

THE ROLE OF GOVERNORS AND TEACHERS' UNIONS IN
THE PROMOTION OF SENIOR MANAGEMENT IN PUBLIC
SCHOOLS IN THE CITY OF DURBAN DISTRICT,

1997 - 2000

by

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with the requirements for the
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DECLARATION OF ORIGINALITY

I declare that this dissertation is my own work and that all sources I have used or quoted have been acknowledged by means of completed references.

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DURBAN

OCTOBER 2000

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DATE

DEDICATION

To my wife, Ayesha, my daughter, Nasreen, and my son, Muhammad, for their immense support and sacrifice during my studies.

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At the very outset, I wish to offer thanks to Almighty God for providing me with spiritual guidance and strength to embark on and complete my studies.

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ABSTRACT

This research investigates the role of school governors and teachers' unions in the management of the promotion process for principal and deputy principal posts in selected public primary and secondary schools in the City of Durban District during the period 1997 to 2000. The study is concerned with exposing the problems in the present selection procedure by evaluating it and seeking ways to improve its implementation and thereby strengthening the role of school governors and teachers' unions in the process.

It is the function of the governing body of a public school to appoint a promotions committee which selects personnel for promotion posts at schools. The selection process is fraught with many difficulties such as the lack of proper training for selectors, illiterate selectors, nepotism, bias and intimidation by selectors. This research investigates the inadequacies, which exist in the selection process. The issues investigated include the process of selection of staff for promotion posts, the competence of the selectors, the criteria used for selecting and the problems experienced by the selectors.

The investigation is executed using the qualitative research method. The instruments used in this investigation are observation, a review of related literature and structured interviews with different members of the promotions committee. In South Africa there is very little theoretical research available on the topic. The researcher has had to draw on literature concerning the promotion of teachers in Local Education Authority (LEA) schools in England and Wales.

Recommendations for improvement include adequate training of selectors, greater involvement by officials from the KwaZulu-Natal Department of Education and Culture to keep nepotism in check, more realistic time frames for shortlisting and interviewing, gradual progression of candidates from Level One to Level Four, verification of information supplied on the curricula vitae of the candidates prior to the interviews, competent people serving on the selection panels and more stringent minimum criteria for eligibility for senior posts.

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ABBREVIATIONS

The following abbreviations were used in this dissertation:

A.P.E.K.	: Association of Professional Educators of KwaZulu-Natal
CCMA	: Council for Conciliation, Mediation and Arbitration
DfEE	: Department for Education and Employment
DRC	: Dispute Resolution Committee
ELRC	: Education Labour Relations' Council
HOA	: House of Assembly
HOD	: House of Delegates
HOR	: House of Representatives
HRM	: Human Resource Management
LEA	: Local Education Authority
NAPTOSA	: National Association for the Professional Teachers of South Africa
NPQH	: National Professional Qualification for Headship
PTA	: Parent Teacher Association
REQV	: Relative Education Qualification Value
SADTU	: South African Democratic Teachers' Union
SAOU	: Suid Afrikaanse Onderwyser Unie
TTA	: Teacher Training Agency

CHAPTER ONE

INTRODUCTION

The promotion of staff at schools is vital to the management process. The demands placed on management have increased tremendously in recent years. It is therefore necessary to select management of good quality.

This study is particularly concerned with investigating the role and competence of parent governors and union observers who were involved in the selection process during the period 1997 to 2000. This is the period when parents and teachers' unions became actively involved in the promotion process at schools. This study therefore examines the process used in the selection of candidates for principal and deputy principal posts. It is concerned with exposing the benefits of and problems in the present selection procedure by evaluating it and seeking ways to improve its implementation so that all involved may be convinced of its justice.

1.1 Promotion of Individuals to Higher Positions

Promotion is a process which enables an official to advance to a higher position within his chosen field of work. It is the "advancement of an employee to a better job in terms of greater responsibilities, more prestige or status, greater skill and especially increased rate of pay or salary" (Cheminais, van der Walddt and Bayat, 1998:97). Promotion may be based on seniority or on merit. Merit promotions are desirable because the best person gets the job. Presently, national policy dictates that employment and promotion of individuals be also based on the principle of affirmative action.

