



kzn education

Department:
Education
KWAZULU-NATAL

SMT HANDBOOK

...dedicated to service and performance
beyond the call of duty.

HANDBOOK FOR SMTs

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Message from the Member of the Executive Council for Education (KZN)



Honourable ES Mchunu

Democratic South Africa has recognised that the very foundation of the society we are striving to attain is the provision of quality education for all.

Schools are a mirror of society and are often reflective of the community in which they are located. We have, however, a duty to ensure that each one of our schools is a centre where quality teaching and meaningful learning thrives. There should be no difference, for example, between the education received by the children of a rural community and that offered to children in an affluent urban area.

All schools need to become centres of excellence and, to this end, a dedicated and committed school management team is the keystone. A well-run school creates the environment in which energies can be focused on *each* learner in *every* classroom so that the potential of *every* learner may be fully realised.

To achieve this goal we ask that all teachers and managers perform beyond the call of duty. We owe the children of KwaZulu-Natal nothing less.

I am confident that this handbook will contribute to ensuring equitable delivery of education in our province.

Honourable ES Mchunu

MEC for Education
KwaZulu-Natal Department of Education

Foreword



RC Lubisi Ph D

With the advent of democracy in 1994 and following the adoption of the Constitution of the Republic of South Africa in 1996, the acts and policies governing the provision of education in schools have been rewritten.

Never before has the provision of education been so widely documented and so comprehensively defined. These numerous documents provide the necessary framework within which the kind of education we value may occur. One unintended consequence, however, has been that school managers now need to be conversant with a great number of processes and procedures covering all aspects of school administration.

It was therefore felt that a handbook containing guidelines for school managers would be helpful in assisting them to fulfil their responsibilities effectively.

It is hoped that the ultimate beneficiaries of this handbook will be the learners in all our schools who will experience an environment fully supportive of good teaching and learning.

RC Lubisi Ph D

**Superintendent General
KwaZulu-Natal Department of Education**

Overview

The vision of the Department is '*A literate and skilled society capable of participating in all democratic processes and contributing to the growth of the people of KwaZulu Natal.*' For the Department to achieve its vision, there has to be proper management and governance of schools. This places responsibility on the shoulders of school principals, SMTs, teachers and SGBs who are all located at school level. Those who are entrusted with the task of managing and governing schools should also be mindful of the core business of the Department, which is teaching and learning. Teaching and learning can only occur if everyone does what he/she is employed or elected to do at all times.

Voted funds allocated to the Department are solely aimed at advancing and supporting its core business. Failure to perform according to expected standards is, therefore, tantamount to the squandering of tax-payers' money.

The monitoring and evaluation processes of the Department have revealed a major problem with the implementation of policy at school level. The Department of Education, as a State organ, is entrusted to implement government policies. Key to implementing government policy is a developmental state with a strong planning capacity and the ability to intervene in strategic areas. South Africa is not a state that micro-manages all aspects of government, but rather acts as an effective system of ongoing coordination, monitoring and evaluation of the implementation of government programmes and projects. An important aspect of a developmental state is, therefore, the capacity of public servants to execute the task with which they have been entrusted. Where this is not the case, the Department should implement corrective measures.

In response to these challenges, we are introducing to you an SMT Handbook with which we aim to assist principals and SMTs in their day-to-day management of schools. This SMT Handbook is a quick and easy reference to policy and equips principals of schools with the necessary systems, procedures and processes to be followed for every aspect of school management. This handbook is therefore part of our undertaking to support and strengthen service delivery so that effective and efficient school management can be realised.

We hope that this handbook will be a useful management tool for all members of SMTs.

Purpose of the Handbook

The purpose of this handbook is to provide guidelines to school managers, which will enable them to execute their mandate and to fulfil their overarching roles and responsibilities as education leaders. The handbook contains guidelines for action and outlines systems, processes and procedures for quality education. It is important for school managers to view this handbook as a means to assist them in ensuring the focus on the core business of the Department, which is teaching and learning. This points to the importance of the child as central to all educational endeavours.

These guidelines focus on a leadership system rather than on the leader. Leadership is not the person but an organizational structure that creates the framework for values and relationships. School leadership involves planning for school improvement, school development and forging partnerships with relevant stakeholders for the benefit of the learner. Leadership is a strong factor in determining school success. It is thus vitally important to ensure that the Department of Education has competent, well-informed and firm school managers. A strong school ethos based on positive collaboration provides a sound foundation for effective school management.

Managing change is a key feature of effective school management, and schools, as learning organizations, should treat change as an ongoing feature of their existence. School managers should, therefore, expect constant adaptations as features of their service delivery plans. They should have the capacity to learn, to reflect and to innovate.

The keeping of information or records is key to effective school management. A principal may be good but if he/she does not justify his/her actions with tangible evidence, his/her endeavours will be in vain. Effective management of information will assist principals in instances such as disciplinary processes, communication, grievance procedures, financial management, and payment of benefits.

The handbook is not in any way re-inventing the wheel in relation to other manuals previously produced, but is rather a quick and easy reference to educational policy, legislation and relevant publications already in place. The handbook is structured so that it assists school managers to locate relevant information and sections dealing with every facet of school management. For our education system to remain in line with societal needs, policy and legislation, this handbook will require amendment from time to time. To this end, relevant amendments to sections of the handbook will be issued by way of Departmental circulars and these should be incorporated into this handbook as and when received.

Chapter 1

Legislative Mandates

Listed hereunder are legislative mandates that govern the day-to-day operations of all school managers. Proper implementation of these policies will assist in promoting access to education, labour peace and will enhance capacity.

1. Constitution of the Republic of South Africa Act 108 of 1996
2. National Education Policy Act 27 of 1996
3. South African Schools' Act 84 of 1996 as amended
4. Labour Relations Act 66 of 1995 as amended
5. Employment of Educators Act 76 of 1998 as amended
6. Employment Equity Act 55 of 1998
7. Basic Conditions of Employment Act 75 of 1997
8. Public Service Act 103 of 1994 as amended
9. Public Finance Management Act 1 of 1999
10. Departmental Regulations on School Financial Management
11. Supply Chain Management Framework, Gazette No. 25767 of 5 December 2003
12. South African Council for Educators Act 31 of 2000
13. Further Education and Training Act 98 of 2000
14. Further Education and Training Colleges Act 16 of 2006
15. General and Further Education and Training Act 58 of 2001
16. KwaZulu Natal Education Act 3 of 1996
17. Adult Basic Education and Training Act 52 of 2000
18. South African Qualifications Authority Act of 1995
19. Promotion of Access to Information Act 2 of 2000
20. Promotion of Administrative Justice Act 10 of 2000
21. Promotion of Equality and Prevention of Unfair Discrimination Act 4 of 2000
22. Skills Development Act 97 of 1998 as amended
23. Skills Development Levies Act 9 of 1999
24. Occupational Health and Safety Act 85 of 1993
25. White Paper 5 on Early Childhood Development 2001
26. White Paper 6 on Inclusive Education 2001
27. White Paper 7 on e-Education of 2005
28. White Paper on Transforming Public Service Delivery – 1997
29. National Norms and Standards for Grade R Funding 2005
30. National Curriculum Statement 2006
31. Drug and Trafficking Act 140 of 1992
32. National Archives and Record Services of South Africa Act 43 of 1996
33. KZN School Library Policy of 2003
34. KZN Reading Policy Guidelines of 2005
35. National Policy on Assessment and Qualifications for schools in the General Education and Training Band
36. National Policy on the Conduct, Administration and Management of the General Education and Training Certificate
37. Language in Education Policy
38. Government Immovable Asset Management Act, 2007

39. National Education Information Policy (Notice 1950 of 2004)
40. National Policy on Assessment, Grades R – 12
41. National HIV/Aids Policy (contained in the National Education Policy Act)

NB. Principals must ensure that there is a copy of each of the abovementioned Acts and Policies in the school and these must be made accessible to all internal stakeholders. A loan register must be established to ensure safety of documents. Teachers must be empowered on all these legislative mandates and records of staff development sessions must be produced whenever required by the Ward Manager.

Chapter 2

Planning

Planning is an essential part of educational delivery. It is a truism that if one fails to plan, one plans to fail. A school plan must be made in the context of the broader framework of planning, beginning with the State's macro planning processes which are, at various levels, revised annually.

Statements of intent

2.1 State of the Nation Address

Every year the President of the Republic of South Africa addresses the Nation and the aim is to highlight areas that the whole country should be focusing on so as to improve the lives of all citizens. The address talks to issues of skills development, broad-based economic empowerment, local economic empowerment, access to basic services such as water, electricity and sanitation, access to education, programmes to mitigate poverty and unemployment. The address also embraces performance management, monitoring and evaluation at all levels.

It is expected that Principals obtain a copy of the State President's Annual Address, which is released in February each year, from their Ward Managers. This address gives a broad political direction to education delivery.

2.2 National Minister's Budget Speech

At the beginning of each financial year the Minister introduces the debate on the Education Budget Vote, i.e. the total budget allocated to the Education sector, both National and Provincial. The National Department of Education budget is transferred to higher-education institutions as block grants (earmarked funds such as for the National Student Financial Aid Scheme (NSFAS)), foundation programmes, and infrastructure or efficiency allocations. The rest of the budget is allocated to Provinces as indicated above.

2.3 State of the Province Address

Once the President of the country has delivered the State of the Nation Address, the Premier of the Province will deliver the State of the Province Address on areas such as access to education, broad participation in the economy, poverty eradication, priorities in the Municipal Integrated Development Plans, empowerment of women, rural communities, the youth, and the disabled.

Principals need to ensure that they obtain a copy of the Premier's Annual Address from their Ward Managers. It is released shortly after the State President's address. This address also gives a broad political direction to education delivery.

2.4 Provincial Growth and Development Strategy

The Provincial Growth and Development Strategy is a framework for public and private sector investment, indicating areas of opportunities and priorities for development. It is the vehicle to address the legacies of the apartheid era economy, to promote sustainable development and to ensure poverty eradication and em-

ployment creation. The Provincial Growth and Development Strategy addresses key issues of implementation blockages whilst providing strategic direction for the Province.

A Provincial Growth and Development Strategy which is aligned to the National Spatial Development Perspective (NSDP) is meant to:

- Serve as the overarching framework for development in the province.
- Guide the Provincial Government as well as other spheres, sectors and role players from civil society which can contribute to development in the province.
- Set a long term (ten year) vision and direction for development in the province.
- Guide the development agendas of districts and metro municipalities.

The KwaZulu-Natal Provincial Cabinet has identified six priorities as key components in the drive to address development challenges emanating from the province's socio-economic profile. The six priorities are:

- Strengthening governance and service delivery
- Sustainable economic development and job creation
- Integrating investment in community infrastructure
- Developing human capacity
- Developing a comprehensive response to HIV/Aids, and
- Fighting poverty and protecting vulnerable groups in society.

2.5 MEC's Budget Speech

At the beginning of each financial year, the MEC for Education delivers a budget speech detailing how the Vote 5 Budget will be expended. This highlights achievements and also identifies key intervention areas for the new financial year. Budgets are then allocated per programme or service area. Eight programmes are financed from the Vote 5 Budget which are:

- Administration
- Public Ordinary Schools
- Independent Schools
- Public Special Schools
- Further Education and Training
- Adult Basic Education and Training
- Early Childhood Development, and
- Auxiliary Services.

Monies appropriated by the Act of Parliament must be used for the purposes for which they have been intended. The primary beneficiaries of these funds are the learners. The funds, therefore, will have to be utilized effectively, efficiently and economically, thereby ensuring optimal value for money.

Principals need to ensure that they obtain a copy of the MEC's Annual Budget Speech from their Ward Managers. This document highlights strategic priorities of the KwaZulu-Natal Department of Education and also indicates how each of these priorities will be resourced.

2.6 KZN DoE Strategic Plan

This document outlines the **Vision** of the Department which is that of a literate and skilled 21st century society, able to benefit from participating in all democratic processes, and a Department which contributes to the development and growth of the people of KwaZulu-Natal.

The **Mission Statement** of the Department is to provide opportunities for all our people to access quality education, which will improve their position in life and contribute to the advancement of a democratic culture in the Province.

It is obligatory that principals plan and work to promote the vision and mission of the Department.

The Strategic Goals

The Strategic Goals of the Department determine the medium- to long-term direction of the Department. These goals are as follows:

- Goal 1:** Provide high quality, relevant education to all learners, regardless of age, which will equip them with knowledge, skills, values and attitudes to meet the challenges of the 21st century;
- Goal 2:** Transform the Department into a 21st century learning organization focused on results, high performance, effective communication and quality service delivery;
- Goal 3:** Transform schools and FET Colleges into self-reliant and effective learning institutions that are also community centres for lifelong-long learning;
- Goal 4:** Development of the Department's human resource capacity to meet the highest standards of professionalism in line with the requirements of the Employment Equity Act and of other transformation targets;
- Goal 5:** Provide and utilize resources to achieve redress and equity, and to eliminate conditions of physical degradation in institutions;
- Goal 6:** Eliminate fraud, corruption and maladministration, and
- Goal 7:** Deal urgently and purposefully with the impact of the HIV/Aids pandemic as part of an integrated Provincial response.

Strategic goals are incorporated into each of the service areas or programmes. Each of the eight programmes has a specific number of Key Performance Areas (KPA's), a clear set of strategic performance objectives, performance measures, targets and budgets.

For further information, refer to the KZN Strategic Plan: 2007 – 2010.

2.7 Operational Plan

The operational plan is the summary of the core functions of the Department of Education. It gives details on the key result areas, strategic goals, strategic objectives, measurable objectives, performance measurers, key performance areas, performance indicators, time frames and budgets for each of the four branches.

The four branches are:

- Finance
- Service Delivery Management Services
- Human Resource and Administrative Services
- Planning and Support

2.8 The Annual Performance Plan

This outlines new policy developments, highlights successes, outlines challenges of implementation and shifts in strategy, and provides a detailed plan for each of the eight programmes or service areas. It also outlines indicators such as access, equity, efficiency, output and quality, which are used to measure the performance of the system.

Principals need to obtain a copy of the Annual Performance Plan from their Ward Managers in order to be in line with the targets as per the Annual Performance Plan of the Department.

2.9 School Development Plan

It is expected that principals produce, after consultation with internal and external stakeholders, a three-year school development plan based on the school's strengths, weaknesses, opportunities and threats (a SWOT analysis). This is the starting point for any financial planning in a school. The School Development Plan details targets, priorities, budget, responsibilities, implementation time-frames, and strategies for reporting, risk management, monitoring and evaluation.

When the School Governing Body (SGB) takes office, one of its first tasks is to complete the School Development Plan for the period of three years coinciding with its term of office. The SGB must then ensure that the year plan addresses the priorities of the School Development Plan. This plan informs the priorities of the school's year plan, which in turn determines the school budget. It should be an objective of the SGB to implement the School Development Plan during its term of office and report to the parents.

2.10 Year Plan

Principals must draw up a year plan towards the end of each year, highlighting dates of academic and extra-curricular activities for the following year. The plan must be widely consulted on before it is submitted to the Ward Manager prior to the commencement of the new year.

Chapter 3

Education Management Information System

Education Management Information System (EMIS) collects, processes and disseminates education and training data, in order to evaluate the performance of the education system in the Province, in improving access, equity and quality. EMIS monitors the efficiency with which policies are implemented, and tracks the extent to which previous inequalities are redressed.

3.1 Surveys

The Department of Education conducts two main surveys, namely the Snap Survey and the Annual Survey for public ordinary schools, independent schools, special schools, ABET centres, FET colleges and ECD sites.

3.2 Submission of Data

Principals are to ensure that they submit accurate data. In order to achieve that, they must directly collect, analyze and process the statistics from teachers before submitting to the District Office. All principals must ensure that the information submitted to the Department is accurate and collated from existing updated records of their institution such as the following:

- (a) School admission register
- (b) Class registers
- (c) Examination promotion schedules
- (d) Personnel records
- (e) Teacher information
- (f) Physical resource records

These records, as well as copies of the respective surveys, should be made available upon request and should always be up to date.

3.3 The Significance of Credible Statistics

EMIS information is used by the Department for planning, decision-making, monitoring and evaluation. It is therefore important for the Department to report on credible statistical information. In order to minimise the submission of inaccurate data by schools, the Minister of Education has introduced two computer applications, namely the South African Schools Administration and Management Systems, (SASAMS) and the Learner Unit Record and Information Tracking System (LURITS), to assist schools in managing their administrative, management and governance information.

3.4 The Role of Districts

Schools are the source of data. To alleviate the rampant, deliberate falsification of enrolment figures, Districts must play a quality assurance role. This can be done by signing off survey forms submitted by schools and by doing spot checks in schools where inflation of enrolment figures is suspected.

3.5 Establishment of a School

- (a) The need to establish a new school must be identified either by the Department or by the school community. The involvement of the Ward

Manager and the Physical Planning and EMIS Section is central to the whole process.

- (b) The responsible officials will verify the need for such a school and, based on the findings, will advise accordingly. If the need is authentic, the necessary consultative processes will unfold.
- (c) The consultation process initiated by the Department should involve stakeholders such as, *Amakhosi*, *Izinduna*, local councillors, and the community.
- (d) To establish a school on private land a section 14 agreement must be entered into between the DoE and the farm owner or Trust.
- (e) In the case of a rural school, an ITB 1 form (*Ingonyama* Trust Tenure Option Application Form), a letter of consent from the *Inkosi* and a letter from the local municipality must accompany the application form.
- (f) The Minister of Education determines the minimum national Norms and Standards for school infrastructure and capacity with respect to the number of learners a school may admit, and for the provision of learning and teaching support material.
- (g) Before the new school is built, its curriculum must be negotiated with the relevant stakeholders and approval sought from the Provincial Curriculum and Infrastructure units. This will assist in ensuring that the buildings match the needs of the curriculum.

For further information refer to 5A of the Education Laws Amendment Act 31 of 2007.

