes of strategic thinking, planning and implementation;
- Leading complex and dynamic change processes;
- Approaches to building, communicating and implementing a shared vision;

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- Strategies for inspiring, challenging, motivating and empowering people to commit to the school's values, vision and mission and to carry them forward in planned action; and
- Ways in which personally to model the values and vision of the school.
- Manage conflict and other challenging situations effectively and work towards solutions.

ACTIONS

The school principal is able to:

- Ensure that the vision and mission of the school is shared, understood and acted upon by all in the school community;
- Work with all in the school's community to ensure that the vision and mission of the school is translated into agreed goals and operational plans, designed to promote and sustain ongoing school improvement;
- Ensure that school policy is developed and implemented with due regard to educational legislation and policy;
- Work with others in the school's community and motivate them in the building of a shared school culture and a school climate which promotes collaborative working relationships and effective teaching and learning;
- Ensure that the strategic planning process takes account of the values, diversity and particular context of the school and its wider community;
- Monitor, evaluate and review the impact of school plans and their implementation, and initiate appropriate action in the light of these processes; and
- Lead by example and model the values and vision of the school in everyday work and practice.

MANAGING QUALITY AND SECURING ACCOUNTABILITY

The principal working together with the Governing Body and School Management Team and others is responsible for assuring the quality of teaching and learning in the school. S/he must establish and maintain effective quality assurance systems and procedures within the school, which ensure ongoing evaluation and review of all aspects of the school's operation and which promote collective responsibility for these. The principal has overall responsibility for the promotion

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of quality assurance and is accountable ultimately to a wide range of stakeholders for all aspects of the school's performance and its continuing improvement. These stakeholders include national and provincial departments of education, learners, staff, parents, school governing bodies and the wider community.

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

The school principal needs to know about:

- Practices and procedures related to quality assurance systems, including whole-school review and evaluation and performance management;
- Mechanisms for the collection and use of performance data and other evidence to monitor, evaluate and improve school performance across all aspects of its operation;
- Processes and systems underpinning accountability, responsiveness and responsibility; and
- Statutory frameworks and regulations related to quality assurance and accountability, including the South African Schools Act (as amended) and the Integrated Quality Management System (IQMS).

ACTIONS

The school principal is able to:

- Encourage the development and maintenance of an ethos of collective responsibility for assuring quality, and ensuring accountability, within the school's community;
- Ensure that regulated performance management systems are understood and administered efficiently and effectively;
- Set in place and maintain effective mechanisms and procedures for ongoing, systematic review and self-evaluation of all aspects of the school's work;
- Ensure that all members of the school's community have clear and agreed understandings of their individual responsibilities and their accountabilities;

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- Collect, and encourage others in the school's community to collect, and use appropriate data and other evidence to support self-evaluation and accountability;
- Use the combined outcomes of ongoing school self-evaluations and external evaluations for the continuing development of the school;
- Account regularly, and in accessible and accurate ways, in respect of the school's performance to key audiences including the governors, parents staff and learners, within the school's community;
- Work with the School Governing Body to assist it to meet its statutory obligations; and
- Fulfil the school's legislative and statutory accountability obligations to the Department of Education and the School Governing Body.

DEVELOPING AND EMPOWERING SELF OTHERS AND WELLNESS OF THE STAFF

The principal working with and through the School Management Team and others in embracing the philosophy and practice of *Ubuntu* has the overall responsibility to build a professional learning community in the school. This will be achieved through effective interpersonal relationships and communication, which recognises, manages and celebrates diversity of ethnicity, race and gender. The principal will promote quality, secure commitment and enhance the performance of all in relation to the school's ultimate goal of achieving the highest quality teaching and learning. Through the provision of genuine opportunities for shared leadership, teamwork, and participation in decision-making, the principal promotes the empowerment of those working in the school. By encouraging effective and relevant continuing professional development opportunities, the principal supports the school's staff to meet their individual development needs and the development needs of the school. Principals also need to be reflective to build personal capacity and be committed to their own continuing professional development.