[* The masculine pronoun refers to both males and females and is used throughout this dissertation for the purpose of convenience and flow]

1.1.1 Promotion of Individuals in Industry

In industry, management promotion posts become available when an incumbent either retires or leaves or when the organisation expands. The number of promotion posts will depend on the needs of the organisation. Employees in industry are often promoted to positions within the company. Internal promotion takes place either by management decision or by advertisement within the organisation. The advantage of internal promotion is that it increases loyalty and commitment and boosts the morale of employees. The disadvantage of internal promotion is that it may lead to "inbreeding". This may deprive the company of new ideas and perspectives from the outside (Cheminais, van der Waldt and Bayat, 1998:35).

1.1.2 Promotion of Individuals at Schools

At schools, the number of promotion posts to be filled depends on learner enrolment. According to Human Resource Management (HRM) Circular No. 3, a primary school with a learner enrolment of 520 qualifies for one principal and one deputy principal, and that with a learner enrolment of 1040 qualifies for one principal and two deputy principals. A secondary school with a learner enrolment of 455 qualifies for one principal and one deputy principal; with a learner enrolment of 910 it qualifies for one principal and two deputy principals. Schools qualify for a maximum of five heads of departments, depending on the learner enrolment (Directorate: Human Resource Management, 1999b). Vacant management posts have to be filled if schools are to have a fully constituted management team.

Teachers are usually promoted from outside an institution. However, with the recent implementation of the rationalisation and redeployment programme, teachers prefer to be promoted within an institution in order to save the jobs of teachers who may be declared in excess. In doing so, the principle of promotion based on merit is doubtful because the teachers at a particular institution may not necessarily be the

best candidates for the job. Often, teachers within an institution have fallen "into a rut". Such teachers have not progressed within the system over the years and are frustrated, but refuse to leave the profession. In such instances, it would be advisable to inject new life into the institution by bringing in someone from the outside.

1.1.3 Principle of Affirmative Action

The principle of democracy is enshrined in the Constitution of the Republic of South Africa to address the injustices of the past (Constitutional Assembly of the Republic of South Africa, 1996). In terms of employment, the principle of affirmative action is used to address injustices. This principle advocates that people from designated groups be given preference when it comes to employment opportunities. In applying the principle of affirmative action, the application of merit assessment is often ignored. According to the Employment Equity Act, the term "designated groups" refers to black people (Africans, Coloureds and Indians), women and people with disabilities (Government Gazette No. 19370, 1998:Chapter One).

Institutions are expected by law to implement affirmative action measures. At Technikon Natal, for example, affirmative action is graded thus: African females, African males, Coloured females, Coloured males, Indian females, Indian males, White females and White males. According to the Employment Equity Act, a person is deemed to be suitably qualified for a job if he has the "capacity to acquire within a reasonable time, the ability to do the job" (ibid., Chapter Three). This means that a person can learn while "on the job". Although this may work in the private sector, it is certainly too risky a strategy to employ in education. The education of children must not suffer because of inexperienced or inefficient management staff.

1.2 Background to the Study

During the last decade, the management of the promotion process for teachers to higher levels has undergone a drastic transformation. Prior to 1996, the KwaZulu-Natal Department of Education and Culture undertook the responsibility of promoting teachers to higher posts. Teachers were promoted to a post which was only one level higher than the post which they already occupied. Candidates who applied for promotion were not required to submit a curriculum vitae. Principals were required to evaluate applicants from their own schools on a prescribed form. These scores were confidential. On receipt of all the evaluation forms, the KwaZulu-Natal Department of Education and Culture identified a sample for moderation that was large enough to ensure that the evaluations were reliable and that there was a certain degree of consistency in the standard used. A panel, comprising superintendents from the KwaZulu-Natal Department of Education and Culture, moderated these scores. These moderators did not have any prior knowledge of the scores awarded by the evaluators. After the moderation exercise, the moderators consulted with the principal or evaluator to arrive at the final assessment by consensus. Thereafter, the applicants were ranked according to experience, qualification and merit. School principals and superintendents had considerable influence on who was promoted. The KwaZulu-Natal Department of Education and Culture appointed successful candidates and the principals of schools were notified through their superintendents of the successful candidates. This usually took place before the closure of school at the end of each year.