3.6 Registration of Schools

- (a) Stakeholders should propose four names in order of preference.
- (b) The Principal, together with the SGB, will fill in Form E 103 and forward this to the Ward Manager for verification and onward submission to the Head of Department through the District Manager.
- (c) The Head of Department must approve registration of a school, and allocate an EMIS number prior to its operation.
- (d) Registration of schools before commencement of teaching and learning ensures that the curriculum to be offered is approved by the DoE and complies with set standards.
- (e) The school is budgeted for in terms of Norms and Standards, infrastructure provisioning, staffing and other relevant resources.

3.7 Re-naming of a School

- (a) The naming and re-naming of schools is the task of the EMIS unit which is responsible for registering schools.
- (b) Wide consultation of all relevant structures must be explored in the process of re-naming of schools.
- (c) The school submits a recommendation of a name or names through the line function to EMIS.
- (d) No school is allowed to use a new name prior to approval by the MEC for Education.

For further information refer to the Provincial Policy on Registration and Naming of Schools.

3.8 Closure of a Public School

- (a) Approval must be sought from the MEC through the line function.
- (b) Consultation with relevant stakeholders must have occurred.
- (c) The Principal and SGB must write a letter to the District Manager through the Ward Manager, requesting for de-registration of a grade or a school. An attendance register and minutes of the meeting(s) held with parents and relevant stakeholders must accompany the submission.
- (d) In the case of closure of schools for a day or two (temporary closure), approval must be sought from the MEC through the line function.

For further information refer to the Section 33 of South African Schools Act 84 of 1996.

3.9 Relocation of a School

- (a) No school may relocate to new premises without authority from the Head of Department.
- (b) Unauthorized relocation gives rise to “schools” under trees which is totally against the priorities of the Department and is in violation of human rights in terms of Chapter 2 of the Constitution of the Republic of South Africa.
- (c) The Principal and SGB must first seek permission and may only relocate the school once approval has been granted.
- (d) For any change of status, the Principal and SGB must submit Form E101 through the Ward Manager.

For further information refer to the policy document on the Establishment of Public Schools and Declaration of Independent Schools, pages 6-7.

3.10 Introduction of Grades

- (a) The Department of Education has two types of schools, namely: primary and secondary schools.
- (b) The primary schools cater for Grades R to 7 while the secondary schools cater for Grades 8 to 12.
- (c) In some circumstances, due to need, combined schools may be established. Authority for this must first be sought from the Head of Department through the line function.
- (d) For the introduction of new grades, it is imperative that proper authority be sought from the Head of Department. Additional grades will only be approved once two main requirements have been satisfied, namely the availability of floor space and infrastructure, and of suitably qualified teaching personnel.

3.11 Satellite Classrooms

Shortages of classrooms may warrant the establishment of satellite classes. Satellite classes may be established only after negotiations with all relevant stakeholders. A satellite class is part of an existing school, situated outside the school’s immediate premises, in a community hall or on the property of another school, for example. All satellite classes fall under the jurisdiction of the Principal of the school to which they belong.

Chapter 4

Infrastructure Management and Development

In terms of Section 20 (1) (g) of the *South African Schools Act (SASA), 84 of 1996*, one of the functions of all Governing Bodies is to “administer and control the school’s property, buildings and grounds occupied by the school, including hostels, if applicable”. Notwithstanding the above, the KZNDoE also has a responsibility to provide adequate facilities and to maintain them in good condition so as to facilitate the learning process. Owing to limited resources, not all schools can be attended to simultaneously, and therefore needs have to be prioritised.

4.1 Routine Maintenance and Cleanliness (Day to Day Maintenance)

- (a) Routine maintenance provides on-going minor repairs to school buildings and infrastructure (“fast tracking”).
- (b) It addresses, among other things, electrical faults, broken windows, door locks, blocked sewerage system, pipes and other similar problems.
- (c) The Principal must submit a written request to the District through the Ward Manager.
- (d) The request must specify the nature of services required.
- (e) For anything in excess of R7 500, the Department of Public Works (DoW) will call for three quotations and the lowest bidder will normally be approved.
- (f) Norms and Standards funding is provided directly or indirectly to schools for routine maintenance, with 5% of schools’ allocation being ring-fenced for this purpose. (This represents 12.5% of the 40% of the Norms and Standards budget allocated to the school buildings.)

4.2 Repairs and Renovations

- (a) Schools are required to utilize their Norms and Standards budget for minor repairs. A specific amount is allocated for this purpose.
- (b) All schools must have school infrastructure committees, whose main task is to ensure proper maintenance of the school buildings.
- (c) Section 21 schools deal directly with the service provider but must always obtain three quotations.
- (d) The SGB must constitute a School Tender Committee as a sub-committee of the Finance Committee, which will award tenders to the lowest bidders.
- (e) Whatever is agreed upon, should be ratified at the level of the Finance Committee and the full SGB before implementation.
- (f) Section 20 schools must submit an EF 72 form with a specification for the service required.
- (g) The Principal must monitor the delivery of service and, upon satisfaction, sanction payment.

For further information refer to Norms and Standards for School Funding.

4.3 Emergency Repairs

- (a) The term *emergency repairs* refers to remedying any aspect of a school environment that endangers the health and safety of persons at, or associated with the school, or which would, if not corrected immediately, incur large expenditure in the future.
- (b) Damage under this category includes that caused by 'Acts of God' such as fire, wind, and floods, as well as structural damage as a consequence of geotechnical conditions, extended neglect, failing building materials and any form of vandalism.
- (c) In the case of damage resulting from such circumstances, the Principal must inform both the District Infrastructure Planner and the Ward Manager of the situation. Depending on the case, the District Infrastructure Planner will refer the matter to the Department of Public Works and/or to Head Office.
- (d) The first priority must be to remove the immediate danger and the second to undertake the necessary remedial work.

4.4 Urgent Repairs and Renovations

- (a) Urgent repairs and renovations apply to repairs that fall within the ambit of routine maintenance, but which cannot be accommodated within the school's own budget.
- (b) This may include burst pipes, stolen copper pipes/taps, blocked or full sewerage systems, electrical faults and unsafe electrical installations. If not attended to immediately, these could deteriorate and pose a health hazard or could lead to additional expenses.
- (c) The Principal should report the problem to the Ward Manager and to the District Planner.
- (d) If the initial report is made telephonically, a formal letter must follow.
- (e) The DoW is then contacted by the District Office to carry out the relevant repairs.
- (f) The Principal must ensure that the specific work is executed successfully and, when satisfied with the final product, authorize payments by signing the relevant documents.

4.5 Minor Repairs

- (a) If the school cannot attend to such problems using the Norms and Standard funds, the Principal needs to write a letter outlining specific needs.
- (b) The letter is then forwarded to the District Planner following line function.
- (c) The District Planner subsequently communicates with the DoW. It is the responsibility of the DoW to send an official to carry out an in loco inspection, and provide an estimate of the cost of repairs.
- (d) Once the work has been completed by the DoW or an appointed contractor, it is the responsibility of the Principal to ensure that the work has been done satisfactorily.
- (e) Only once the Principal is satisfied that all aspects of the job have been completed as per specifications of the quotation, should payment be recommended.

4.6 Major Repairs

- (a) This involves large scale damage such as severely damaged roofs, collapsed buildings, and ruptured underground pipes.

- (b) The Principal reports such damage to the District Planner through line management.
- (c) The District Planner then places the work required at the school on the list of priorities and keeps the school management informed of progress.
- (d) The District Planner must monitor the process closely and communicate with all relevant stakeholders.
- (e) Should the damage pose a threat to the lives of learners and teachers, the District Manager should be consulted without delay on how to resolve the situation. The school may only be temporarily relocated or closed following a directive from the District Manager.

4.7 Additions or Extensions

- (a) Schools are the property of the State and changes to existing buildings such as building additional classrooms and laboratories are strictly prohibited without prior authorization.
- (b) Approval must first be sought and granted by the Head of Department.
- (c) In cases where the funding of the building project is derived from an external source, a report giving full details of the proposal must be submitted to the Ward Manager. The work may only commence once all documentation has been transmitted to the relevant office and approval obtained.
- (d) Plans must also be submitted for approval by the DoW. This includes the installation of electricity which must be monitored and approved by the DoW.
- (e) Progress of building projects must be inspected and approved by the DoW at all regulatory phases of the operation.

4.8 Official Opening of Schools/Classrooms/Specialist Rooms/Ablution Facilities

- (a) Public schools belong to the State and should therefore be managed by the KwaZulu-Natal Department of Education.
- (b) Official opening of buildings is the competency of the MEC for Education.
- (c) Dates and programmes for such functions must be negotiated with the Office of the MEC through the line function.
- (d) Deviations from this procedure will be viewed in a serious light and disciplinary processes may be instituted against the Principal.

4.9 Payment for Services

- (a) Schools are obliged to pay for domestic services, such as water, electricity, rates and telephones.
- (b) In instances where bills have not been received, it is the responsibility of the Principal to query this with the relevant service provider such as the Local Municipality to ensure timeous payment.

4.10 Management of Class Sizes

- (a) Ideally, a class should consist of a maximum of 40 learners.
- (b) The Principal must ensure that admissions are conducted in accordance with Departmental prescripts outlined in KZN Circular No. 99 of 2006 and HRM Circular 72 of 2007.

- (c) Principals are not allowed to over-enrol. Should there be a need to exceed the maximum number of learners, a detailed motivation, together with supporting documents, must be submitted to the Ward Manager.
- (d) The Ward Manager will then conduct an investigation to support or reject the application.
- (e) Approval or rejection will then be communicated to the school.

For further information refer to KZN Circular No. 99 of 2006 and HRM Circular 72 of 2007.

Chapter 5

Human Resource Management and Development

Employment in the Department of Education is the responsibility of the Head of Department. This function is delegated to the Human Resource and Administration Branch, which determines the Post Provisioning Norm (PPN) for all public schools. The responsibility of recommending the suitable candidate(s) at school level rests with the School Governing Body.

For further information, refer to the PAM Document, Page C-4, Section 3 and Section 6(1);(2) and (3)(a) and (b).

5.1 Management of the Post Provisioning Norm – Recruitment and Interviews

- (a) Once the PPN is determined, the Principal has a duty to inform the staff of the procedure to be followed in determining vacancies and posts for additional teachers.
- (b) It is advisable that the Principal, together with the SMT, manages the process in accordance with the relevant HRM Circular.
- (c) All substantive posts occupied by temporary teachers are deemed to be vacant. In the event that a temporary teacher does not qualify for conversion to permanency, the post should be declared as vacant for the purpose of redeploying an additional or displaced teacher in the post.
- (d) Posts that remain unfilled after the redeployment process are advertised in an open bulletin.
- (e) The SGB is responsible for appointing an Interview Committee to conduct the recruitment and selection processes for both teachers and Public Service employees.
- (f) The process must be conducted in accordance with the relevant procedure manual.
- (g) Once the process has been completed, the Interview Committee (IC) submits its recommendation to the SGB for ratification.
- (h) Recommendations are submitted to Head Office for approval by the HoD.
- (i) Where an increase in enrolment warrants a change of PPN, the Principal must complete Annexure B of HRM Circular 72 and submit it through the line function for a review of his/her PPN. No teacher may be employed prior to the receipt of the new PPN and subsequent completion of relevant documents.

For further information, refer to the PAM Document, page C5, Section 6(3) (a);(b); (c) and (d) and the procedure outlined in the relevant HRM Circular.

5.2 Appointment of Temporary and Substitute Teachers

- (a) **Temporary Teacher** – A temporary teacher is a Post Level 1 teacher employed in a substantive vacant post.
 - It is the responsibility of Human Resource Management to advertise all substantive vacant posts through a bulletin.

- If no qualified person or suitable candidate is identified, a detailed motivation must be submitted by the school for the authorization of employment of an unqualified and/or under-qualified teacher by the Circuit Manager.
- (b) **Substitute Teacher** – This is a teacher who is held against a post whereby the incumbent is either on sick/accouchement/vacation leave or any other authorized leave. The appointment of a substitute may only be authorized by the Circuit Manager if the duration of the leave is 30 days or more.
- (c) Termination of contracts for temporary teachers occupying substantive posts: the Principal must ensure that such teachers receive one month's notice.
- (d) **Documents** – Appointment forms for both temporary and substitute teachers must be accompanied by the following:
- Appointment form (ER1)
 - Z83
 - Certified copies of qualifications
 - Certified copy of ID
 - PPN Certificate
 - Termination form plus supporting documents e.g. Retirement letter, medical board letter, resignation letter, promotion letter, death certificate etc.
 - SACE certificate or proof of registration
 - Checklist as covering page
 - Application form for salary to be paid into a bank account
 - In the case of Foreign Teachers, the work permit and other relevant documents as required by Home Affairs and the KZNDoe
 - Declaration: An applicant must submit a declaration to the Principal that he/she has never been dismissed from service, which will prevent fruitless expenditure by the State

No teacher may assume duty prior to the authorization of the Ward Manager.

5.3 Conversion of Temporary Teachers

A temporary teacher who has completed twelve consecutive months of service must be recommended for conversion to permanency with immediate effect at the beginning of the new quarter. The post held by such a teacher must not be declared as a substantive vacancy for advertisement purposes. The teacher must be professionally qualified and registered with SACE.

For further information refer to HRM Circular 42 of 2008.

5.4 Appointment of Professionally Unqualified and Under-qualified Teachers

In exceptional circumstances, schools may request the appointment of a professionally unqualified or under-qualified teacher. These circumstances may include teachers of scarce subjects such as Computer Applications Technology, Mathematics, Physical Sciences, Travel and Tourism, Commercial Subjects, Graphic

Design and Technical Drawing. Proof of effort made to secure a suitably qualified teacher must be submitted to the Ward Manager, together with the request.

5.5 Re-appointment of Retirees

Retired teachers are not re-employable. Due to the present shortage of teachers, there is, however, an arrangement that has been made for such teachers to render their services to the Department provided that all requirements as prescribed in HRM Circular 62 of 2007 are met. The procedure is that a retired teacher must first seek approval from the Office of the MEC prior to his/her re-employment. In the case of teachers who have been medically boarded, two independent medical professionals must first assess and certify such persons fit for resuming duties before they may be re-appointed. He/she could then approach any school with such a letter, provided the school has a vacancy.

5.6 Assumption of Duty

The processing of an Assumption of Duty (AoD) form determines the pace at which an employee's salary is processed. Therefore, principals are urged to ensure that:

- An AoD form is filled in and signed on the day a teacher assumes duty at that school.
- Such forms, together with the supporting documents, must be submitted to the Ward Manager within a two day period for processing and onward transmission.

5.7 Acting Appointments

This type of appointment is for a teacher to be appointed to occupy a management position temporarily. The policy states that a post should be advertised and filled within three months.

The conditions are as follows:

- (a) For a school-based Head of Department (HoD) post, the post is advertised internally to teachers falling within the department in which there is a vacancy, e.g. Junior Phase, Senior Phase, Science Department, Humanities Department etc. If there is more than one application, an internal interview process is conducted by a panel including a parent member of the SGB.
- (b) For the Deputy Principal post, the post is advertised to the HoDs within the school and if more than one HoD applies, an interview process is conducted as in the case of a school-based HoD post.
- (c) For the Principal's post, if there is one DP, he/she is appointed automatically but if the school has more than one DP, an advert is made internally and the same process as for a HoD is followed.
- (d) The above conditions are informed by HRM Circular 39 of 2008, which stipulates that prospective candidates for acting positions should hold a substantive post one level below the vacant post.
- (e) In exceptional circumstances the Department may redeploy surplus or displaced teachers at the required level to occupy such acting positions.
- (f) Under no circumstances should a teacher be allowed to assume duties in an acting capacity in a vacant post before formal approval by the Head of Department is granted.

- (g) The acting appointment is for a period longer than twelve (12) consecutive weeks but limited to a maximum of twelve (12) months.
- (h) In the case of substituting for a permanent incumbent who is absent (due to reasons such as sick, study or maternity leave , displacement, or secondment), acting allowance are without pay.
- (i) Circumstances surrounding acting appointments are varied and, in specific individual cases, principals need to consult HRM Circular 39 of 2008 for full information and guidance.
- (j) In the case of a new school, the Ward Manager may recommend that the position of acting Principal be filled by the Deputy Principal of the school from which the new school has originated).

For further information refer to HRM Circular 39 of 2008.

5.8 Transfers

Teachers are allowed to apply for transfers as follows:

(a) Single Transfers

- Institution-based teachers may be considered for a transfer due to reasons of a personal and compelling nature (for example, economic, social or domestic). Documentary evidence substantiating the compelling circumstances must accompany a request for a transfer.

N.B.: An application for a transfer will not be considered if any charges of misconduct have been preferred against the applicant.

- It should be noted that only Post Level 1 teachers are eligible to apply for a single transfer. All vacant promotion posts must be advertised and may not be filled by transfers.

(b) Cross Transfer (Mutual Transfers)

- This process involves two teachers who must be on the same post level and have actual experience in the same learning area/field and or phase in the case of level one and level two teachers.
- A teacher has to identify another teacher who teaches in exactly the same learning area/field in the same phase as his/hers.
- Once mutual agreement is reached they both have to write application letters and submit them to their respective principals.
- Copies of letters of application, together with TF 2A forms, must be forwarded to the principals of both the releasing and the receiving schools.
- Principals and SGB chairpersons of both schools must indicate in writing their willingness to release and accept the teachers who have applied for a cross transfer.
- The TF 2A forms will then have to be submitted to the relevant Circuit Offices for the recommendation of both the Ward Manager and the Circuit Manager followed by transmission to the relevant higher offices.
- Teachers remain at their current schools until they receive written approval from the HoD.

For further information refer to page C-6-9 of the PAM Document and HRM Circular 10 of 2008.

5.9 Employees Exiting the System

- (a) Employees exit the system for various reasons such as resignation, medical boarding, normal and early retirement, or alternative employment.
- (b) In each instance, the teacher must comply with the procedures for the respective Termination of Service Form e.g. three months' notice to be given.
- (c) Should an employee choose to exit the system, it is the responsibility of the Principal to assist him/her to complete the relevant documents.
- (d) A Termination of Service form must be completed and submitted by the Principal as soon as a teacher exits the system. (In case of a staff member who wants to resign or retire, a termination of service interview form must be completed and submitted together with the termination form).
- (e) Unnecessary delays should be avoided as these impact negatively on the school staff establishment.