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KNOWLEDGE: STAFF DEVELOPMENT (TEACHER AND SUPPORT STAFF); DEVELOPMENT OF THE IMMEDIATE SCHOOL COMMUNITY

The school principal needs to know about:

- Relationships between performance management, continuing professional development and sustainable school improvement;
- Approaches to promoting continuing professional development, including approaches to adult learning;
- Ways in which shared leadership, participation in decision-making, team-building and effective teamwork may be encouraged, promoted and implemented;
- Ways in which motivation, morale and job satisfaction may be enhanced; and
- The significance and interpretation of *Ubuntu* within interpersonal relationships and effective communication and feedback.
- Demonstrate leadership through participating in professional learning.

ACTIONS

The school principal is able to:

- Embrace the philosophy of *Ubuntu*, valuing and respecting people and their contributions;
- Encourage the development of shared leadership, participation in decision-making, teambuilding and teamwork and other positive working relationships;
- Provide a range of opportunities for, and encourage and support engagement in, the continuing professional development of people working in the school,
- Implement processes to plan, allocate, support and evaluate the work of individuals and teams to guide and ensure improvement and celebrate achievements,
- Establish effective communication mechanisms within the school and its community,
- Develop and maintain effective procedures and practices for personnel processes such as induction, performance management and professional development;

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- Ensure equity and fairness in the delegation of work and the devolution of responsibility; and
- Engage in an ongoing review of own practice and accept responsibility for personal, professional development.

MANAGING THE SCHOOL AS AN ORGANISATION

The principal must provide for the effective organisation and management of the school and on the basis of ongoing review and evaluation s/he must strive continuously for ways to develop and improve organisational structures and functions. The principal is responsible for ensuring that the school and its people, assets and all other resources are organised and managed to provide for an effective, efficient, safe and nurturing learning environment. These management functions require the principal to build and strengthen the capacity of those working in the school and to ensure that all available assets and resources are equitably deployed to maximum effect in supporting effective teaching and learning. The principal should seek to build the school as a successful organisation through genuine and effective collaboration with others.

KNOWLEDGE: FINANCIAL MANAGEMENT; GENERAL INSTITUTIONAL MANAGEMENT, MANAGE INFORMATION

The school principal needs to know about:

- Organisational models and the principles and practice of organisational development and behaviour;
- Procedures for the effective and equitable allocation and deployment of human, financial and physical resources and all other assets, including procurement processes, in pursuit of the school's educational priorities;
- Procedures and good practice for the acquisition, maintenance and management of all school assets;
- Informed decision-making;

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- Financial and budgetary planning and management, including the means of more specific supplementary income generation in relation to the strategic financial and budgetary plans,
- Practices for performance management, both organisational and individual;
- Legal and regulatory frameworks related to managing schools in South Africa; and
- Applications of existing and emerging technologies for organisational management.

ACTIONS

The school principal is able to:

- Build an organisational structure which reflects the vision and values of the school and enables management systems and processes to work efficiently and effectively in line with all legal and regulatory requirements;
- Manage the school's financial and material resources and all assets efficiently and effectively in relation to the achievement of its educational priorities and goals;
- Manage the equitable deployment and development of the school's staff in relation to the achievement of the vision and goals of the school;
- Implement effective performance management systems and processes in relation to the work of individuals and the school as a whole;
- Ensure that the school's management, policies and practices are sensitive to local circumstances and reflect national and provincial policies, goals and needs;
- Organise and manage the environment of the school to ensure that it supports the teaching and learning needs of the school and meets relevant health and safety regulations and needs;
- Monitor, evaluate and review the quality and use of the school's available; and resources to ensure ongoing improvement of the quality of teaching and learning;
- Use technology (ICT) effectively and efficiently.

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WORKING WITH AND FOR THE IMMEDIATE SCHOOL COMMUNITY, AS WELL AS THE BROADER COMMUNITY

The principal working with the School Governing Body and the School Management Team should build collaborative relationships and partnerships within and between their internal and external school community for the mutual benefit of each. Schools exist within particular social and economic communities that have an influence on and may be influenced by the school. School improvement and community development are often interdependent processes. The wider community that the school serves can provide a source of support and resources for the school and the school itself can play a vital role in the well-being and development of its wider community.