This system of promotion allowed for a certain degree of nepotism because school principals and superintendents had so much say in who was promoted. If a teacher had a problem with his principal or superintendent, he could, perhaps, have very little chance of being promoted.

This system of promotion caused much dissatisfaction among most teachers. Teachers' unions vociferously called for the involvement of communities in the

promotion process. They felt that school communities were in the best position to decide who they wanted in their schools. After lengthy negotiations between the KwaZulu-Natal Department of Education and Culture and the teachers' unions, the KwaZulu-Natal Department of Education and Culture agreed that school communities could play some part in the promotion process. The promulgation of the South African Schools Act No. 84 also legally entitled parents to have a say in the appointment of teachers (Government Gazette No. 17579, 1996).

In 1996, the KwaZulu-Natal Department of Education and Culture became responsible for the shortlisting of candidates, who had applied for promotion. These lists were then forwarded to the chairpersons of parent teacher associations (PTA's) or management councils of the schools involved. The parent component of the PTA's interviewed only those teachers who appeared on the list. After concluding the interviews, the PTA's submitted the list of their preferences to the KwaZulu-Natal Department of Education and Culture. The KwaZulu-Natal Department of Education and Culture made the final decision on appointments.

Parents complained about not being consulted concerning the shortlisting process. In 1997, after further negotiation between teachers' unions and the KwaZulu-Natal Department of Education and Culture, the entire task of shortlisting and interviewing of candidates was handed over to school governing bodies, which had been elected by June 1997. Since then, school governing bodies have been responsible for recommending the appointment of teachers for promotion to the *Head of Department, who is known as the Superintendent General for Education.

The involvement of governing bodies in the selection process has led to problems such as nepotism, bias and procedural irregularities (which will be discussed in more detail later). Centres are known to this researcher where promotion has been held up for several months because of procedural irregularities due to bureaucratic bungling.

[* Head of Department refers to the head of a provincial education department]

1.3 Motivation for the Study

Parents and teachers' unions are the key representatives on promotions committees. Their role is vital in the process. Selectors should know exactly what qualifications and qualities are required for a post. Observation reveals that very few, if any, of the members of the selection panel have ever been responsible for the selection of staff for employment. Certainly, very few of them have had extensive experience in selecting personnel for education posts.

The researcher was nominated in September 1998 for the post of principal. The appointment was made only a year later. This was due to the inefficiency of the selectors, bungling on the part of the KwaZulu-Natal Department of Education and Culture and flaws in the procedure for promotion. Apparently, some documents had gone astray at the offices of the KwaZulu-Natal Department of Education and Culture and the promotion had been delayed until these documents were found. Although the fault lay with the KwaZulu-Natal Department of Education and Culture, the researcher had to endure a year's delay before being appointed.

During this period, the researcher discovered that there were certain problems, which existed in the management of the promotion process. On investigation, it was found that there were cases of nepotism and bias when certain parent selectors had earmarked posts for their friends or relatives. There were cases of intimidation by parent selectors at a particular centre where violent threats were made to candidates who had declared a dispute with the selection process. Many selectors lacked proper training and were confused concerning their actual role in the selection process. Some selectors were not fully literate and were not in a position to pose questions in a fluent manner to the candidates. Many observers from the unions had not received any formal training for the position. There were many instances of breach of confidentiality by selectors although they had signed a secrecy form.

The procedure for the promotion of teachers in KwaZulu-Natal and in England and Wales was reviewed in order to ascertain how the process was managed. The researcher chose England and Wales for this study because school governors there receive adequate training. These governors are fully literate and many of them are in the professions. The Department for Education and Employment (DfEE) in England and Wales keeps school governors up to date on relevant information as well as providing training for them.

1.4 The Promotion Process in KwaZulu-Natal

According to the South African Schools Act No. 84, it is the responsibility of the parents of learners at a school to elect parents to serve on the governing body of the school (Government Gazette No. 17579, 1996). School governing bodies comprise the principal ex-officio, parents, two teachers, one non-teacher and two learners (in the case of high schools). The parents are in the majority by one. One of the duties of the governing body is to recommend to the Head of Department, the appointment of teachers at schools. The governing body is responsible for appointing a promotions committee to shortlist, interview and score candidates for promotion posts. The promotions committee comprises the principal or a department official, three to five parents and one observer from each recognised teachers' union.