For further information refer to the PAM Document, page C7-9.

5.10 Induction and Orientation of Newly Appointed Staff

- (a) All newly appointed members of staff should be orientated and inducted on relevant Departmental prescripts, policies, procedures, systems, structures and processes.
- (b) It is recommended that new incumbents be inducted within the first month of their assumption of duty.
- (c) It is advisable that upon induction the new appointees be given a file of all useful and necessary documents including duties and responsibilities as provided in the PAM, as well as in the ELRC file.

For further information refer to the Collective Agreement No 1 of 2008.

5.11 Employee Benefits

- (a) Employee benefits are negotiated annually in the PSCBC or the ELRC and changes are effected from time to time.
- (b) All departmental employees must be kept informed of benefits related to the following:

- **Pension**

Pension benefits are based on Government Employees' Pension Fund (GEPF) contributions.

One third of the pension fund contribution is deducted at a rate of 7.5% from the gross salary of the employee. The remaining two thirds is contributed by the employer. Supervisors have a duty to keep employees informed on developments relating to the GEPF. This should form part of the staff development programme and will assist employees to make informed decisions when opting for retirement or resignation.

- **Medical Benefits**

Summary of
leave policy

Membership of a medical aid scheme is optional and supervisors need to advise employees on the benefits of belonging to such a scheme.

Permanent employees qualify for this benefit. Existing employees may remain on their current medical schemes or they may switch to Government Employees Medical Scheme (GEMS).

Employees who enter State service or who return after a break in service as at 1 July 2006, as well as employees appointed before that date, but who were not by 30 June 2006 in receipt of a State medical aid subsidy, will qualify for medical assistance only if they join GEMS.

The supervisor has a duty to advise employees regarding this benefit, particularly on how they can access this benefit during their retirement. This is particularly important for those about to exit the system.

- **Housing Benefits**

All full-time employees qualify for this benefit. Supervisors must understand the different forms of this benefit and must inform employees on procedures to follow. A State guarantee on a housing bond is only applicable to permanent employees who meet specific criteria.

In certain circumstances employees who rent housing qualify for an allowance.

- **Service Bonus**

A non-pensionable, taxable 13th cheque, is payable to permanent employees in the month in which their birthday falls. Other options for tax deductions exist. The supervisor should inform employees of various options and limitations that are available.

- **Long Service Recognition**

The Department rewards employees who have completed 20 and 30 years continuous service. In respect of 20 years, an employee qualifies to redeem 10 days of his/her capped leave. For 30 years service, an employee is able to redeem 15 days of his/her capped leave and also receives a cash award. In both instances, a certificate of recognition of service is given. Watches are no longer offered.

- **Resettlement Costs**

In terms of the Employment of Educator's Act (EAA), where the employer initiates the movement of an employee, the employee's resettlement costs are paid within certain limits. This payment is made upon transfer and/or promotion and when an employee retires.

For further information refer to the PAM Document, page C 32-48.

5.12 Leave Management

The Principal is the accounting officer to manage leave taken by employee at the school. This has serious financial implications for both the employer and the employee. Failure to manage and control leave could adversely affect the delivery of quality education.

(a) Principles of Leave Management

- Leave is applied for in advance, except in extreme circumstances such as the sudden death of an immediate family member, or the sudden illness of an employee or an immediate family member.
- The application for leave is subject to approval.
- Leave may be denied by the Principal if such leave would hamper service delivery or if abuse of the privilege is suspected.
- It is the responsibility of an employee to ensure that a leave form is completed prior to taking leave or, if this is not possible, immediately upon return.
- Furthermore, the Principal has to manage employee's' leave-taking, keep updated records of their leave profiles, and timeously submit leave forms to the designated office. Failure to act accordingly will result in disciplinary action being taken.
- Failure to submit a leave form amounts to fraud and will lead to disciplinary procedures being taken against the employee. This is regarded as unauthorised leave and would be treated as leave without pay.
- The Principal must make employee aware of the prescripts of the regulation that they may not assume duty in any other employment without the authorization of the Head of Department..

The following are examples of abuse of leave:

- An employee who takes sick leave for the purpose of running a business or being employed elsewhere.
- An employee who takes vacation leave in the last month before exiting the system.
- Any misuse of leave constitutes misconduct.

(b) Abscondment

Any unauthorized absence by employee is deemed to be an abscondment.

- An employee who is absent from duty for 14 consecutive days without a valid reason or without informing the Principal are deemed to have terminated their services.
- Public Service (PS) employee who is absent from duty for 30 consecutive days without a valid reason or fail to inform the Principal is deemed to have terminated their services.
- It is the responsibility of the Principal to take the following steps before declaring an employee or PS employee as having absconded:

- After two days of abscondment, the employee's Principal must attempt to make telephonic contact with the employee and make a relevant log entry.
- At the end of 4 days absence, the Principal must send a written communiqué by registered mail to the respective employee and a log entry must be made.
- A subsequent visit must be made to the last known address during which another written notification is given to either an employee or a relative found on site followed by a log entry.
- If the employee fails to respond by the end of 14 days (or 30 days in the case of a PS employee) the Principal will regard the employee as having absconded.
- A letter must then be written to the employee concerned, informing him/her of his/her new status.
- The Principal must also inform the District Employee Relations of the abscondment.
- An absconded employee will no longer be allowed to enter the school premises to resume his/her duties.

5.13 Types of Leave

a) Annual Leave

- Teachers are deemed to be on annual leave during the period when schools are closed. There is, however, no annual leave available to teachers during the school calendar year. Teachers may use their capped leave days if such leave is available to them. The Department will not pay for substitute teachers.
- All other Public Service personnel (non-teachers) employed at schools, with the exception of security personnel, are deemed to be on leave when schools are closed. Such personnel have 27 days' leave per annum of which 22 days must be taken during school vacation periods. If the remaining 5 days cannot be taken during school holidays, they may be taken during the time when the institution is in operation. Public service personnel should not take leave on the first and last days of a term.
- Security personnel qualify for 27 days of annual leave for which they have to apply in advance. Such applications are subject to approval by the Principal, who must act in the interest of the school's security.

b) Sick Leave

All employees are entitled to a total of 36 days' leave in a cycle of 3 years.

A medical certificate is required for an absence of 3 or more days. If an employee has been absent on more than two occasions during an 8-week period, a medical certificate must be submitted, regardless of the length of absence.

The Department has appointed a service provider to oversee sick leave taken by employees.

- **Leave for Clinical Procedures**

An employee is required to apply for this type of sick leave in advance.

- **Temporary Incapacity Leave (TIL)**

This leave is a type of 'special sick leave' that may be granted by the Department to Public Service employees in deserving cases only. TIL is not granted unless an employee has exhausted his/her 36 days' sick leave for the relevant three-year cycle. TIL is a privilege and not a right in terms of *The Basic Conditions of Employment Act of 1997 (BCEA)*. It is granted entirely and solely at the discretion of the Head of Department and is conditional upon a number of qualifying factors. While there is no limit on the number of days that TIL may be granted to an individual, or on the number of times that an individual may apply for such leave, it is a fundamental principle that TIL is specifically reserved only for those employees who suffer significantly incapacitating medical illness or injuries. It is not granted for everyday 'routine' or 'minor' conditions.

There are two types of TIL:

- Short Period Temporary Incapacity Leave (SPTIL) for up to 29 working days; and
- Long Period Temporary Incapacity Leave (LPTIL) lasting for 30 working days or longer.

Where TIL is granted the employee continues to receive full pay and the continuation of all employment benefits for the duration of his/her employee's absence. The employee may return to the specific job he/she was performing immediately prior to going on TIL, no matter how long the duration of the TIL was.

Applicants for temporary incapacity leave must complete and submit Annexure A. Such an application is subject to scrutiny by the appointed service provider.

- **Permanent Incapacity Leave**

Where an employee suffers from a medical illness or injury which permanently and totally incapacitates him/her and thereby prevents him/her from working in his/her own job or any other reasonable alternate job within the entire Public Service, and not only within his/her own Department, then such employee may qualify for early retirement on grounds of ill-health.

If the employer or the teacher is convinced that the teacher will never be able to render an effective service at his/her level or rank, the teacher may be granted 30 days' permanent incapacity leave during which the employer will ascertain the feasibility of alternative employment or adapting duties or work circumstances to accommodate the teacher.

Steps leading to medical boarding need to be studied carefully. For further information refer to the PAM Document, Chapter J.

- **III-Health Retirement (“Medical Boarding”)**

An employee who is considered not to be performing in accordance with the requirements of the post held, due to continuous ill health or injury, or an employee who applies for a discharge from service due to continuous ill health or injury, is granted discharge through an application for medical boarding.

Such an application entails the following steps:

1. An initial covering letter together with the respective application form (Annexure E),
2. The application form must be accompanied by detailed medical reports from the attending medical practitioner(s) or specialist(s),
3. The applicant must be aware that he/she will be subjected to a further investigation by the Department’s Medical Board,
4. The Supervisor must ensure the security of medical records and their timeous submission,
5. At the discretion of the Department, an applicant may be granted permanent disability leave during which a substitute teacher will be employed,
6. An application for medical boarding is granted subject to the approval of both the Medical Board and the Department of Education.

For incapacity leave applications exceeding 30 days, an employee needs to complete and submit Annexure B.

Where an employee has been employed in the Public Service for 10 years or more and now qualifies for III-Health Retirement, such employee will receive both a lump sum and a monthly payment.

Where an employee has been employed in the public Service for less than 10 years and now qualifies for III-Health Retirement, such employee will receive only a lump sum payment.

For further information refer to Section 12 of the Employment of Educators Act 76 of 1998 and to the Policy and Procedure on Incapacity Leave and III-Health Retirement (PILIR) November 2005. This must be read in conjunction with Section 3 (3) (C) of the Public Service Act of 1994 and the Determination on Leave of Absence in the Public Service and applicable Collective Agreements.

c) Other Types of Leave:

- **Leave for Occupational Injuries and Diseases**

This leave is granted for the period during which an employee cannot work, and is granted only to an employee who, as a result of his/her work suffers occupational injuries or contracts occupational diseases.

- **Adoption Leave**

An employee who adopts a child, who is younger than two years old, qualifies for adoption leave for a maximum of 45 working days. If both spouses or life partners are employed in the Public Service, both

partners qualify for adoption leave, provided the combined leave taken does not exceed 45 working days.

- **Family Responsibility Leave**

An employee qualifies for a maximum of 3 working days' leave per annum if one's spouse or life partner gives birth or if an immediate family member is sick.

A maximum of 5 working days' leave per annum is granted in the event of the death of an immediate family member.

Public Service employees qualify for a maximum of 5 working days' family responsibility leave per annum.

Such leave taken must be supported by documentary evidence.

- **Leave for Office Bearers or Shop Stewards of Recognised Employee Organizations**

Time off for union officials is limited to a maximum of 10 working days per annum. Such leave taken by union officials must not exceed a maximum of 3 consecutive school days at a time. Application for leave must be submitted in advance, together with supporting documents.

A leave form for a day of absence must be submitted for an accumulation of every 8 hours of absence from duty for Public Service staff, and for every 7 hours for teachers.

Supervisors must keep accurate records of the number of hours taken by each employee.

- **Leave for Members of Recognised Employee Organizations (Non-Office Bearers)**

Employee organisation members are allowed a maximum of 8 hours in a calendar year, with full pay to engage in activities organised by their union.

Supervisors must keep accurate records of the number of hours taken by each employee.

- **Maternity Leave**

This leave is for female employees only.

It should be applied for in advance and is for a maximum period of 4 calendar months. This leave should start at least 14 days prior to the expected birth date and end no fewer than 6 weeks after the birth. A doctor's certificate indicating the expected date of delivery must be attached to the application form.

A state-paid substitute teacher is employed to cover the work while the employee is on leave.

- *Temporary Employee's Maternity Leave*

State contract employees appointed on or after 1 July 2007, only qualify for paid maternity leave on a *pro rata* basis: 10 days for every full calendar month of completed service.

- *Miscarriage/Still-birth/Termination of Pregnancy*

A teacher who experiences a miscarriage or still-birth, or termination of pregnancy after paid maternity leave has commenced, shall be eligible for 6 weeks' maternity leave for recovery.

- **Urgent Private Affairs (UPA) Leave**

- Leave may be granted for up to 12 working days per annum to take care of urgent private affairs. If Family Responsibility Leave is also taken, then the combined total of Urgent Private Affairs and Family Responsibility leave may not exceed a total of 12 working days per annum.

- **Study Leave**

An employee may be granted special leave for an approved course of study and for a period approved by the employer, on conditions as approved by the employer, including full or partial pay, or without pay.

Any additional leave required for study must be taken from either annual or capped leave, or taken as unpaid leave.

- **Examination Leave**

An employee may be granted special leave for examination purposes for each day on which such an employee sits as a candidate for an examination approved for this purpose by the employer. One additional day of special leave may be taken for study purposes on the working days immediately prior to each day of examination.

- **Leave for Marking Departmental Examination Scripts**

When a marking session occurs during a school term, the official application for leave form needs to be completed and submitted for the period concerned.

This kind of leave is considered Special Leave.

- **Unpaid Leave**

An employee may apply for a maximum of 184 days' unpaid leave per annum when his/her annual leave has been exhausted.

- **Unpaid Leave for Continuity of Service**

A maximum of 120 days' leave may be granted to an employee for purposes of continuity of services.

For further information refer to Chapter J of the Employment of Educators Act 76 of 1998.

- **Religious Observances, and Professional & Personal Development Leave**

Employees are entitled to a maximum of 3 working days per annum for this category of leave.

It is required that employees apply for religious observances leave at least 3 months in advance through the normal line function.

NB: If the operation of a school will be adversely affected by the absence of a dominant religious grouping comprising learners and/or teachers because of religious observance leave, the SGB must be consulted in the first instance and an application for closure of the school must be made **following line function**. Only the MEC may grant permission to close the school.

For further information refer to page C-123-128 of the PAM Document (EEA No. 76 of 1998), HRM Circular No. 73 of 2006-Implementation of Revised Determination of Leave, and HRM Circular 35 of 2008.

5.14 Dealing with Teacher Displacement

- (a) A teacher may apply for displacement if he/she is faced with a threat of work related violence or intimidation.
- (b) Such a teacher must first open a case with the South African Police Services to obtain a case number.
- (c) An application for displacement is forwarded to the Principal and the SGB chairperson.
- (d) A recognised teacher union may lodge this application with the Principal on the teacher's behalf.
- (e) The Principal has a duty to ensure that all possible measures are taken to avoid displacement because a teacher leaves with the post whilst the application is being processed.

For further information refer to Collective Agreement Number 2 of 2008 for the procedure and processes involved in dealing with teacher displacement.

5.15 Organised Labour Activities at Schools

- (a) Teachers have a right to belong to organised labour and to participate in the activities of their respective unions.
- (b) The Principal and the SMT should also exercise their right in this respect. Such activities, however, must not interfere with or disturb teaching and learning.
- (c) Acknowledging that teachers may belong to different unions, principals must ensure that all unions and their members are given equal and consistent treatment.
- (d) Union activities must take place outside of teaching and learning time.
- (e) The site/shop stewards must consult with principals for every activity which they wish to undertake within the school.
- (f) Union officials, by virtue of their positions within the union, are not necessarily members of the SMT and are therefore not entitled to attend or participate in SMT meetings unless especially invited to do so for a particular purpose or function.

5.16 Management of Industrial Action

- (a) It is the duty of the Principal to ensure that labour conflicts do not impact negatively on teaching and learning in the school.
- (b) The Principal must keep abreast of developments on the labour front, particularly noting the provisions of Section 23 of the SA Constitution.
- (c) In line with the provisions of the Labour Relations Act (LRA), the Principal has to keep a record of all employees participating in industrial action. This information must be submitted on the relevant forms.
- (d) In cases where the Principal will also be exercising his/her right to participate in industrial action, he/she should inform his/her immediate supervisor in advance.

For further information refer to the Constitution of the RSA Section 23, Labour Relations Act of 1995 as amended, Employment of Educators' Act 76 of 1998 as amended.

5.16 Conflict Management

Conflict situations may occur in all organizational structures, including schools. It has been realised that if conflicts are managed correctly, there can be a significant positive development in human relations. Principals need to work towards resolving conflicts, even when they are not work related but of a personal nature.

The Principal must acknowledge that a conflict can be resolved only if both parties come together. A conflict situation must be identified immediately and steps must be taken to prevent it from escalating to a level where teaching and learning is affected.

Steps in Resolving Conflict:

1. Define the nature of the problem.
2. Initiate the process of engaging in discussions with the various individuals or parties involved.
3. Create a forum on neutral ground where parties may come together to discuss their issues.
4. Encourage honesty, openness and willingness to reach a resolution, and discourage parties from being defensive.
5. Focus on the future instead of on past mistakes, and discourage unnecessary repetition of points and expression of emotions.
6. Emphasize that the interests of the school are bigger than those of the individual.
7. Reach an agreement acceptable to all parties.
8. Devise a mutually agreed course of action with clearly defined time frames, to ensure that the resolution of the conflict is sustained.

The art of true leadership lies in the ability to manage conflict situations and bring about a compromise. A leader must be willing to enlist the assistance of an additional negotiator, should it be necessary.

5.17 Disciplinary Procedures

This involves a supervisor instituting disciplinary procedures against a supervisee within prescripts of the EEA.

The procedure demands professionalism at all levels.

All employees are subject to disciplinary procedures when they transgress policies and regulations. It is the responsibility of the Principal to institute disciplinary procedures as stipulated in the *PAM Document*, pages C-16-18.

The following principles should be adhered to:

1. The application of the “hot stove rule”: the process has to be fair and consistently applied to all.
2. The separation of transgressions into clearly defined misdemeanours if applicable.
3. The correction of behaviour rather than punishment of the individual.
4. The completion of the process in the shortest possible time.