KNOWLEDGE: IMMEDIATE SCHOOL COMMUNITY; BROADER COMMUNITY/PROFESSIONAL LEARNING NETWORKS AND PARTNERSHIP

The school principal needs to know about:

- The socio-economic, political and cultural characteristics of the wider school community;
- Current issues and possible future trends which affect the school community,
- The diversity of resources which are available in the wider community;
- Sources and patterns of influence in the wider community;
- Curriculum opportunities, formal and informal, which lie in the wider community;
- The existence and work of other relevant agencies in the wider community and the possibilities for collaboration with these;
- The work, capabilities and needs of other schools within the community and in the district clusters and networks;
- Approaches to building and maintaining partnerships between the school and the home, business, the wider community and municipalities and their elected officials; and
- Ways in which parents and other carers in the community may be encouraged to support children's education and overall well-being.

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ACTIONS

The school principal is able to:

- Draw on the richness and diversity of the school's wider community in relation to the development of the school's culture and ethos;
- Ensure that teaching and learning in the school are linked into and related to the school's wider community;
- Build and maintain effective, collaborative relationships and partnerships with other agencies in the community which are concerned variously with the well-being of children and their families;
- Build and maintain effective relationships and partnerships with potential resource providers within the wider community;
- Build communication pathways which enable the work of the school to be known in the community and for community feedback to the school;
- Provide leadership and support to the wider community through the availability of school facilities and expertise;
- Build effective partnerships for mutual support and the sharing of effective practice and resource management with other schools in the community;
- Work to develop and maintain an effective partnership between the school's governing body and its professional management;
- Establish and maintain means of open communication between the school and the parent/carer community and encourage meaningful home-school relationships; and
- Give attention to the articulated needs of the learners, among other things, through encouraging and supporting the work of the Representative Council of Learners.

MANAGING HUMAN RESOURCE (STAFF) IN THE SCHOOL

The principal in managing human resources need to understand the needs and well being of the school. He/she is responsible for the staff establishment, creating an enabling environment in terms of managing and supporting staff in areas of managing vacant posts, liaising with circuit managers on posts that

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cannot be filled, to enhance quality teaching and learning. The principal will need to advice and support staff regarding conditions of services in his/her school. It is his responsibility to give guidance related to labour related issues. This will also assist his/her leadership in terms of ensuring that legislation is followed when and as required in terms of the departmental policy.

KNOWLEDGE: STAFF ESTABLISHMENT; CONDITIONS OF SERVICES; LABOUR RELATED MATTERS

The school principal needs to know about:

- The departmental procedures to be followed in terms of advertising and filling of posts (educators as well as support staff);
- Filling of permanent as well as temporary post;
- Ways of approaching the circuit manager about vacancies that cannot be filled;
- Liaising with district office concerning staffing appointments;
- Providing information, advice and support regarding the conditions of service of staff;
- Solving problems of conditions of service;
- Positive labour environment that exists in the school;
- Legislation and procedures relating to the conduct and actions of educators and learners;
- Dealing with grievances followed by any disciplinary actions;
- Reporting procedures to circuit managers in cases of misconduct; and grievances in terms of relevant ELRC and PSBC action;

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ACTIONS

The school principal is able to:

- Ensure that departmental procedures are followed with regard to the advertising and filling of posts;
- Manage the school's grievances and challenges regarding the conditions of service and problem experienced;
- Manage the school's staff in relation to the achievement of the vision and goals of the school;
- Ensure that the school's management, policies and practices are sensitive to local circumstances and reflect national and provincial policies, goals and needs;
- Organise and manage the environment of the school to ensure that it supports the teaching and learning needs of the school and meets relevant legislation and procedures relating to their conduct and actions (e.g. Section 17 and 18 of the Employment of Educators Act, and the Children's Act, etc)

MANAGEMENT AND ADVOCACY OF EXTRA-MURAL ACTIVITIES

The principal in leading and managing a school should create an environment that takes care of the needs and circumstances of its learners in a form of offering extra-mural activities such as sport, cultural activities, etc. Socio-economic issues should be important factors taken into account for effective teaching and learning and in building the image of the school.