In the *1997 promotions, the promotions committee was responsible for preparing a shortlist of eight to twelve candidates after perusing the application form and curriculum vitae of every candidate. The shortlisted candidates were interviewed by the promotions committee. After the interviews, the promotions committee placed the names of the interviewed candidates on a merit list according to the scores that they

[* In effect, the promotions only took place in 1998. The researcher refers to these promotions as the 1997 promotions because the posts were advertised in the 1997 promotion circular]

had received. At a special ratification meeting all members of the governing body ratified this list. The governing body offered the post to the first candidate on the list. If the candidate declined the post, it was offered to the second candidate on the list. After acceptance of the post, all the relevant documents were forwarded to the KwaZulu-Natal Department of Education and Culture for effecting the appointment of the successful candidate.

In the 1999 promotions, two major changes were made to this procedure. The first change was in the shortlisting procedure. In the previous year, the promotions committee had read through all the curricula vitae before scoring them. This was a time-consuming task. As a result, the promotions committee often rushed the shortlisting process in order to adhere to time frames. In the 1999 promotions, the promotions committee was not required to read through all the curricula vitae. Instead, the applicants had to be shortlisted to a workable number of no more than fifty using some acceptable criteria, such as seniority. Thereafter, all fifty curricula vitae were assessed. The top six to ten candidates were invited to an interview.

The second change was that no offer of a post was made to the preferred candidate. The offer of a post in the previous year had posed problems because a candidate was allowed to accept more than one post, provided that the posts were not at the same level. In the 1999 promotions, the promotions committee prepared a merit list of the names of the interviewed candidates based on the scores obtained by the candidates, after the interviews were completed. This list was presented to the governing body for ratification at a special meeting held for this purpose. After the merit list was ratified, all the relevant documents were submitted to the KwaZulu-Natal Department of Education and Culture for processing and effecting the appointment. It was possible for a candidate to be the preferred candidate for more than one post. In this case, the KwaZulu-Natal Department of Education and Culture made the placement based on the preference list of the candidate. The successful candidate was only notified of the outcome after the appointment was made.

1.4.1 Role of Teachers' Unions

The promulgation of the Labour Relations Act No.66 increased the role of teachers' unions (Government Gazette No. 16861, 1995). Teachers' unions were given a voice in the Education Labour Relations Council (ELRC). Present legislation makes it mandatory for all teachers to join a recognised teachers' union. Those teachers who, do not join any union, are charged a monthly levy not exceeding sixty rands. Resolution 13 makes provision for teacher organisations to play a participative role in the promotion process (Education Labour Relations Council, 1995). Observer status is granted to the National Association for the Professional Teachers of South Africa (NAPTOSA), South African Democratic Teachers' Union (SADTU) and Suid-Afrikaanse Onderwyser Unie (SAOU). Union observers are empowered to dispute any procedural irregularities which may occur during the promotion process.

1.5 The Promotion Process in England and Wales

In England and Wales, school governing bodies are a combination of appointed, elected and co-opted governors. One of the duties of the governing body is to select principals and deputy principals. Posts which become vacant are advertised throughout England and Wales and overseas. In the newspaper advertisements, all relevant details are provided, such as the name and address of the school, the post description, the type of person required and the ethos of the school and the community.

The governing body appoints a selection panel to select appropriate personnel for the advertised post. The selection panel is responsible for the different stages of shortlisting and interviewing suitable candidates before arriving at a decision. The Chief Education Officer, or his representative, has a right to attend relevant meetings of the selection panel to offer professional advice. The Chief Education Officer, or his representative, does not have a vote and only the governors on the selection panel can vote. The selection panel, however, is duty bound to consider the advice given by the Chief Education Officer before arriving at a decision. The entire governing body must

endorse the decision of the selection panel. In instances of indecision, the governing body must re-advertise the post. The local education authority (LEA) has to appoint the candidate who is recommended by the governing body, unless he fails to meet the legal requirements on the grounds of qualifications and health or if he has been barred from teaching.

In the selection of deputy principals, the principal has a right to attend meetings of the governing body to discuss the appointment of the deputy principal and to offer advice. As for principals, applicants are chosen on merit. It is against the law to discriminate against a candidate on the basis of sex, race, ethnic or national origin. Unsuccessful candidates may dispute the result if they feel that a governing body's decision or procedure has discriminated against them. The governing body may then have to appear before an Industrial Tribunal to clarify certain issues or to defend its position.