5.18 Procedures and Sanctions in Respect of Internal Hearings

- (a) **Counselling:** The supervisor initially counsels the employee.
- (b) **Verbal warning:** The supervisor issues a verbal warning after a counselling session and makes an entry in the log book.
- (c) **Written Warning:** After a second transgression of the same nature, the supervisor issues a written warning following counselling after a counselling session which is recorded. The teacher is informed that a copy of the warning will be kept in his/her file for 6 months. He/she is told of the next step to be taken if the same conduct persists.
- (d) **Final Written Warning:** After counselling, which is recorded, the supervisor issues a final written warning if the employee repeats the same transgression within a 6 month period. The employee is again informed that a copy of the warning will be kept in his/her file for 6 months.
- (e) **Recommendation for a Misconduct Charge:** Should an employee continue to conduct himself/herself in the same improper manner, a recommendation by the supervisor for a misconduct charge shall be made. Such a recommendation for a charge of misconduct will then be forwarded by the Principal to the Ward Manager for onward submission to the Labour Section of the District Office.
- (f) **Serious Offences:** Section 17 offences, deemed serious offences, must be brought to the attention of the supervisor with immediate effect. Principals should inform employees of the consequences in respect of Section 17 offences, which include suspension, dismissal and demotion. These may be imposed by the Head of Department following a hearing.

5.19 Incapacity code and procedures for poor work performance

The Labour Relations Act of 1995 includes reference to the code and procedures in respect of poor work performance.

The following need to be taken into account in considering the incapacity of a teacher:

- The extent to which the incapacity impacts on the teacher’s work
- The extent to which the teacher fails to meet respective performance standards
- The extent to which the teacher lacks the necessary skills to perform in accordance to the teacher’s job description

- The nature and circumstances of the teacher's work and responsibilities

If the school management team (SMT) is of the view that the teacher is not performing in accordance with his/her job description, the SMT must:

- Give written reasons to the teacher why it is necessary to initiate the procedure in respect of poor performance
- After serving the written reasons referred to above, the SMT must meet with the teacher or the teacher and his/her union representative or fellow employee

Should the above not produce the required resolution, the SMT must then resort to the procedures and sanctions in respect of internal hearings, referred to in 5.18 above.

For further information refer to page C 16-18, No. 1-5 of the Code of Good Practice in the PAM Document and HRM Circular 63 of 2004.

5.20 Grievance Procedure

This involves a supervisee instituting a grievance procedure against a supervisor within prescripts of the EEA. (The supervisor cannot lodge a grievance against his/her supervisee because the supervisor has recourse to disciplinary procedures outlined in paragraph 5.21).

The procedure demands professionalism at all levels.

The process is as follows:

- (a) An aggrieved employee lodges a complaint with the supervisor concerned. This is done verbally and no records are kept. The proceeding will be without prejudice to other parties.
- (b) Should the conduct persist, the grievant then writes a letter of grievance to the supervisor within 90 days.
- (c) The supervisor is compelled to confer with the grievant within 5 working days upon receipt of the letter. Records must be kept.
- (d) Should the grievant not be satisfied with the outcome, he/she may forward a letter of grievance to the next level of management. The line function within the school should be observed, and each level of management should keep accurate records of the process followed.
- (e) Before the matter is referred to the Ward Manager, the Principal of the school must compile a full report on the steps that have been taken to resolve the grievance.
- (f) The next level of management is compelled to deal with the grievance within 5 days of the receipt of such a letter.
- (g) If the grievant is not satisfied with the outcome at District level, the grievant may register a dispute with the ELRC.

For further information refer to Page C120, Chapter H of the Employment Education Act, No. 76 of 1998 (PAM Document).

5.21 Employee Development

Professional development of employees is the responsibility of each supervisor and should be ongoing.

- a) HoDs have a duty to see to it that teachers within their departments are kept abreast of new developments in respect of curriculum and other changes.
- b) They must coach, mentor, monitor and evaluate the performance of their subordinates in line with the IQMS policy.
- c) Staff development programmes should be an integral part of a school's year programme as well as the school's improvement plan.
- d) The Principal must ensure that all teachers are familiarized with the SACE code of conduct, their condition of service and policy changes.

For further information refer to SACE Act 31 of 2000; Employment of Teacher's Act 76 of 1998, and to relevant ELRC Resolutions.

5.22 National Teaching Awards

- a) The National Teaching Awards (NTA) Programme is an initiative to promote excellence in education by recognizing dedicated teachers who exceed expectations in their work. The Principal's direct responsibility is to promote the best teaching and learning practices in school. Schools are encouraged to enter these competitions in May of each year.

The role of the Principal includes:

- Making use of proper structures within the school to identify teachers who excel. The nomination of a NTA candidate is the responsibility of the School Development Team (SDT). The SGB should be apprised of the nomination.
- Encouraging all teachers, including Grade R teachers, to enter for the National Teaching Awards.
- Ensuring the SDT completes the nomination forms correctly and the nominated teacher writes a motivation.
- Transporting nominated teachers to adjudication venues and events.
- Giving moral support during adjudication.
- Using NTA winners as sources of excellence at school level.

For further information refer to NTA booklets/brochures.

5.23 Grading of schools

At present principals' salary levels are dependant on the grading of schools, which are determined by the number of teachers they manage. All principals now hold post level 4 positions.

- (a) The admission of learners should be in line with KZN Circular No. 99 of 2006 which stipulates that the admission of learners should be undertaken from the beginning of the third term to the end of October of each year, with the minimum being the PPN ratio of that year and a class size of 40 learners as the maximum.
- (b) Principals are cautioned against inflating figures and admitting under-age learners, as this practice would interfere with the planning and budgeting functions of the Department.

- (c) Falsification of statistics and information amounts to fraud and subjects the Principal to disciplinary measures Section 17(1) (a) of the EEA No. 76 of 1998 as amended.

For further information refer to the PAM Document page C 9 and Collective Agreement Number 3 of 2006.

5.24 Performance Management and Development (IQMS and EPMDS)

The Principal has the responsibility of managing the performance of all employees at his/her institution. Performance Management includes monitoring, development and reporting.

All educational institutions have two types of employees: teachers and Public Service employees. It is important for managers to develop the employees they manage. The Integrated Quality Management System (IQMS) and the Employee Performance Measurement and Development System (EPMDS) are systems through which development areas may be identified.

5.25 Integrated Quality Management System (IQMS)

- (a) Resolution 8 of 2003 mandates the Principal and the SMT to manage the performance and development of teachers at his/her school. This integrated quality management system further provides for the establishment of a number of structures:
- **The School Development Team (SDT):** This team should comprise the Principal and democratically elected members. The main task of the SDT is to ensure that all teachers are trained on the procedures and processes of the IQMS. It coordinates the activities pertaining to staff development. It prepares and monitors the management plan for the IQMS.
 - **The Development Support Group (DSG):** This group comprises the teacher, the immediate supervisor and the peer selected by a teacher on the basis of appropriate phase/learning area/subject expertise. The main purpose of the DSG is to provide mentoring and support. The DSG is responsible for assisting the teacher to develop his/her Professional Growth Plan (PGP).
- (b) In terms of the resolution, the baseline evaluation is the responsibility of the DSG. The SDT and the SMT must ensure that newly appointed teachers are exposed to the IQMS and school-based HoDs must take the lead in this regard:
- Immediate supervisors are responsible for the summative evaluation which is for the purpose of pay/grade progression.
 - The Professional Growth Plan must be developed by all teachers annually. This document forms the basis for the School Improvement Plan (SIP).
 - The School Improvement Plan is developed by the SDT. The information on which they base this plan is derived from the PGPs of all the teachers in the school as well as from the Whole School Evaluation (WSE) report. The SIP enables the school to measure its own progress through a process of ongoing self-

evaluation. This must happen continuously, especially in the external WSE.

- (c) It must be emphasized that the whole process is developmental. All teachers, therefore, should be subjected to baseline evaluation which is done once, and summative evaluation, which is done at the end of each year. The Principal must ensure that scores are not a priority but emphasis should be placed on continuous professional development.

5.26 Employee Performance Measurement and Development System (EPMDS)

- (a) In terms of fair labour practice and the EPMDS policy, principals are obliged to monitor the performance and appraisal of PS employees.
- (b) Performance Agreements must be signed at the beginning of the year and be reviewed after quarterly evaluation is completed. Quarterly reports must be kept in the individual's file and be made available whenever required. In terms of the revised policies, the quarterly reports must be submitted to the District Office each quarter.

Chapter 6

Curriculum Implementation and Management

Curriculum support and implementation is the core business of the Department of Education. Curriculum support is therefore the most critical aspect of school management. The Principal has a responsibility to ensure that quality teaching and learning takes place at his/her school at all times. In all his/her endeavours and in those of his/her SMT, he/she must always bear in mind that the interests of the learners, the primary clients, are of paramount importance. This is achieved by ensuring strict adherence to all policies of the Department.

6.1 National Curriculum Statements (NCS) Policies

(a) Introducing the National Curriculum Statements

The adoption of the Constitution of the Republic of South Africa (Act 108 of 1996) provided a basis for curriculum transformation and development in South Africa.

The Preamble states that the aims of the Constitution are to:

- Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- Improve the quality of life of all citizens and free the potential of each person;
- Lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- Build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

The Constitution further states that 'everyone has the right to further education which the State, through reasonable measures, must make progressively available and accessible'.

The National Curriculum Statements Grades R – 12 (General Education and Training [GET] and Further Education and Training [FET]) lay a foundation for the achievement of these goals by stipulating Learning Outcomes and Assessment Standards, and by spelling out the key principles and values that underpin the curriculum.

(b) Principles of the NCS

The National Curriculum Statements Grades R – 12 are based on the following principles:

- social transformation;
- outcomes-based education;
- high knowledge and high skills;
- integration and applied competence;
- progression;
- articulation and portability;
- human rights, inclusivity, environmental and social justice;

- valuing indigenous knowledge systems; and
- credibility, quality and efficiency.

(c) NCS policy documents

These documents direct the processes that need to be followed with regard to teaching, learning and assessment programmes. The Principal must at all times ensure that teachers are provided with the necessary policy documents that will guide them in their teaching and assessment. It is also his/her duty to ensure adherence to such policies through his/her management team. Policy documents are the property of the Department and remain in the school. When a teacher leaves the school, such documents must be handed over to the Principal.

(d) Definition of curriculum related terms

- **Kind of learner envisaged:** Someone who has access to, and succeeds in, life long education and training of good quality. It is also, someone who is able to demonstrate an ability to think logically, analytically, holistically and laterally and who is able to transfer skills from familiar to unfamiliar situations.
- **Kind of teacher envisaged:** A qualified, competent, dedicated and caring person.

For further reading on the following aspects of the NCS, please refer to Chapter 1 of any Subject Statement booklet on the NCS.

(e) Structure and design features of the NCS.

- **Learning Areas** are groupings of subjects in the GET Band. There are eight different (and compulsory) Learning Areas in the GET curriculum.

For further reading on the following aspects of the NCS, please refer to the Overview document of the National Curriculum Statement Grades R – 9 booklet on the NCS.

- **A Learning Field** is a grouping of related subjects in the FET Band that serves as a home for certain subjects, and facilitates the formulation of rules of combination for Further Education and Training (General). These rules govern choosing subjects in order to pass in the National Senior Certificate examination and to gain university entrance.
- **A Subject** is a specific body of academic knowledge which integrates theory, skills and values. In the NCS, learners respond to new and diverse knowledge, including knowledge that traditionally has been excluded from the formal curriculum.
- **A Learning Outcome (LO)** is a statement of an intended result of learning and teaching. It describes knowledge, skills and values that learners should have acquired by the end of the GET and FET bands.
- **Assessment Standards (AS)** are criteria that collectively describe what a learner should know and be able to demonstrate in

a specific grade. Assessment Standards embody the knowledge, skills and values to achieve Learning Outcomes. LOs and ASs collectively show how conceptual progression occurs from grade to grade.

- **A Learning Programme Guideline (LPG)** specifies the scope of learning and assessment for the three grades in the FET band. It is the plan that ensures that learners achieve the LOs at the levels of the ASs for a particular grade.

6.2 The Principal's Responsibilities in Curriculum Management

- (a) Apart from a principal's function as head of the School Management Team (SMT), he/she is ultimately responsible and accountable for the smooth running and co-ordination of curriculum management in the school.
- (b) Teachers are expected to be at school for a minimum of 7 hours per day. Over and above the 7 hours per day, 80 hours are reserved for the in-service training and development of teachers. These programmes should be conducted outside the formal school day or during vacations. In addition, teachers will be expected to perform core duties allocated by the Principal, both within and outside of the formal school day, and with the understanding that none of these may diminish the overall amount of scheduled teaching time or negatively impact upon the curriculum.
- (c) In terms of the *Education Laws Amendment Act 31 of 2007*, the Principal must:
 - Prepare an annual report in respect of academic performance of the school;
 - Prepare an annual academic performance improvement plan, including the use of available resources, which is tabled at an annual SGB meeting. This report is also presented to the Department for approval;
 - Report to the Department and SGB annually by 30 June on progress made in the implementation of the academic performance improvement plan;
 - Assist the Department in handling disciplinary matters pertaining to teachers and support staff;
 - Inform the SGB about policy and legislation.

6.3 Deputy Principal and the School Management Team (SMT)

The SMT members fulfil the responsibilities of the Principal in his/her absence from the school for any length of time.

6.4 School-based Head of Department (HoD)

- (a) The HoD is the first level of management and as such has to guide teachers. The HoD must therefore be conversant with all relevant policies of the subjects under his/her control to ensure that all the subject requirements and procedures are carried out. The HoD, in

consultation with the teachers of each subject, is responsible for the needs of every subject in his/her department.

- (b) Teacher development is an important facet of the HoD's field of responsibility.
 - Appraisal conducted by an experienced HoD is an invaluable tool in assisting teachers to develop and improve their teaching skills and methodology. The HoD should discuss his/her findings with the teacher and assist in problem areas through coaching and in-service training where necessary.
 - The IQMS will assist in this regard.

6.5 Subject teacher

- (a) The teacher is responsible for the implementation of the NCS in the learning programmes/learning areas/subjects he/she is teaching. He/she must be conversant with all relevant documents and policies on the NCS and other supporting documents such as guidelines on teaching and assessment. The teacher needs to be fully conversant with his/her learning programmes/learning areas/subjects, regarding content, assessment, record keeping and reporting.
- (b) Teachers are responsible for the wellbeing of all learners in their care.

6.6 Filing

- (a) Departmental documents

The Principal is responsible for maintaining a full set of all departmental documents. These include circulars, policies and all other related information. These documents must be systematically stored (filed in any appropriate way) and be accessible to all concerned.

- (b) School documents

All documents generated by the school (e.g. school policies on matters such as corporal punishment, HIV/Aids policies, stock control, minutes of meetings, records of learner attainment, and assessment records) have to be systematically filed and stored, and available to all concerned.

NB: These files and documents remain the property of the school and must remain in the Principal's/Deputy Principal's office at all times.

- (c) Principal's/Deputy Principal's files
 - As the manager, the Principal is the pivot around which the academic programme of the school revolves. This is clearly defined in the PAM Document.
 - In the absence of the Principal, the Deputy Principal is the second in charge at school. He/she manages the school in the absence of the Principal and is fully accountable for the said period.
 - The Principal is expected to have the following documents readily available in a complete and accurate filing system:
 - Curriculum Management Documents:

- Norms and Standards for Teachers (2000 as amended)
 - Policy documents on GET
 - White Paper 4 (Policy on FET)
 - Curriculum statement documents for all learning programmes/learning areas/subjects in the school (National Curriculum Statements) for both GET and FET bands
 - Learning Areas Assessment Guidelines (GET) and Subject Assessment Guidelines (FET) – latest versions
 - National Policy on Assessment and Qualifications for schools in the General Education and Training Band
 - Language in Education Policy
 - Conduct and Administration of Examinations – Government Gazette No 31337
 - Guides for the Development of Learning Programmes (GET) and Learning Programme Guidelines (FET)
 - White Paper 6 (Inclusive Education Policy)
 - White Paper 7 (e-Education)
 - National Senior Certificate: A qualification at Level 4 on the NQF
 - Addendum to National Senior Certificate: A qualification at Level 4 on the NQF
 - Higher Education Framework
 - National Policy on the Conduct, Administration and Management of the General Education and Training Certificates
 - National Protocol on Recording and Reporting, Gazette No 29467
 - Religion and Education
 - HIV/Aids policy
 - Minimum Admission Requirements for admission to a degree programme
 - Organising and conducting meetings, and keeping records of meetings with parents to discuss learners' progress
- o School Management Documents:
 - Departmental policies governing school administration
 - Year plan of the school
 - A school log book
 - Communication book
 - Composite timetable
 - Copies of personal timetables for all teachers
 - Duty load for all teachers
 - Relief timetables (when applicable)
 - Feedback form from HODs on the performance of teachers
 - Monitoring timetables
 - Records of Learning and Teaching Support Material (LTSM) issued to/retrieved from HoDs/teachers

- The budget allocated to the school from the Norms and Standards allocation
- Invitations and agendas for all meetings
- Attendance registers for all meetings
- Minutes of meetings which should take place as per policy at least once in a fortnight
- IQMS programme for current year (including the baseline evaluation programme for newly appointed teachers)
- Class attendance registers

(d) School-based HoD's files

As the middle manager, the HoD assists the Principal in supporting the academic programme of the school.