KNOWLEDGE: EXTRA-CURRICULAR ACTIVITIES; ADVOCACY

The school principal needs to know about:

- Cultural diversity, the needs, values, principles and practice of organisational development and behaviour;
- Good practice and management of cultural diversity;
- Advocacy and campaigns;

ACTIONS

The school principal is able to:

- Promote and manage cultural behaviour in a school;

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- Manage cultural diversity and culture tolerance and understanding
- Encourage participation in extra-mural activities;
- Involve the community with extra-mural activities where applicable; and
- Promote advocacy and campaigns for cultural and extra – curricular activities of the school.

PERSONAL AND PROFESSIONAL ATTRIBUTES

The *Key Areas*, which define the principal's leadership and management role in relation to the Core Purpose of Principalship, are underpinned by *Educational and Social Values* and assume the acquisition of a body of professional *Knowledge* and the demonstration of appropriate *Actions* in each of the key areas. However, in addition to these, a principal will bring a range of *Personal and Professional Attributes to* the role. These will influence the ways in which the leadership and management role is fulfilled and in the determination of effectiveness in carrying out that role.

The development of these attributes both through experience and training, is crucial for principalship in the contemporary South African context. Schools are now required to assume greater responsibility for leading and managing their own affairs and are expected to exercise considerable initiative in respect of school improvement and development. Given the wide variety of conditions under which South African schools currently operate, the following *illustrative* list of personal and professional attributes represent those which are considered necessary in *all* contexts for *all* principals.

The school principal:

- demonstrates a commitment to the core values and vision of the school and of schooling in South Africa and models these consistently;
- Demonstrates a commitment to the pursuit of excellence in all aspects of school life and to the building of a safe, secure and healthy learning environment;

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- Thinks and acts strategically, creatively and insightfully and communicates effectively;
- Inspires, challenges and motivates others and is committed to the development, empowerment and support of all within the school's community;
- Encourages participative decision-making, teamwork and team-building;
- Demonstrates integrity and fairness in all dealings with people and in the management and deployment of financial and other resources;
- Exhibits fair-mindedness, patience, empathy, compassion, respect and humility in all dealings with others and in the promotion and protection of the interests of educators and learners;
- Shows adaptability and responsiveness to change and has resilience and political astuteness in situations of ambiguity, adversity or opposition;
- Makes professional and managerial decisions based on informed judgements and takes decisive action;
- Exhibits self-confidence, maturity and courage in decision-making and action and shows resourcefulness, initiative and determination in seeking solutions to problems; and
- Shows the ability for self-reflection and a commitment to ongoing personal and professional self-development.

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NOTICE – CHANGE OF TELEPHONE NUMBERS: GOVERNMENT PRINTING WORKS

As the mandated government security printer, providing world class security products and services, Government Printing Works has adopted some of the highly innovative technologies to best serve its customers and stakeholders. In line with this task, Government Printing Works has implemented a new telephony system to ensure most effective communication and accessibility. As a result of this development, our telephone numbers will change with effect from 3 February 2014, starting with the Pretoria offices.

The new numbers are as follows:

- Switchboard : 012 748 6001/6002
- Advertising : 012 748 6205/6206/6207/6208/6209/6210/6211/6212
- Publications Enquiries : 012 748 6052/6053/6058 GeneralEnquiries@gpw.gov.za

  Maps : 012 748 6061/6065 BookShop@gpw.gov.za

  Debtors : 012 748 6060/6056/6064 PublicationsDebtors@gpw.gov.za

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- SCM : 012 748 6380/6373/6218
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- Creditors : 012 748 6246/6274

Please consult our website at www.gpwonline.co.za for more contact details.

The numbers for our provincial offices in Polokwane, East London and Mmabatho will not change at this stage.

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