1.6 Purpose of the Study

Following the transformation of education in South Africa, the role of management personnel in schools has changed drastically. The demands placed on management have increased and senior management personnel require particular leadership qualities. The duties of principals and deputy principals are outlined in Resolution 7 (Education Labour Relations Council, 1998a). The manner in which these duties are executed is what makes the difference between an efficient and an unsatisfactory leader.

The transformation process in education and the political situation have contributed to a disruption in education. This is characterised by a lack of commitment on the part of some learners, teachers and parents. The KwaZulu-Natal Department of Education and Culture, parents and teachers' unions have appealed to all role players to restore the standard of education to what it was. Previously, education in the House of Assembly (HOA), House of Delegates (HOD) and to a certain degree House of Representatives (HOR) schools was taken seriously by all role players. In essence, there was a strict

code of education. Learners attended school regularly. Teachers were more committed to their profession. More schools than at present excelled academically. Under the former government, however, the matric failure rate in African schools was too high. Some of the reasons for this were the high rate of learner absenteeism, lack of motivation by learners, under-qualified teachers and insufficient resources. A necessary condition for good education is effective management structure at schools. It is therefore of utmost importance that competent individuals are placed in positions of management. For this reason, a good selection process based on merit is important.

The purpose of this study is to examine, in general, the process used in the selection of teachers for principal and deputy principal posts. It is concerned with exposing the benefits and problems in the present selection procedure by evaluating it and seeking ways to improve its implementation so that all concerned parties are convinced of its justice. Specifically, this study investigates the role and competence of parent governors and union observers in the selection process.

Some suggestions for improvement may include adequate training of selectors, greater involvement by officials from the KwaZulu-Natal Department of Education and Culture to keep nepotism in check, more realistic time frames for shortlisting and interviewing, gradual progression of candidates from Level One to Level Four, verification of information supplied on the curricula vitae of the candidates prior to the interviews, competent people serving on the selection panel and more stringent minimum criteria for eligibility for senior posts.

1.7 Scope of the Study

The study was undertaken in selected primary and secondary schools in the City of Durban District. Research was undertaken in three secondary schools and five primary schools. The study included both secondary and primary schools because the selection criteria and procedure for selection are exactly the same for primary and secondary schools. Furthermore, a primary school teacher may be appointed to a senior

management position at a secondary school or a secondary school teacher to a primary school position.

The population of the study included principals of schools, parents who were involved in the selection process and members of teachers' unions in the City of Durban District.

1.8 Method of Investigation

This study focused on the procedures for selection and promotion of teachers to higher posts at schools. The method of investigation used was observation, a careful study of the relevant literature and a structured interview. The study of relevant literature in KwaZulu-Natal included an examination of guides, handouts, circulars and bulletins applying to education that were issued by the KwaZulu-Natal Department of Education and Culture and in Government Gazettes relevant to education. For literature on England and Wales, much of the current information was accessed through the E-mail address of the DfEE office in London.

The structured interview was conducted with members of the promotions committee of each school. A structured interview was favoured because it provided some direction to the investigation. The categories of respondents included principals, parents and union observers. All respondents of the same category were asked the same questions. These interviews provided information of a primary nature.

1.9 Outline of the Study

Chapter One introduced the reasons and the purpose for the study. The study was motivated by the researcher's own observation of the flaws in the promotion system and by the fact that there is very little guidance in the available literature. The procedure for the promotion of teachers to higher posts in KwaZulu-Natal and in England and Wales was reviewed. A brief outline of the research methodology used

was provided. Chapter Two will discuss the procedures for the selection of staff in general, and the problems associated with this. Chapter Three will present an outline of the research instrument used in the study and its application. Its limitations will also be indicated here. Chapter Four will provide a detailed analysis and interpretation of the findings. Chapter Five will focus on the response to the structured interviews with principals, parent selectors and union observers. Finally, Chapter Six will provide an overview of the study in that the findings are examined, including evaluation of the process of promotion, and conclusions drawn. This is followed by recommendations for the improvement of the procedure for promotion, that is enhancing the role of governors and teachers' unions in the promotion of senior management in public schools.