He/she must be fully apprised of all educational developments. In the absence of the Principal and Deputy Principal he/she must assume signatory powers. He/she must also possess management instruments for managing the school or delegated areas. The HoD should maintain the following documents in a systematically filed fashion:

- Policy documents for all learning programmes/learning areas/subjects in his/her department (National Curriculum Statements and other related documents) for the relevant phase:
 - NCS Grades R – 9 (Schools) Policy [Overview Document and relevant Learning Area Statements]
 - NCS Grades R – 9 (Schools) Teacher's Guide for the Development of Learning Programmes [For relevant learning areas]
 - NCS National Policy on Assessment and Qualifications for Schools in the General Education and Training Band
 - Assessment Guidelines for Foundation Phase Grades R – 3
 - NCS General Education and Training Assessment Guidelines for the Eight Learning Areas [Intermediate and Senior Phases] – issued 2008
 - National Policy on Assessment and Qualifications for schools in the General Education and Training Band – issued 2008
 - NCS Grades 10 – 12 (General) [For the various subjects] – issued 2005
 - NCS Grades 10 – 12 (General) Learning Programme Guidelines [For the various subjects] – January 2008
 - NCS Grades 10 – 12 (General) Subject Assessment Guidelines [For the various subjects] – January 2008
 - National Protocol on Recording and Reporting, Gazette No 29467
 - National Policy on the Conduct, Administration and Management of the General Education and Training Certificates
 - National Senior Certificate: A qualification at Level 4 on the NQF

- Minimum Admission Requirements
- Language in Education Policy
- The HoD must, apart from his/her own Teacher's File, also have the following files (**Note: These guidelines and the terminology used below are based on FET requirements and must be adapted accordingly for the Foundation, Intermediate and Senior phases respectively in the GET**):
 - The HoD keeps a **Subject Resource File**, one for each Grade, for each of the subjects in his/her department.
 - The frameworks Subject Resource File should contain the following:
 - Table of contents
 - Control sheet
 - Subject policies
 - National Curriculum Statements
 - Subject
 - Work schedules
 - Programmes of Assessment
 - All relevant NCS policies, documents etc
 - Subject reports (report form after a visit by a subject adviser)
 - Minutes of subject/internal HoD/departmental meetings (also of meetings with a subject adviser)
 - Correspondence and informational documents (relating to the subject)
 - To facilitate proper administration the HoD must also have an **Administration File**.
 - The Administration File:
 - Copies of records of cluster moderation
 - Copies of **teachers' mark sheets** of all grades
 - Promotion requirements
 - All departmental circulars
 - All correspondence
 - Teachers' timetables
 - Agendas and minutes of subject meetings
- Year programme: curricular management
 - The HoD in consultation with the teachers in his/her department should determine dates and times for the following:
 - Programme of Assessment
 - Monitoring by the HoD/Principal
 - Monitoring of teachers' files
 - Monitoring of learners' written work
 - Subject meetings
 - Learners' progress meetings

Use this list to compile a table of contents

Use this list to compile a table of contents

(e) Individual teacher's files

A teacher's filing system records all teaching related activities for an academic year. These records may be kept within the covers of one filing sys-

tem, clearly separated from each other, or may be kept in three parts covering:

- **General matters:**
 - **Policy documents:** teachers keep only those relevant to their learning programmes/learning areas/subjects
 - **Learning Programmes/Learning Areas/Subject policy:** teachers keep only those for their specific learning programmes/learning areas/subjects
 - **Duty load:** only that relevant to his/her learning programmes/learning areas/subjects
 - **Work programme:** that is relevant to his/her learning programmes/learning areas/subjects
 - **Personal timetable**

- **Teacher's Personal File:**

This is the file containing personal and general matters, and should have almost the same relevant NCS documents and policies, as the HoDs, including the following (**Note: These guidelines and the terminology used below are based on FET requirements and must be adapted accordingly for the Foundation, Intermediate and Senior phases respectively in the GET**):

NB: The contents of the teacher's personal file, except for the personal details sheet remain the property of the school and may not be removed when a teacher relocates.

- Table of contents
- Control sheet
- * Personal details
- Subject policy
- National Curriculum Statements
- Subject framework
- Work schedule
- Lesson plans
- Programme of assessment
- Mark sheets for daily assessment
- Subject reports (report form after a visit by a subject adviser)
- Minutes of subject/internal HoD/departmental meetings (also of meetings with a subject adviser)
- Correspondence and informational documents (relating to the subject)

- **Teacher's Resource File:**

NB: This file remains the property of the school and may not be retained by individual teachers when they leave the school permanently.

- Table of contents
- Course material

- List of available teaching Aids
 - List of text books/prescribed literature
 - All handouts, notes, tests, documentation etc
 - Inventory of equipment and materials for practical subjects
 - Other relevant material such as:
 - Learning Teaching and Subject Materials: only for his/her learning programmes/learning areas/subjects.
 - Question papers, memoranda, assessment tasks, training manuals, teacher guidelines, amendments and others documents.
- **Teacher's Portfolio of Assessment (Master File)**

NB: This document remains the property of the school and may not be retained by individual teachers when they leave the school permanently.

 - Teachers are expected to keep a portfolio containing all documents related to assessment. It is a teacher's responsibility to ensure that the information in his/her assessment portfolio is kept up date.
 - A teacher assessment portfolio may be a file, a folder, a box, or any other suitable storage system.
 - A teacher's portfolio should contain the tasks for assessment as well as the planning that informs the development of these tasks, rubrics, memoranda and the records of assessment of the formal tasks.
 - Teachers should, as part of their planning, provide an indication of Learning Outcomes and Assessment Standards assessed in each task. Examples of how this should be undertaken are provided in the Subject Assessment Guidelines documents for GET and FET.
 - The formally recorded assessment tasks should be clearly marked or indicated in the teacher's portfolio. Stickers, coloured paper, etc may be used for this purpose.
 - A teacher's portfolio should be available on request at all times for moderation and accountability purposes.

6.7 Assessment in the National Curriculum Statement

For detailed information on assessment in the NCS, refer to the National Policy on Assessment and Qualifications for Schools in the GET Band and to the various Subject Assessment Guideline (SAG) documents for the FET Band.

Additional information is to be found in Gazette No. 31337

- (a) Assessment in the National Curriculum Statement is an integral part of teaching and learning. For this reason, assessment should be part of every lesson and teachers should plan assessment activities to complement learning activities. In addition, teachers should plan a formal year-long Programme of Assessment in accordance with the

- minimum number of formal assessment tasks for the various grades as specified in the documents mentioned in the paragraph above.
- (b) Both the informal daily assessment and the formal Programme of Assessment should be used to monitor learner progress throughout the school year.
 - (c) Continuous assessment, through informal daily assessment and the formal Programme of Assessment, should be used to:
 - develop learners' knowledge, skills and values;
 - assess learners' strengths and weaknesses;
 - provide additional support to learners;
 - revisit or revise certain sections of the curriculum; and
 - motivate and encourage learners.
 - (d) In all grades in GET, assessment of the National Curriculum Statement is done internally, except in Grade 9 where the Common Tasks for Assessment (CTAs) count for 25%.

Refer to paragraph 47 on p 14 of the GET booklet on Assessment.

- (e) In Grades 10 and 11, all assessment is internal. In Grade 12, the formal Programme of Assessment, which counts for 25%, is internally set and marked, and moderated externally. The remaining 75% of the final mark for certification in Grade 12 is externally set, marked and moderated. In Life Orientation, however, all assessment is internal and constitutes 100% of the final mark for promotion and certification.

- **Background**

Each department in the school must have an assessment policy. The main aspects are:

- (a) Assessment is done and recorded continuously.
- (b) Assessment involves a number of activities, in addition to formal tasks and tests.
- (c) Assessment is monitored at least once a month.
- (d) No one is exempted from assessment.
- (e) All teachers should be given learning programme-/learning area-/subject-appropriate mark sheets on which to record assessment.
- (f) In the GET phase the focus has shifted from formal, structured examinations to continuous assessment (CASS). The Principal must ensure that CASS, as per NCS requirements, forms an integral part of the school's academic year plan. The Grade 9 CTA programmes are usually conducted in the third and fourth terms. Principals must adhere to the timetable set by the National DoE and ensure that all sections of the CTAs are collected from the District examination section timeously.
- (g) Principals must ensure that CASS programmes are fully implemented and regularly monitored in accordance with prescribed NCS policies.
- (h) It is compulsory for schools to issue progress reports at the end of each quarter. These reports must include the promotion/progression status of learners in their quarterly progress report as per rules of combination

- (i) Learners experiencing barriers to learning must be identified as early as possible. Details of each case must be fully documented in the Learner Profile.

- **Schedules**

Record sheets should be used to compile a schedule on which reports will be based once a term. Schools should, therefore, develop Record Sheets using the criteria specified in paragraph 29 (1).

- **Promotion schedules**

- (a) At the end of the year learners must be informed of their progression status. The relevant policy on promotion requirements will inform the promotion schedules for the various grades. This takes into cognizance the achievements of learners throughout the year in line with the assessment criteria and standards as well as examination marks.
- (b) The school must form a Condonation Committee that may make recommendations for submission to the Ward Manager. Only the Ward Manager may condone a learner in terms of the requirements. Learner progress must be monitored throughout the year. Where difficulties are identified, parents must be alerted immediately. Principals must ensure that there is regular communication between the class teachers/ learning specialists/ subject specialists and parents throughout the year.
- (c) In Special Schools the above process involves the Learner Support Portfolio Committee (LSPC) of the Institution Level Support Team (ILST).

- **Systemic evaluation/national learner assessment**

- (a) Systemic evaluation is the assessment of learners at the end of the first three phases (Grades 3, 6 and 9) and is conducted by the National DoE at selected schools.
- (b) The results of systemic evaluation should be used to improve teacher, learner and management performance.

For further information refer to Assessment Guidelines for Foundation Phase Grades R – 3 and Assessment Guidelines for Intermediate and Senior Phases.

- **Management of school assessment records**

- (a) The assessment records that should be developed in accordance with re-commended/prescribed guidelines and kept at school are:
 - record sheets
 - schedules
 - teacher portfolios
 - learner profiles
 - schedules
 - report cards.
- (b) These are the responsibility of the school management. The management and maintenance of the record sheets and the teacher portfolio is the responsibility of every teacher.

For further information refer to National Protocol on Recording and Reporting, Gazette No 29467

- **Record Sheets**

- (a) Teachers are expected to keep an efficient and current record of learners' progress. Carefully compiled records and/or evidence of learner performance must be maintained to justify the final rating a learner receives at the end of the year. Teachers are expected to keep current records of learners' progress either electronically or in files/books/folders or in any other form the school has agreed upon. These record sheets must include the following information:

- Learning Programme/Learning Area/Subject
 - Grade and class
 - Learners' names
 - Dates of assessment
 - Identification of formal assessment tasks
 - Results of formal assessment tasks
 - Comments for support purposes.

- **Continuous assessment**

- (a) GET: In this band, continuous assessment (CASS) is an assessment model that encourages the integration of assessment into the teaching and development of learners through ongoing feedback. It is used to determine a learner's achievement during the course of a grade, provide information that is used to support learners' development, and enable improvements to be made to the learning and teaching process.

- (b) FET: Continuous assessment involves assessment activities that are undertaken throughout the year, using various assessment types, methods and tools. In Grades 10 – 11 CASS comprises two different but related activities: informal assessment and a formal Programme of Assessment.

- **Programme of Assessment**

- (a) GET assessment programme:

- in Grades R to 8, CASS comprises 100%
 - in Grade 9, CASS comprises 75% and the CTA 25%

- (b) FET assessment programme:

- In each subject in Grades 10 and 11 a Programme of Assessment consists of a number of tasks stipulated in the relevant SAG document together with an end-of-year examination. The marks allocated to assessment tasks completed during the school year will be 25%, and the end-of-year examination mark will be 75% of the total mark. This excludes Life Orientation where assessment is based on common tasks in the CASS programme and where there is no end-of-year examination.
 - In each subject in Grade 12, a Programme of Assessment consists of a number of tasks stipulated in the relevant SAG docu-

ment and counts for 25% of the final mark, together with an externally set examination which counts for 75%. In languages, the oral component is included in the CASS as well as in the external examination. In Life Orientation there is no external examination and the internal assessment, therefore, constitutes 100% of the final mark.

- (c) In FET, the marks obtained in each assessment task in the formal Programme of Assessment must be recorded and included in formal reports to parents.

For further information refer to Section 3 of any SAG document which provides details on the weighting of the tasks for promotion purposes.

• **Number of tasks required for Programmes of Assessment:**

Grades R to 3

LEARNING PROGRAMME	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Literacy (Languages)	4	4	4	4	16
Additional Language (optional in Gr 1 & 2)	2	2	2	2	8
Numeracy (Mathematics)	3	3	3	3	12
Life Skills (Life Orientation)	1	1	1	1	4

Grades 4 to 6

LEARNING AREA	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Language 1	2	2	2	2	8
Language 2	2	2	2	2	8
Language 3 (<i>optional</i>)	1	1	1	1	4
Mathematics	2	2	2	2	8
Natural Sciences	1	2	1	2	6
Social Sciences	1	2	1	2	6
Technology	1	1	1	1	4
Economic & Management Sciences	1	1	1	1	4
Life Orientation	1	1	1	1	4
Arts and Culture	1	1	1	1	4

Grades 7 to 8

LEARNING AREA	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Language 1	3	2	3	2	10
Language 2	2	2	2	2	8
Language 3 (<i>optional</i>)	2	1	2	1	6
Mathematics	3	3	3	3	12
Natural Sciences	2	2	2	2	8
Social Sciences	2	2	2	2	8
Technology	1	1	1	1	4
Economic & Management Sciences	1	1	1	1	4
Life Orientation	1	1	1	1	4
Arts and Culture	1	1	1	1	4

Grade 9

LEARNING AREA	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Language 1	3	2	3	CTA	8
Language 2	2	2	2		6
Language 3 (<i>optional</i>)	2	1	2		5
Mathematics	3	3	3		9
Natural Sciences	2	2	2		6
Social Sciences	2	2	2		6
Technology	1	1	1		3
Economic & Management Sciences	1	1	1		3
Life Orientation	1	1	1		3
Arts and Culture	1	1	1		3

Grades 10 to 12

- (a) The requirements for the formal Programme of Assessment for Grades 10 and 11 are summarized in Table 2.1.
- (b) The teacher must submit the Programme of Assessment to the subject head and School Management Team before the start of the school year. This will be used to draw up a school assessment plan for each of the subjects in each grade. The proposed school assessment plan should be provided to learners and parents in the first week of the first term.

Number of formal assessment tasks, which make up the Programme of Assessment of subjects in **Grades 10 and 11**:

SUBJECTS	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Language 1: Home Language	4	4*	4	4*	16
Language 2: Choice of HL or FAL	HL	4*	4	4*	16
	FAL	4	4*	4	16
Life Orientation	1	1*	1	2*	5
Mathematics or Maths Literacy	2	2*	2	2*	8
Subject choice 1**	2	2*	2	1*	7
Subject choice 2**	2	2*	2	1*	7
Subject choice 3	2	2*	2	1*	7

* One of these tasks must be an examination

** If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete 13 tasks in total: 4 tasks in term 1 and 3 tasks in each of terms 2, 3 and 4.

Grade 12

SUBJECTS		TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Language 1: Home Language		5	5*	4*		14
Language 2: Choice of HL or FAL	HL	5	5*	4*		14
	FAL	5	5*	4*		14
Life Orientation		1	2*	2*		5
Mathematics or Maths Literacy		3	2*	2*		7
Subject choice 1**		2	2*	(2*) 3*		(6 [#]) 7
Subject choice 2**		2	2*	(2*) 3*		(6 [#]) 7
Subject choice 3		2	2*	(2*) 3*		(6 [#]) 7

* One of these tasks in term 2 and/or term 3 must be an examination

** If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete 12 tasks in total: 5 tasks in term 1, 4 tasks in term 2 and 3 tasks in terms 3.

The number of internal tasks per subject differs from 6 to 7 as specified in Section 3 of any SAG document.

• External assessment in Grade 12

- External assessment is only applicable to Grade 12 and refers to the National Senior Certificate (NSC) examination, which makes up 75% of the final mark. This excludes Life Orientation, which is not examined externally.
- The duration and format of the NSC examination papers at the end of Grade 12 are contained in the relevant SAG documents.
- The external examinations in all subjects (except Life Orientation) are set by the National DoE, and administered by the Provincial DoE.
- In some subjects the external assessment includes practical or performance tasks that are externally set, internally administered and assessed, and externally moderated. These performance tasks count for 25% of the final mark.

For further information refer to Conduct and Administration of Examinations – Government Gazette No 31337 and the relevant SAG documents.

6.8 Tuition time and timetabling

- The Principal must ensure that the stipulated allocation of time per programme, learning area or subject, as per the NCS documents, is reflected on the school's composite timetable.
- The Principal is responsible for the compilation of the timetable before the beginning of the academic year. This should be finalised by the end of January.
- The SMT must ensure that teachers adhere to the times specified in the school's timetable.

Schools are expected to maintain 100% compliance with the stipulated tuition time.

- Tuition in any additional subject(s) must be offered outside the prescribed 27½ hours per week allocated to the core and elective 7 subjects.

- (b) Schools are encouraged to have properly organised study periods and support programmes for learners with barriers to learning so as to enhance academic performance.
- (c) The composite homework timetable is the responsibility of the SMT and must be drawn up equitably based on the principles of reasonableness and fairness. Teachers should adhere to it when giving homework to learners.

For further information refer to page 45 of the SEM and SMT Curriculum Manual 2008 and also consider the tables that follow on tuition time and timetabling.

Tuition time in Grades R – 2 is as follows:

Required tuition times for Grades R – 2		
Learning Programmes	Percentage of tuition time required per Learning Programme	Required tuition time per Learning Programme per week
Literacy	40%	540 min = 9 hours
Numeracy	35%	470 min = 7 hours 50 min
Life Skills	25%	340 min = 5 hours 40 min
	100%	1 350 min = 22½ hours

Tuition time in Grade 3 is as follows:

Required tuition times for Grade 3		
Learning Programmes	Percentage of tuition time required per Learning Programme	Required tuition time per Learning Programme per week
Literacy	40%	600 min = 10 hours
Numeracy	35%	525 min = 8 hours 45 min
Life Skills	25%	375 min = 6 hours 15 min
	100%	1 500 min = 25 hours

Tuition time in Grades 4, 5 and 6, and 7 is as follows:

Required tuition times for Grades 4, 5 and 6, and 7		
Learning Areas	Percentage of tuition time required per Learning Area	Required tuition time per Learning Area per week
Languages	25%	400 min = 6 hours 40 min
Mathematics	18%	290 min = 4 hours 50 min
Natural Sciences	13%	210 min = 3 hours 30 min
Social Sciences	12%	190 min = 3 hours 10 min
Technology	8%	125 min = 2 hours 5 min
Economic and Management Sciences	8%	125 min = 2 hours 5 min
Life Orientation	8%	125 min = 2 hours 5 min
Arts & Culture	8%	125 min = 2 hours 5 min
	100%	1 590 min = 26½ hours

Tuition time in Grades 8 and 9 are as follows:

Required tuition times for Grades 8 and 9		
Learning Areas	Percentage of tuition time required per Learning Area	Required tuition time per Learning Area per week
Home Language	25%	413 min = 6 hours 53 min
First Additional Language		
Mathematics	18%	297 min = 4 hours 57 min
NS	13%	214 min = 3 hours 34,5 min
SS	12%	198 min = 3 hours 18 min
EMS	8%	132 min = 2 hours 12 min
Technology	8%	132 min = 2 hours 12 min
Life Orientation	8%	132 min = 2 hours 12 min
Arts and Culture	8%	132 min = 2 hours 12 min
	100%	1 650 min = 27½ hours

The minimum required tuition times per week for Subjects in Grades 10 – 12 are as follows:

Required tuition times for Grades 10, 11 and 12	
SUBJECTS	REQUIRED TUITION TIME PER WEEK
Home Language	270 min = 4 h 30 min
First Additional Language	270 min = 4 h 30 min
Mathematics or Mathematical Literacy	270 min = 4 h 30 min
Life Orientation	120 min = 2 h
Optional Subject 1	240 min = 4 h
Optional Subject 2	240 min = 4 h
Optional Subject 3	240 min = 4 h
TOTAL HOURS PER WEEK:	1 650 min = 27½ hours

Note:

- The length of a period, the number of periods per day and the number of days per cycle can be varied to best suit the needs of the school.
- The total tuition time per week must be at least equal to the minimum requirement of 25, 26½ or 27½ hours as prescribed for different grades.
- All requirements for Learning Programmes, Learning Areas and Subjects (as shown in the tables above) must be fulfilled.
- If schools have to deviate from the 5-day cycle timetable, the times must be adjusted accordingly to reflect a recalculation of the prescribed minimum times of a 5-day cycle.
- **While schools are encouraged to use a 5-day cycle**, an example of a timetable based on a 7-day cycle, which meets all the requirements, is given below.

Example of a timetable which complies with all the requirements in regard to tuition times

Plan A:

- One possibility is to have a seven day cycle, with 6 periods of 55 minutes each every day.
- This will result in 5½ hours tuition per day, or 27½ hours per week – exactly the minimum required.
- The total number of periods in a cycle is now 42.
- These 42 periods in the cycle can be divided up amongst the Learning Areas and Subjects as follows:

Period distribution: 7 day cycle, 6 x 55 min periods per day					
Grades 8 and 9			Grades 10 – 12		
Learning Areas	No. of periods per cycle	Resulting tuition times per week	Subjects	No. of 55 min periods per cycle	Resulting tuition times per week
First Language	5	196 min = 3 h 16 min	Home Language	7	275 min = 4 h 35 min
Second Language	5	196 min = 3 h 16 min	First Additional Language	7	275 min = 4 h 35 min
Mathematics	7	275 min = 4 h 35 min	Mathematics or Mathematical Literacy	7	275 min = 4 h 35 min
NS	5	196 min = 3 h 16 min	Life Orientation	3	117 min = 1 h 57 min
SS	5	196 min = 3 h 16 min	Optional Subject 1	6	236 min = 3 h 56 min
EMS	4	157 min = 2 h 37 min	Optional Subject 2	6	236 min = 3 h 56 min
Technology	4	157 min = 2 h 37 min	Optional Subject 3	6	236 min = 3 h 56 min
Life Orientation	4	157 min = 2 h 37 min	–	–	–
Arts and Culture	3	118 min = 1 h 58 min	–	–	–
TOTALS:	42 periods	1 650 min = 27½ hours	TOTALS:	42 periods	27½ hours

Note:

- The above is just one possible way of dividing the periods amongst the Learning Areas.
- Comparison of the “Resulting tuition times per week” (Table 3) with the “Required tuition times per week” (Tables 1 and 2) makes it clear that the requirement of 100% is not met in all instances (it, however, comes very close). This would be impossible unless the total tuition time is increased quite a bit.
- The number of periods per cycle per Learning Area could be adjusted depending on the duty loads of specific teachers at the school, e.g. to have only 3 periods per cycle for Life Orientation in Grades 8 and 9, but 4 for Arts and Culture, etc.

6.9 e-Education

The Department is committed to the provision of ICT resources to schools. This involves computers for administration, computer laboratories for teaching and learning as well as connectivity. It is important for schools to:

- (a) Ensure adequate security of these resources.
- (b) Note that the establishment of an ICT laboratory should not mean the introduction of CAT and IT subjects. The purpose of ICT laboratories is for access by all teachers and learners in the school so that the computers can be used to advance teaching and learning.
- (c) Minimise corrupted and/or illegal software by regulating the programmes used in the ICT laboratory.
- (d) Note that when connectivity is provided, running costs need to be budgeted from the Norms and Standards allocation.

For further information, refer to White Paper 7 on e-Education.

6.10 Early Childhood Development (ECD)

- (a) All primary schools with Grade 1 should have a Grade R class. Grade R is an integral part of the Foundation Phase and should therefore be accorded the same status as other grades.
- (b) Grade R teachers should have a minimum of M + 3 qualification with a strong background in the Foundation Phase. Schools should not employ unqualified staff to teach Grade R. The post allocated for Grade R should be used solely for this grade.
- (c) The admission of Grade R learners must be in line with the admission policy of the Provincial DoE.
- (d) The average enrolment for Grade R is 30 per class.
- (e) Principals must ensure that the infrastructure installed and furniture purchased is appropriate to the age and developmental stage of Grade R learners.
- (f) Principals must ensure that outdoor and indoor play material and educational toys are provided as these are essential for the holistic development of Grade R learners.
- (g) Where the Grade R class cannot be accommodated in the school because of limited floor space, it may be established on a separate stand-alone site under the full control of the Principal.
- (h) As Grade R is an integral part of the Foundation Phase, Principals must ensure that planning for teaching and assessment is in line with the NCS and under the control of the HoD: Foundation Phase.

6.11 Adult Basic Education and Training (ABET)

- (a) As schools are frequently the site of ABET activities, Principals are responsible for accommodating ABET centre managers in running such centres.
- (b) While the Principal of the school is host to the ABET site, the responsibility of ABET programmes rests with the Centre Manager:
 - The ABET Centre Manager must at all times ensure that those tasked with conducting ABET programmes are provided with the necessary Unit Standards and learning area policies in order to guide them in their teaching and assessment.

- The ABET Centre Manager must ensure that tuition time is allocated for each learning area as per the Unit Standard Documents.
- The ABET Centre Manager must monitor attendance and performance of all ABET teachers under his/her control.
- The ABET Centre Manager is expected to work closely with District ABET officials.

CHAPTER 7

Developing and Sustaining a School Library

A school library (resource or media centre) is a valuable educational asset that provides information in print, electronic and audio-visual forms. Effective use of a library develops a learner academically and directly addresses one of the seven critical outcomes in the National Curriculum Statement (NCS), which requires learners to “collect, analyse, organise and critically evaluate information”. This outcome implies that all learners have to interact meaningfully with a variety of resources to keep up to date with the rapid and constant changes in almost all spheres of life.

The Principal, together with the rest of the SMT, is required to:

7.1 Establish a School Library

The SMT must ensure that the school library is established in accordance with the School Library Policy of 2003 that proposes different models, such as:

- Classroom library
- Central library
- Cluster centre library that serves a number of schools.

The establishment of these models can be accomplished with the assistance of a School Library Adviser based at the District Office.

The Principal, together with the rest of the SMT, must encourage the professional development of a teacher-librarian.

7.2 Support Effective Management and Use of a School Library

- Promote integration of information skills into the curriculum so that learners are able to participate in a knowledge-based society.
- Create an environment that promotes collaboration between teachers and the teacher librarian, so that learners are able to produce comprehensive and thought-provoking projects.
- Create an effective control mechanism for the issuing and retrieval of library resource material.
- Enforce the implementation of Reading Circular no 87 of 2007 in order to promote reading through a number of initiatives such as reading clubs, storytelling, book reviews, reading aloud sessions, sustained silent reading, “Drop Everything And Read” (DEAR), the Foundations for Learning Campaign and other related programmes (KZN Reading Policy Guidelines of 2005).

7.3 Plan for Library Development

The Principal has a responsibility to:

- Create structures and implement systems that monitor the progress and functionality of a school library, such as a School Library Committee and a School Library Policy
- Ensure provision and proper management of an adequate budget for the school library
- Engage in networking to develop the school library.

Chapter 8

Administrative Systems and Tools

Administrative systems and tools are essential for effective service delivery at the educational institution. These systems include policies and procedures which inform the daily operational practices of the school whilst the tools include specific records, journals and other instruments.

8.1 Administrative Systems

8.1.1 School Policy

This document defines the standards and the ethos of the school. It includes the vision, mission statement and objectives of the school, as well as what is expected from all employees in line with Departmental policies, e.g. school times, notice of absence, curriculum, admission, management, and governance. Each school must have a school policy, which must be drawn up and reviewed annually during the third quarter of each year, and must be presented at an annual general meeting, for adoption by parents. The policy should be broad and cover all areas of management; administration and governance.

For further information refer to Section 20 of SASA.

8.1.2 Code of Conduct for Learners

Each school needs to have a code of conduct for learners. The SGB must adopt a code of conduct for the learners after consultation with the learners, parents and teachers of the school. This must be reviewed annually and it must specify offences and relevant sanctions. Copies of the code of conduct for learners must be made available to all learners. The SGBs do not expel learners, but recommend their expulsion to the Head of Department. In the case of suspension, Principals are to ensure that arrangements are made for continued learning, so that the learner is not disadvantaged. In a case where a recommendation for a learner's expulsion is made, alternative arrangements for schooling should also be made.

For further information refer to Sections 8 and 9 of SASA (check amended guidelines as promulgated in General Notice 776 of 1998 and Manual 6 of the 7 School Governance Manuals.

8.1.3 Code of Conduct for Teachers

Each teacher should familiarize him/herself with the SACE Code of Conduct. Matters of dress code should be dealt with at school level, but the principle of being appropriately attired should be observed at all times. The Employment of Educators Act and the SACE code stipulate the conduct of teachers in relation to labour related matters.

For further information refer to the SACE Code of Conduct and the PAM Document

8.1.4 Code of Conduct for SGBs

Members of the SGB are required to adhere to the code of conduct for SGBs as determined by the Member of the Executive Council (MEC). No member of the

SGB should divulge any matter to the public or the media without authorisation. No member of the SGB should enrich himself/herself with the funds of the school. Normally, the SGB chairperson is the only spokesperson of the SGB. He/she does not have the right to criticize the Department except through appropriate channels of communication.

8.1.5 Communication Strategy

The school needs to develop a communication strategy that will ensure proper communication among all stakeholders. The Principal must facilitate the development of a policy that will clearly specify all lines of communication. This should include the following:

(a) **Meetings**

Meetings are an essential means of communication. Meetings of the SMT, Staff, SGB, Finance Committee, Parents, Departmental Subject/Learning Area committees and other committees must be held regularly, with minutes and attendance records kept.

(b) **Circulars**

Circulars are the official way through which the Department communicates with schools and the SGBs. They must be made available to the relevant stakeholders as soon as possible and should be kept in clearly labelled files for easy reference.

(c) **Communication Book**

This is an internal communication tool, which should be read and signed by all teachers whenever a particular message is communicated.

(d) **External Communication**

The Principal and SGB members may not make statements regarding the school and its affairs, to the media or to any unauthorized persons. If there is anything that needs to be communicated or responded to via the media, the Principal or the SGB chairperson must contact the Ward Manager for him/her to refer the matter to the Departmental spokesperson. Information to be communicated to community representatives or the public must not be derogatory to the community or the Department of Education.

(e) **Electronic Communication**

E-mails, the internet and bulk SMSs are the latest means of communication. They help mostly in communicating after hours or when an employee is out of school. They also facilitate the ease with which instances of absence and late-coming are reported.

(f) **Publications**

Schools may communicate with parents and outside structures through the publications such as newsletters and brochures.

(g) **Education Centres**

Education Centres are designed for the purpose of supporting rural development. They serve as communication centres, acting as liaison between the Department, schools and communities. Schools and communities can access Departmental documents, as centres have access to the internet and to the Departmental websites, which contain all official circulars and documents.

(h) **Networking**

As a knowledge-sharing strategy, networking among schools is also encouraged.

8.1.6 Logbook/School Journal

The school must keep a daily occurrence book, in which a record of all activities that either deviate from the norm, or concern areas of excellence, must be recorded. The Principal must make an entry whenever he/she leaves the school and must also record tasks delegated to any SMT member or teacher. Principals and/or their delegates, as well as Departmental and other officials, should make entries in this book. Visitors of special significance to the school community may also be invited to make entries. This book is the property of the Department and should be available for scrutiny at all times.

8.1.7 Statistical Data

The Department relies on statistics from schools in order to plan and budget for the delivery of education. It is, therefore, compulsory for Principals to ensure the timely submission of credible data in terms of the 10th Day Statistics, Annual Surveys, quarterly returns and any other questionnaires. Falsified statistics lead to unnecessary over-expenditure and compromised service delivery. The Principal is ultimately responsible and accountable for all statistics submitted to the Department.

8.2 Administrative Records

- 8.2.1 Good record-keeping is essential in every school department. Records provide evidence and details of a department's activities, its dealings with all stakeholders, and the reasons for certain decisions.
- 8.2.2 A department's ability to function efficiently and account for its actions could be negatively affected if records are not efficiently managed.
- 8.2.3 A well-structured filing system will ensure quick retrieval of any information required, as documents on the same subject are filed together.
- 8.2.4 The Principal must keep the following:

Essential records:

Admission book:	learner information from entry to exit
Time book:	teachers' arrival and departure times
Leave register:	teachers' leave
Class register:	learner attendance (Refer to <i>KZN Circular 143 of 2008</i>)
Accession register:	library books on loan
Daily nutrition register:	days of feeding scheme implementation
Standardized menu:	daily menus as per Departmental specifications
Medical report register:	learners' health status
Early departure book:	teachers' early departures
School journal/logbook:	daily occurrences/events/visits
Communication book:	internal written communication
Access control book:	visitors entering and leaving the school
Disciplinary records:	all details of any investigations, grievances, and disciplinary hearings/meetings
Assessment records:	details of CASS/SBA reflecting the school's implementation of assessment programmes

Minute books: minutes of all meetings of any of the following bodies. The minimum number of meetings to be held is indicated

Meetings of:

School Management Team:	once per week
Staff:	once per month
School Governing Body:	once per quarter
Representative Council of Learners:	once per quarter
Parents:	twice per annum
Finance Committee:	once per month
Norms and Standards:	once per month
School-based Departments (HoD):	once per fortnight
Learning Area Committee:	once per fortnight
School Development Team:	once per month
Developmental Support Group:	once per month
Sports/Co-curricular Committee:	once per month
School Library Committee:	once per month
National School Nutrition Programme:	twice per month
Institution Level Support Team:	once per month
Assessment Committee:	twice per term
School Assessment Irregularities Committee (SAIC):	once per term
Safety and Security Committee:	once per month or when there is an emergency

Financial records:

Cheque book
Cash book
Receipt book
Invoice book
Asset register
Requisition book
Commitment register
Remittance register
Budget

These administrative records are crucial for effective management and need to be kept with meticulous attention to detail.

Chapter 9

Governance and Leadership

The South African Schools Act 84 of 1996 prescribes that each public school must have a governance structure known as the School Governing Body (SGB).

For further information, refer to Section 16 of SASA

9.1 Role of the Principal as Electoral Officer

- a) The Principal, after being officially appointed as an Election Officer, shall preside over the election process in which the SGB shall be elected.
- b) He/she presides over the election of teachers, learners, and non-teachers as members of the SGB.
- c) He/she ensures that office bearers are elected once the SGB is established.
- d) Elections for office bearers must take place annually.
- e) By-elections must be conducted if there are vacancies.

For further information, refer to Section 28 (b) of SASA 84 of 1996.

9.2 Term of office

- a) The term of office for members of the SGB is three years.
- b) If a member of the SGB no longer has a child at the school, his/her SGB membership will terminate.
- c) The term of office for office bearers, and for learner-members of the SGB, is one year.
- d) It is highly recommended that the election be held during the first quarter of each year.
- e) By-elections must be conducted should a vacancy occur.

For further information, refer to Sections 28 and 31 of SASA.

9.3 Composition and Constitution of the SGB

- a) Elected members of the SGB shall consist of a member or members of each of the following categories:
 - Parents or guardians of learners at the school
 - Teachers at the school
 - Members of the public service staff at the school
 - Learners in the eighth grade or higher at the school (two learners democratically elected by the RCL)
- b) Example of a standard SGB in a secondary school: 7 parents; 2 teachers; 1 Public Service staff member; 2 learners and the Principal as ex-officio member.
- c) The SGB may co-opt members as full members of the body without voting rights, based on needs.
- d) The SGB may also co-opt members with relevant expertise to serve on ad-hoc committees, such as Interview Committees (IC). Such members will not enjoy voting rights.

For further information, refer to Section 24 of SASA.

9.4 Election of office-bearers

- (a) At the first meeting of the SGB, the members shall elect from among themselves the following office bearers:
 - Chairperson
 - Secretary
 - Treasurer.
- (b) It is advisable that the SGB elects deputies who will stand in for the Chairperson and Secretary should they not be available.
- (c) Only a parent member of a SGB who is not employed at that public school may serve as the Chairperson of the Governing Body.
- (d) The office bearers must be elected on an annual basis, preferably by the end of the first quarter.

For further information, refer to Section 29 of SASA.

9.5 The role of the Principal in respect of SGB capacity enhancement

The Principal must:

- (a) Provide the governing body with information about the professional management of the school.
- (b) Assist the governing body in handling disciplinary matters pertaining to learners at the school.
- (c) Inform the governing body about policy and legislation.
- (d) Assist the governing body in the performance of its functions and responsibilities, which may not be in conflict with legislation or policy or any instructions given by the Head of Department.
- (e) Solicit the assistance of the district governance and management unit to enhance capacity of the SGB.
- (f) Attend and participate in all meetings of the governing body.
- (g) Provide the governing body with information about the professional management of the school.
- (h) Assist the governing body in handling disciplinary matters pertaining to learners at the school.

9.6 The role of Principal and the SGB in the signing of contracts

- (a) The Principal has no authority to sign agreements or to enter into any agreement on behalf of the Department without prior written delegation from the Head of Department authorising him/her to do so.
- (b) Where the Principal and the SGB sign an agreement or enter into any agreement binding the Department, the Principal will be personally liable.
- (c) Projects implemented at school level through partnerships with NGOs should be made known to the Department.
- (d) Project objectives should be in line with the goals of the Department.
- (e) The Ward Manager should monitor and evaluate projects implemented in every school.

9.7 Committees and functions

- (a) The key function of the SGB is to attend to issues of governance. The SGB is required to establish a number of sub-committees such as the following:
- executive
 - finance
 - fundraising
 - entertainment
 - excursion
 - disciplinary
 - interview
 - maintenance
 - safety and security.
- (b) As the Departmental representative, the Principal must ensure that these committees are in place. The sub-committees of the SGB are accountable to the SGB and must always be headed by an elected member of the SGB. The Principal remains the Accounting Officer under all circumstances.
- (c) The functions of the SGB are enshrined in Section 20 of SASA. The additional functions in terms of Section 21 of SASA are allocated to the SGB by the Head of Department.

For further information, refer to Section 18A, 20, 21 and 30 of SASA.

9.8 Safety and Security

- (a) The SGB must establish a Safety and Security Committee in line with Departmental guidelines on Safety and Security.
- (b) The Safety and Security committee is responsible for the following essential functions:
- Ensuring the safety of teachers and learners and the school property at all times
 - Security of the school property at all times, including weekend and vacation periods.
 - Security during all school and community functions.
 - Organising search and seizure proceedings with the police when necessary.

For further information, refer to Education Laws Amendment Act 31 of 2007.

9.9 Code of Conduct for SGBs

- (a) The School Governing Body members are bound by a Code of Conduct as stipulated in Section 18(a) of SASA.
- (b) The Code of Conduct is aimed at establishing a disciplined and purposeful environment dedicated to the improvement and maintenance of a quality governance structure at a school.
- (c) Principals must ensure that each SGB member is provided with a copy of the Code of Conduct and must acknowledge receipt of it.

For further information, refer to Section 18 (a) of SASA and the KZN Code of Conduct for SGBs.

9.10 Admission Policy

- (a) The Principals and SGBs must comply with Circular No. 99 of 2006 on the admission of learners.
- (b) The deadline for admissions is the last working day of October of each year.
- (c) Principals must take note of the fact that since there is no official zoning of schools by the Head of Department, zoning cannot be used to deny any learner admission to the school.

9.11 Code of Conduct for Learners

- (a) The SGB must adopt a Code of Conduct for learners after consultation with the relevant internal stakeholders as stipulated in Section 8 of SASA.
- (b) The Code is aimed at establishing a disciplined and purposeful school environment, dedicated to the improvement and maintenance of the quality of the learning process.
- (c) The Principal, together with teachers, must monitor the implementation of the Code.

For further information, refer to Section 8 of SASA.

9.12 Representative Council of Learners (RCL)

- (a) Every public secondary school enrolling learners in the eighth grade or higher must constitute a representative council of learners.
- (b) In keeping with the Constitution of the Republic of South Africa, learner members of the Council must be democratically elected.
- (c) This structure is the only recognised and legitimate representative learner body at the school as stipulated in Section 11 of SASA.

For further information, refer to Section 11 of SASA

9.13 Learner Representation on the SGB

- (a) In any public secondary school, learners are represented on the SGB.
- (b) Their role is to ensure that learner needs and aspirations are communicated to the SGB.
- (c) Learners are minors and may therefore not contract on behalf of the school and may also not participate in certain processes such as interviews.

For further information, refer to Section 32 of SASA.

9.14 Suspension and Expulsion of Learners

- (a) The Code of Conduct for Learners should reflect the conduct expected, identify possible offences and the relevant sanction attached to them.
- (b) In a case where a learner commits a serious offence, the SGB must appoint a tribunal to preside over the matter.
- (c) The SGB may suspend the learner or recommend expulsion.
- (d) A learner may not be suspended for more than 7 days. During suspension, however, the learner must be provided with work to be completed so that disruption of the learning process is minimised.

- (e) Should there be a recommendation for expulsion, the learner remains the responsibility of the school.
- (f) The final decision for expulsion resides with the Head of Department.

For further information, refer to KZN Circular No. 33 of 2007.

9.15 Additional Remuneration for State-Paid Employees – Section 38A

- (a) In terms of Section 38A, schools may apply for extra remuneration for state-paid employees for undertaking additional work.
- (b) The application must be lodged with the Principal and tabled at a full SGB meeting for discussion prior to the adoption of the school budget by a full parents' meeting. This must be done by August of the preceding year.
- (c) The Head of Department may or may not approve applications for additional remuneration.
- (d) The SGB may not effect any payment to State-paid employees without prior approval by the Head of Department.
- (e) It is the responsibility of an applicant/recipient to declare additional remuneration to SARS.
- (f) Schools are warned against increasing fees as a result of the implementation of Section 38A.
- (g) School-based teachers may not receive additional remuneration for activities stipulated in the *PAM Document* under Workload of Educators, which are listed below.

During the formal school day:

- Scheduled teaching time
- Relief teaching
- Extra and co-curricular duties
- Pastoral duties (ground, detention, scholar patrol, etc.)
- Administration
- Supervisory and management functions
- Professional duties (such as meetings, workshops, seminars, conferences)
- Planning, preparation and evaluation.

Outside the formal school day:

- Planning, preparation and evaluation
- Extra and co-curricular duties
- Professional duties (meetings, workshops, seminars, conferences) etc.
- Professional development.

For further information, refer to Section 38 A of SASA and KZN Circular No 62 of 2006 and refer to the PAM Document, pages C-62 to C-68.

9.16 School Poverty Alleviation Programme

Each school should keep and update a database of orphans and vulnerable children as well as children coming from child-headed homes. Schools should form

partnerships with NGOs and other sister departments to assist these learners. Principals must ensure that food production is encouraged in schools.

9.17 Guidelines on Governance Policy Development

- The involvement of all internal stakeholders is essential.
- Policies must be congruent with the Constitution of the Republic of South Africa (Section 28).
- The principles of fairness and reasonableness must apply.
- Contextual factors must be taken into consideration as schools are not all the same.
- Policies must be reviewed annually so as to accommodate environmental changes, changes emanating from the Department, or changes suggested by parents.
- Policies must be in the language/s understood by the majority of stakeholders.
- Policies only become legal once they have been ratified and adopted by the SGB.

Chapter 10

Managing School Finances

10.1 Introduction

- (a) In terms of the South African Schools Act, the school's financial management is the responsibility of the SGB.
- (b) School finances include school fees collected from parents, no-fee allocation from the Department, Norms and Standard funds, Nutrition Programme funds and donated funds.
- (c) School fees are charged to supplement the resources supplied by the Provincial Department. The school fees fill the gap that exists between the needs of the school and the Departmental allocation.
- (d) No-fee schools are not allowed to charge school fees. They may, however, raise funds and accept voluntary donations. The MEC publishes a list of no-fee schools on a year-to-year basis.
- (e) Section 20 schools are allocated a paper budget whilst Section 21 schools are allocated additional funds to manage their own functions.

For further information refer to Section 36-37 and 39 of SASA.

10.2 School Account

- (a) Each school must operate a current/cheque account.
- (b) Three signatories must be appointed by the SGB to conduct transactions.
- (c) A minimum of two signatories is required to execute any given transaction.
- (d) Under no circumstances should a school operate any other account unknown to the relevant stakeholders and without the approval of the Head of Department.
- (e) No school is permitted to have an overdraft facility.

For further information refer to Section 37 of SASA.

10.3 Finance Committee

- (a) Every school must have a Finance Committee appointed by the School Governing Body.
- (b) The Finance Committee should consist of the SGB Treasurer, the SGB chairperson, the Principal and the Finance Officer, who may be a school clerk.
- (c) The Committee must be headed by the Treasurer, who serves as the chairperson.
- (d) The Committee must meet at least once a month to examine its financial records and to approve necessary transactions.
- (e) The Committee reports to the SGB, which ratifies all decisions pertaining to procurement.

For further information refer to Section 20-21 of SASA.

10.4 Budgeting

- (a) The budget process starts with planning before any money is spent.

- (b) The Finance Committee must prepare an annual budget statement which reflects proposed expenditure as well as the income derived from:
 - School fees
 - Norms and Standards funds
 - No-fee school allocations.
 - Donor funds.
- (c) The generally accepted period for preparation of the annual budget is August-September of the preceding year.
- (d) The chairperson of the Finance Committee presents the annual budget statement to the full SGB.
- (e) Once ratified by the SGB, the budget is presented to the parents at the Annual General Meeting (AGM).
- (f) During the annual budget meeting, parents may decide to increase or decrease school fees.
- (g) The AGM also takes decisions regarding the school fee policy in terms of fees, exemptions and additional remuneration for state employees.

For further information refer to Section 38 and Section 38A of SASA.

10.5 Financial Cycle

The Financial Cycle indicates when to plan a specific budget activity:

- **January to March:** Presentation of annual financial statements to parents.
- **April to June:** Presentation of audited financial statement to parents.
- **July to September:** Preparation and ratification of the first budget draft for presentation at the AGM.
- **October to December:** Presentation of the proposed budget (including proposed school fees) for adoption at the AGM.

10.6 Finance Officer

- (a) The Principal must appoint the Finance Officer in writing annually.
- (b) It is the responsibility of the Finance Officer to do daily banking on behalf of the school. He/she reports to the Principal and to the chairperson of the Finance Committee.
- (c) The Finance Officer must accurately receipt and deposit funds collected from class teachers and parents on a daily basis after verification by the Principal.
- (d) Funds collected by the sports and other organisers must be receipted and deposited in a school account. All payments must be made by cheque.

For further information refer to Section 37 of SASA

10.7 Norms and Standards Allocation

- (a) The Provincial Department of Education allocates funds to schools annually, based on the 10th day learner enrolment figures.
- (b) These funds are used for LTSM and other needs.

- (c) SGB should be made aware of the school's allocation and it is their responsibility to manage the funds.
- (d) Each SGB must appoint a Norms and Standards Committee, which will oversee the Norms and Standards funds allocated to the school.
- (e) This committee works closely with the Finance Committee and must ensure that the necessary procurement processes are followed.
- (f) The Norms and Standards Committee must include at least two parent members of the SGB.

10.8 Procurement of LTSM and non-LTSM

- (a) Procurement of any material at school is the responsibility of the SGB and must be done by the Norms and Standards Committee.
- (b) LTSM includes textbooks and stationery and must be prioritised.
- (c) Non-LTSM includes any other need the school may have such as furniture and equipment.

10.9 Retrieval Policy of LTSM

- (a) The school must have a retrieval policy which will ensure that textbooks and any other material loaned to individuals are returned.
- (b) A strategy for retaining LTSM over a period of time must be established.

10.10 School Fee Exemptions

- (a) The school is legally bound to ensure that all parents are aware of the regulations on school fees and that they can apply for full, conditional or partial exemptions, if they qualify.
- (b) The school should provide parents annually with fee exemption application forms.
- (c) The SGB must develop a policy in line with new regulations on school fee exemptions.
- (d) The policy must be tabled at the Annual General Meeting of parents.

Examples of automatic exemptions include orphans, learners in child-headed households, and learners dependant on income derived from social disability and pension grants.

For further information refer to Government Gazette No 29311 of 2006 and KZN Circular No 14 of 2007.

10.11 Financial Records and Statements

All schools, irrespective of size and financial status must have in place the following financial records/books:

- (a) Cash receipts journal
- (b) Cash payment journal
- (c) Distribution register
- (d) Receipt book
- (e) Bank deposit book
- (f) Petty cash register

10.12 Accounting Procedures

The SGB is accountable to parents and the Department of Education for the management of school finances.

- **Annual Financial Statement**
 - (a) The chairperson of the Finance Committee must present the Annual Financial Statement to the Parents' Annual General Meeting which is held before the end of the first quarter.
 - (b) In terms of Section 43 of SASA, any interested party has the right to access the school's financial records.
- **Audited Financial Statement**
 - (a) The SGB should subject all financial records and stock records for auditing purposes by an approved or registered firm of auditors.
 - (b) An Audited Statement must be tabled at a full SGB meeting.
 - (c) Once approved, the Audited Financial Statement is signed by the SGB chairperson, the Treasurer and the school Principal before submission to the Department on or before the 30th of June each year.
 - (d) A register of assets must always be included in the Audited Financial Statement.
- **Tax Re-Imbursement**

As a non-profit entity, a school may apply for tax exemption from SARS. The school's auditor will be in a position to guide the schools in this regard.

10.13 Financial Controls

- (a) The Finance Officer must prepare the Income and Expenditure Payment Journal.
- (b) This Journal must then be presented to the Finance Committee which will in turn present it to the full SGB meeting for ratification purposes.
- (c) Principals must keep Standardized Order Notes.

For further information refer to Sections 42 and 43 of SASA, and the Financial Guidelines – the so-called "Green Book" and "Red Book".

10.14 Asset Management

- (a) Both school and Departmental assets must be recorded and controlled in the school's Asset Register. This must be done by a stock controller appointed by the Principal as per the SGB mandate.
- (b) The SGB is accountable for all assets of the school. These assets are:
 - **Fixed assets:** these include immovable assets such as buildings and sports fields, as well as movable assets such as desks, computers and writing boards.
 - **Current assets:** these include stock items such as stationery, chemicals and cleaning materials, and cash assets such as bank balances and money owed by debtors.
- (c) Any stolen or lost items must be reported by the Principal to the police and the SGB without delay. A case number must be kept at the

school and an entry must be made in the logbook recording such losses.

- (d) A written report on the loss must be submitted to the Ward Manager.
- (e) The SGB will decide whether to institute prosecution procedures and/or to dispose of the lost material through the Board of Survey.
- (f) The Board of Survey referred to above is also responsible for disposing of obsolete items.
- (g) All items which leave the school property (e.g. loaned out) must be signed out and recorded in the asset register, and when returned, signed in.

10.15 Asset Register/Stock Register

- (a) Schools are required by law to keep a register of all assets and stock in their possession.
- (b) It is the responsibility of the Principal to ensure proper maintenance of such registers.
- (c) Such registers must be made available to relevant officials on request.
- (d) Stocktaking should be conducted on an annual basis in order to keep the register up to date.

For further information refer to Section 37 of SASA.

10.16 Disposal of Assets

- (a) The SGB must appoint a Board of Survey whose task it is to dispose of obsolete assets such as irreparable furniture, electrical and electronic items.
- (b) Where possible, items that may be re-used should be donated to needy schools.
- (c) The Board of Survey must maintain strict control of the school's asset records.
- (d) All assets which have been disposed of must be reflected in the audited Annual Financial Statements.

10.17 Letting and Hiring

- (a) In order to raise funds, the SGB may allow outsiders to pay for the use of school premises.
- (b) A policy for such purposes must be developed.
- (c) Funds raised through this process must be managed according to correct basic accounting principles.

For further information refer to Section 9 (b) of the Education Laws Amendment Act 31 of 2007

10.18 Risk Management

- (a) In line with the Public Finance Management Act (PFMA), the SGB must develop a system that will prevent fraud.
- (b) Any person delegated to collect funds, must be appointed by the Principal in writing. Such a person may be a teacher, a sports organiser, or an entertainment committee convenor. Such appointed persons must work closely with the Finance Officer to ensure correct and accurate financial practices.

- (c) In order to increase safety factors and minimise the risk of misappropriation of funds, it is the policy of the Department that school fees be paid directly into the school's banking account.

For further information refer to the relevant sections of the PFMA.

10.19 Gifts and Donations

- (a) Anything donated to the school either by Government Departments or by the private sector is deemed to be the property of the school.
- (b) The Principal must at all times disclose such donations to the SMT, the SGB and the Ward Manager, and have such donations recorded in the asset register and/or the cashbook.
- (c) Donations and gifts must also be declared at the Annual General Meeting of the school.
- (d) Records of donations in the form of money should be reflected in the school audit report.
- (e) In case of material resources, it is advisable that the Principal ensures that no obsolete equipment is accepted, as this might be a financial burden to the school. (The school needs to develop a policy in this regard.)

10.20 Fund-raising

For purposes of control, fund raising must be well planned and must be coordinated by the Finance Committee.

For further information refer to Treasury Regulations, Public Finance Management Act 1 of 1999 and Education Laws Amendment Act of 2007.

Chapter 11

The *Batho Pele* Principles

White Paper on Transforming Public Service Delivery of 1997

The White Paper was designed to re-shape the Public Service for its transformational role in the new dispensation in South Africa. Government has identified institutional transformation and reform as one of the key medium to long term programmes to drive the implementation of the Reconstruction and Development Programme (RDP).

The aim of the White Paper is to establish a policy framework to guide the introduction and implementation of new policies and legislation aimed at transforming the South African Public Service. The Department of Education is one of the Service Delivery Agencies which delivers services directly to the people, i.e. to communities where schools as service delivery sites are located.

The White Paper is in keeping with the vision of the KwaZulu-Natal Department of Education, which is that of a literate and skilled society capable of participating in all democratic processes and contributing to the development and growth of the people of South Africa.

The Department of Education is committed to the principles of *Batho Pele*, as indicated below:

- a) **Consultation**
The only way to find out the needs of customers is through consultation. This can be done in several ways, such as questionnaires, surveys and meetings. Schools should consult with their customers to establish their views on the basic services that the school needs to offer.
- b) **Service Standards**
Performance measurement is necessary in order to establish whether schools are functioning optimally. Realistic, yet challenging service standards must be set with all stakeholders in areas that are important to them, and attempts must be made to match or exceed those standards. Customers should be informed about the standards of service they can expect from the school.
- c) **Access**
To most people access means putting in ramps for wheel chairs and providing easy parking for customers. While special provision should be made for the physically, socially and culturally disadvantaged to benefit from the services offered, access is more than this. It is about ensuring that all learners who come to school are provided with opportunities for quality education.
- d) **Courtesy**
This includes being polite, helpful and willing to assist all customers. It is the Principal's responsibility to ensure that all customers are respected, even when they appear to be rude and unreasonable. All correspondence received should be responded to timeously.
- e) **Information**

With eleven different languages, it may be difficult to reach all customers in their mother tongue. One should do one's best to ensure that information is available in the most commonly spoken language(s) of the area.

- f) **Openness and transparency**
One should be open and transparent about one's day to day work. Information about how much money the school receives and how it is spent should be made available to the public. Annual reports and accounts should be published so that customers can see how the money has been spent and how the school has performed against set standards and targets
- g) **Dealing with complaints**
Customers should be made aware that they have a right to complain if the service received is not up to standard. They must be informed about where and how to complain. One should apologise and endeavour to put things right as quickly as possible, even if it is not one's fault.
- h) **Value for money**
Citizens who pay tax have a right to know how their money is spent. One must be able to prove that one is spending money wisely and not wasting it. Precautions must be taken against wastage, fraud and corruption. Attempts must be made to do things right the first time.
- i) **Service Delivery Impact**
The implementation of the *Batho Pele* principles should improve service delivery and have a positive impact on customers. By working together as a team, better service will be provided which will help improve the lives of all.
- j) **Encouraging Innovation and Rewarding Excellence**
New and innovative ideas should be encouraged, especially if they will improve service delivery and help to raise the standards of service excellence in schools. Staff and stakeholders should receive recognition for new ideas and good practices.
- k) **Leadership and Strategic Direction**
Leadership is important in any organisation. The Principal should set direction and lead by example. He/she should be responsible for establishing an environment which encourages creativity and innovation. Good leaders empower people to work together, plan together and reach the targets and goals set for providing service excellence.

Schools should display the principles of *Batho Pele* at strategic points which include offices, staffrooms and school notice boards.

Every school is expected to have a Service Commitment Charter. All stakeholders must be afforded an opportunity to participate in the crafting of the school's Service Commitment Charter. This should give details such as the location of the school, contact details of the SMT, service standards, and the strategies and turnaround times for dealing with queries. It should also portray how the school intends complying with and promoting each of the 11 *Batho Pele* principles.

The Circuit Manager must ensure that the *Batho Pele* principles are displayed in all schools within the Circuit.

Chapter 12

Co-curricular Support Services

12.1 School Enrichment and Extra-mural Programmes

The co-curricular programme forms part of the enrichment and extra-mural programme offered by a school. These provide learners with opportunities to engage in activities that support and reinforce the curriculum.

- As the concept of a school is not confined to the grounds on which it is situated, the school's code of conduct continues to apply even when learners are on educational excursions and engaged in inter-school activities.
- "School activity" refers to any official, educational, cultural, recreational or social activity of the school within or beyond the school premises.
- Teachers are deemed to be on duty during such activities and are expected to behave in line with the expected code of conduct as contained in the relevant section of the *South African Council for Educators (SACE)* and the *Employment of Educators Act (EEA)* documents.

For further information, refer to Section 4(c) of the Education Laws Amendment Act 31 of 2007.

12.2 Calendar of Learner Excursions/Sports and School Excursions

Outdoor learning is one of the best ways of teaching, as it motivates learners who, in most instances, enjoy being taken to various sites away from the school. In order for school excursion not to impact negatively on the academic programme, learners may not be taken out of school during the month preceding, and during final examinations. The cut-off point, therefore, for school excursions is the end of September. In view of this, principals must ensure the proper scheduling of all excursions during the planning phase preceding each school year.

Additional information with regard to procedures for obtaining permission for excursions is contained in KZN Circular No 10 of 2008.

12.3 Co-curricular Programmes

Co-curricular programmes such as sport, youth development and arts and culture activities play a major role in teaching and learning and in the development of learners' skills.

12.4 The Year Plan of the School

Both outdoor learning and co-curricular programmes must be included in the Year Plan of the school.

12.5 Physical Education

Management is required to ensure that appropriate physical education forms part of Life Orientation in the school timetable.

12.6 Youth Development Programmes

Youth development programmes focus on developmental activities, such as Scouting, Girl Guiding, youth clubs and many social associations. Learners must be given every opportunity to participate in at least one of these activities.

12.7 Departmental Policy on Trips and Tours

The Departmental Policy on Trips and Tours must be followed fully in order to avoid bringing the Department into disrepute. Consent forms must always be signed by parents well in advance of the trip or excursion being undertaken. A Trip Authority Form must also be signed by the SGB Chairperson and by the transport company to confirm the roadworthiness of the transport to be used. The teacher:learner ratio must be 1:20 for primary schools and 1:30 for secondary schools. Principals need to ensure that learners boarding the vehicle(s) are registered learners of the school. Applications for excursions submitted to the Circuit Manager must be accompanied by a copy of the certificate of roadworthiness. This application must be submitted a month before the trip is undertaken.

12.8 School and District Co-curricular Calendars

All schools are expected to draw up their co-curricular calendars, which must be in line with the District Co-curricular Calendar. This must then be included in the Year Plan of the school.

12.9 Schools' Sport Mass Participation Programme

Schools that are part of the Schools' Sport Mass Participation Programme (SSMPP) must keep a file where information regarding this programme is kept.

12.10 Asset Register

The proper keeping of an Asset Register of all sports equipment is essential. All schools must keep a full list of all sports equipment at the school. A clear record of loaned equipment must also be kept.

12.11 Participation of Physically Challenged Learners in Co-curricular Activities

Schools are expected to include all learners in co-curricular activities, including learners with special needs.

The physical infrastructure of the school must be developed so that it is user-friendly and accommodating of the needs of those who are physically and visually challenged.

12.12 First Aid Kits

The Principal must ensure the availability of First Aid Kits which are equipped according to Departmental requirements. In addition, provision must be made for access to Emergency Services during all school activities.

For further information, refer to Government Gazette No 29376 dated 10 November 2006.

CHAPTER 13

Management of Care and Support Programmes

It is important that schools develop policies that will ensure the health, safety and general well-being of all internal stakeholders. To this end, the SMT must ensure that an Institution Level Support Team (ILST) is established in accordance with Education White Paper 6 and the KZN HIV/Aids Strategy, in order to establish all schools in the Province as Inclusive Centres of Learning, Care and Support. It is compulsory for schools to have First Aid Kits, and these must be placed in areas where they are readily accessible. School safety signs must be displayed at strategic points and the school Safety Committee must work closely with the ILST.

13.1 Human Rights Issues

A school is a public institution and therefore has a responsibility to ensure that the Constitution of the country is adhered to. The school also has a duty to inform its community of their rights and responsibilities. The school must develop policies that promote a culture of human rights sensitive to: religion, race, gender, disability, age, language, socio-economic status, HIV/Aids and culture. Schools must make a concerted effort to promote Africanism and patriotism.

For further information, refer to chapter 2 of the Constitution of the Republic of South Africa.

13.2 HIV/Aids Policy

Schools are obliged to develop and implement an HIV/Aids Policy. This should cover both the infected and the affected, whilst also protecting the right to confidentiality. It is important for principals to ensure that safety equipment such as gloves and First Aid Kits are kept in easily-accessible strategic positions. Regular workshops and advocacy programmes must be conducted by schools, so that all stakeholders are kept informed on an ongoing basis. Care and support must form an integral part of the school's HIV/Aids programme.

For further information, refer to the National Policy on HIV/Aids.

13.3 Substance Abuse

Substance abuse is illegal in South Africa, therefore teachers and learners should be educated about the harmful effects of using drugs. Cases of substance abuse should be reported to the SAPS, Nicro and Departmental structures such as the Employee Assistance Programme (EAP) and Service Delivery Support Services (SDSS), for assistance leading to corrective and rehabilitative support.

13.4 Care of the School Environment

Every learner has the right to receive education in a clean environment. It is therefore the responsibility of the school Principal to ensure a safe and a clean environment. A clean and safe environment also entails attending to all repairs, both minor and major, timeously. Schools are encouraged to cultivate flowers, trees and vegetables as envisioned by various conservation projects.

13.5 Health Hazards

The Principal needs to ensure that there are no health hazards in the school. The SGB must ensure that uncovered pit toilets are demarcated by chevron hazard tape. Ablution facilities should be kept clean; leaking taps should be attended to; broken roofs and live electrical wires fixed; and walls should be kept in good condition. These are the responsibility of the SGB. Each SGB must have a maintenance committee in place, which will attend to all minor repairs. Major repairs must be reported immediately to the District, through the line function.

13.6 Incident Reporting Strategy

It is important for the Principal to report incidents that may cause a health hazard in a school to the Circuit Manager without delay. Once an unforeseen incident has occurred, the first priority must always be to give First Aid assistance to the victim. Thereafter specialised assistance should be summoned and the incident reported to the relevant authorities.

Over and above that, a written report, on the Incident Reporting Form, must be forwarded to the Circuit Manager on the day of the incident, in order to enable the Communication Unit of the Department to respond to the media, should the incident be of public interest.

13.7 National School Nutrition Programme (NSNP)

(a) School Feeding

- The National School Nutrition Programme (NSNP) aims to feed primary and secondary school learners in impoverished areas on every school day of the year. The target group includes learners in rural areas, on farms and from informal settlements. LSEN schools (accommodating Learners with Special Educational Needs) without boarding facilities are also catered for in the programme. The programme is managed by the Department of Education (DoE) and is funded by a Conditional Grant (CG) from the National Treasury.
- Schools qualifying for the feeding scheme must submit their applications by 15 February each year. It must be borne in mind that a school's feeding allocation is linked to the 10th day statistical data (Snap Survey).
- The number of feeding days per financial year is dependent on the budget allocation for that year. Principals should, therefore, ensure that learners are fed for all targeted days (as per the Provincial Feeding Calendar).
- The provision of meals to public school learners is a Departmental mandate and should be strictly adhered to. It is the responsibility of the Principal to ensure that this is done in accordance with the approved NSNP guidelines, specifications and timetables.
- All learners must be fed by 10:00. Schools are required to provide water so that learners may wash their hands before and after eating.
- Schools are required to choose their menus from the four prescribed options.

- The storage, preparation and provision of meals should be carried out on the property in a clean environment.
- It is the responsibility of the SGB to appoint the Food Handlers, whose honoraria are paid by the selected Service Provider/Cooperative.
- Before meals can be provided, the Principal must complete a purchase order note to procure raw food items. The original copy must be given to the Service Provider and a copy must be kept in the NSNP file.
- The teacher in charge of the NSNP, the Principal and the SGB have the following responsibilities:
 - To manage the quotation process in engaging the services of the Service Provider. The awarding of tenders for this programme must be done annually at a full SGB meeting. The awarding process must be fair, transparent, consistent and free of conflict.
 - To ensure that the quantity and quality of food delivered by the Service Provider is as per purchase order note.
 - To ensure that claims and supporting documents are checked, signed, stamped and forwarded to the District Office within seven days of submission by the Service Provider.
 - To ensure that food is prepared correctly and served to the learners on time.
 - To engage the services of and facilitate the payment of food handlers.
 - To monitor the cleanliness of the food storage, preparation and serving areas.
 - To maintain the school NSNP file, which should include the guidelines on NSNP, copies of the application package, stock control sheets, menus, purchase order notes, claim books, invoices and delivery notes.
 - To maintain the stock control register.
- The Principal, staff and other members of the SGB are precluded from having a business interest in the school's feeding programme.
- In instances where it is necessary to deal with poorly performing service providers, reference should be made to Annexure J of the application package.

(b) Local Women Co-operatives

It is the mandate of the Department to harness and replicate successful women initiatives. It is expected of school Principals and SGBs that they support these women initiatives at all times.

(c) Sustainable Food Production In Schools

Schools are encouraged to implement and maintain food gardens, i.e. grow vegetables and fruit. The school must enter into an agreement with its service provider for the provision of vegetables and fruit grown in the

school garden. (Refer to the section dealing with the service level agreement for this project in the application package).

For Further information, refer to the Provincial Guidelines on the NSNP.

REFERENCES

Some useful websites:

www.info.gov.za/aboutsa/education.html

www.education.gov.za

www.kzneducation.gov.za

www.thutong.org.za

www.ieb.co.za

www.ttms.org

www.2learn.ca

www.teachingenglish.org.uk

www.teachingtoday.glencoe.com/downloads

www.mindset.co.za/learn.default.asp

www.seedprog.co.za

www.eslus.com/eslcenter.html

www.emints.org/about/index.html

www.lcandler.web.aplus.net/index.html

A useful publication:

M. Thurlow, T. Bush & M. Coleman (eds): *Leadership and Strategic Management in South African Schools*, Commonwealth Secretariat, 2003

Annexure A

KEY TO ACRONYMS

ABET	Adult Basic Education and Training
AGM	Annual General Meeting
AoD	Assumption of Duty
AS	Assessment Standards
BCEA	Basic Conditions of Employment Act of 1997
CASS	Continuous Assessment
CTA	Continuous Tasks for Assessment
DEAR	Drop Everything And Read
DoE	Department of Education
DoW	Department of Public Works
DSG	Development Support Group
EAP	Employee Assistance Programme
ECD	Early Childhood Development
EEA	Employment of Teachers' Act
ELRC	Education Labour Relations Council
EPMDS	Employees Performance Measurement Development System
EMIS	Education Management Information System
FET	Further Education and Training
GEMS	Government Employees' Medical System
GEPF	Government Employees Pension Fund
GET	General Education and Training
HRM	Human Resources Management
IC	Interview Committee
ILST	Institution Level Support Team
IQMS	Integrated Quality Measurement System
KPA	Key Performance Area
LRA	Labour Relations Act
LO	Learning Outcome
LPTIL	Long Period Temporary Incapacity Leave
LPG	Learning Programme Guideline
LSEN	Learners with Special Educational Needs
LSPC	Learner Support Portfolio Committee
LTSM	Learner Teacher Support Material
LURITS	Learner Unit Record and Information Tracking System
MEC	Member of Executive Council
NCS	National Curriculum Statement
NGO	Non Government Organization
NSC	National Senior Certificate
NSFAS	National Student Financial Aid Scheme
NSDP	National Spatial Development Perspective
NSNP	National School Nutrition Programme
PAM	Personnel Administrative Measures
PS	Public Service
PSCBC	Public Service Coordinating Bargaining Council

PFMA	Public Finance Management Act
PGP	Professional Growth Plan
PMDS	Performance Management Development System
PPN	Post Provisioning Norm
PTO	Permission to occupy
RCL	Representative Council of Learners
SACE	South African Council for Educators
SAG	Subject Assessment Guidelines
SARS	South African Revenue Services
SASA	South African Schools' Act
SASAMS	South African Schools' Administration and Management Systems
SDSS	Service Delivery Support Services
SDT	School Development Team
SGB	School Governing Body
SIP	School Improvement Plan
SMT	School Management Team
SPTIL	Short Period Temporary Incapacity Leave
SSMPP	Schools' Sport Mass Participation Programme
SWOT	Strengths, Weaknesses, Opportunities and Threats
TIL	Temporary Incapacity Leave
UTE	Unprotected Temporary Teacher
WSE	Whole School Evaluation

Annexure B

List of current policy documents

Assessment Guidelines for Foundation Phase Grades R – 3
Assessment Guidelines for Intermediate and Senior Phases
Collective Agreement Number 2 of 2008
Collective Agreement Number 3 of 2006
Conduct and Administration of Examinations – Government Gazette No 31337
Education Laws Amendment Act 31 of 2007
Employment of Educators' Act 76 of 1998
Financial Guidelines – *the so-called "Green Book" and "Red Book"*
Gazette No. 31337
GET booklet on Assessment
Government Gazette No 29311 of 2006
Government Gazette No 29376
HRM Circular 10 of 2009
HRM Circular 35 of 2008
HRM Circular 62 of 2007
HRM Circular 63 of 2004
HRM Circular 72 of 2007 (Implementation of the Post Provisioning Norm)
HRM Circular 39 of 2008
HRM Circular No. 73 of 2006 (Implementation of Revised Determination of Leave)
HRM Circular 42 of 2008
KZN Circular No 10 of 2008
KZN Circular No 14 of 2007
KZN Circular No 143 of 2008
KZN Circular No 62 of 2006
KZN Circular No. 33 of 2007
KZN Circular No. 99 of 2006
KZN Code of Conduct for SGBs
KZN HIV/Aids Strategy
KZN Strategic Plan: 2007 – 2010
Labour Relations Act of 1995
Manual 6 of the 7 School Governance Manuals
National Policy on Assessment and Qualifications for Schools in the GET Band
National Protocol on Recording and Reporting, Gazette No 29467
Overview document of the National Curriculum Statement Grades R – 9 booklet
PAM Document
Policy and Procedure on Incapacity Leave and Ill-Health Retirement (PILIR) November 2005
Provincial Guidelines on the NSNP
Provincial Policy on Registration and Naming of Schools
Public Schools and Declaration of Independent Schools
Public Service Act of 1994
Resolution 8 of 2003
SACE Code of Conduct

SASA 84 of 1996
School Library Policy of 2003
Subject Assessment Guideline (SAG)
The Basic Conditions of Employment Act of 1997

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