1.10 Summary

The promotion of teachers is a process whereby they progress to a position which is higher in status than the post which they occupy. The selection of good quality management staff is an area of increasing importance at schools. It is the function of the school governing body to appoint a group of parents to select teachers for promotion posts. Promotions committees comprise the principal, an official from the KwaZulu-Natal Department of Education and Culture, parents and union observers. This study examines the procedures for promotion. It is concerned with investigating the role of parents and union observers in the selection process.

In recent years, the procedure for the promotion of teachers to higher posts has changed. Prior to 1996, the KwaZulu-Natal Department of Education and Culture was responsible for promoting teachers, in consultation with school principals. Thereafter, parent governors increasingly had a say in teacher promotions. Since 1997, promotions committees have been responsible for shortlisting and interviewing applicants for promotion before making recommendations for promotion to the Head of Department.

The tools used in this study include observation, review of related literature and structured interviews with principals, parent selectors and union observers. Certain recommendations will be made with the intention of improving the procedure for promotion in the future.

In Chapter Two, a critical review of the literature focuses on the processes of selection of staff in organisations. Factors to be considered include the training of selectors, the different stages in the selection process, determining a job description, the interview as a selection tool, the steps for elimination and the problems encountered with the selection process.

1.11 List of References

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CHAPTER TWO

SELECTION OF STAFF

2.1 Introduction

The selection of staff is an area which requires greater attention, especially in the field of education. According to Castetter, selection of staff is "a decision making process in which one individual is chosen over another to fill a position on the basis of how well characteristics of the individual match the requirements for the position" (1981:156). When vacancies arise, a selection decision has to be made to fill these vacancies. The selection process should be well organised. Selectors cannot afford to make selection errors by selecting the wrong person for the job because the wrong candidate may be detrimental to the future of the organisation. The most important ingredient in a successful selection process is a competent selector. In the procedure for the promotion of teachers to higher posts, it was discovered that the incompetence of selectors was a major problem. This aspect will be elaborated on later in Chapter Five.

2.2 Pre-requisites for Successful Selection

For a selection process to be productive, the number of applicants should exceed the number of vacancies. Individuals who qualify to be selected should possess the requirements which are necessary for the position. Selectors should be competent for the selection process. Candidates who are selected should also be competent to fill the post for which they are being selected.

Researchers such as Morgan, Hall and Mackay, believe that for successful selection to take place, selectors should have a clear job description of the post for which they are selecting, candidates should be fully informed about the job and what may be expected of them and selection procedures should be well organised and planned (1983). Other researchers consider other aspects to be important for a successful selection process.

According also to Morgan, Hall and Mackay, the selection procedures should be valid and reliable. These procedures should be consistent as well as guarantee on-the-job success (ibid.). By this is meant that the selection process should be reliable enough to be able to place the right person in the job. The selection process should also be able to sift out the applicants who will be competent in the post from those who will not.

Concerning the candidates Riches and Morgan are of the view that character and personality are important qualities to look for. They consider integrity in a candidate to be more important than intelligence (1989). An honest person is always an asset to any organisation because trustworthy employees can be trusted to look after the interests of the institution. Furthermore, when applying for a vacancy, an honest applicant will not deceive the selectors with false information about himself in order to be selected. Riches and Morgan also believe that a candidate who displays fear of strong subordinates is weak (ibid.). A leader should be in a position to exert command over his charges. Subordinates look for weaknesses in a leader which they will, if necessary, exploit.

2.3 Reasons for Poor Selection

Sometimes the selection process yields unsatisfactory results. According to Castetter, one reason for this could be the influence of internal or external factors which "neutralise organisational efforts to employ personnel on the basis of merit" (1981:157). One of the internal factors may include the promotion of candidates from within the institution. Such candidates may not necessarily be best for the job since on the outside there may be others with greater potential. External factors may also include the implementation of an affirmative action policy. Once again, adopting such a strategy may not necessarily ensure that the best person gets the job.

Another reason for poor selection could be the use of "salesmanship" by the candidate being interviewed. At an interview the candidate, who can confidently give a good account of himself, gets the attention of the selectors. The unsuspecting selector may be so impressed by such a candidate that he does not

select relevant facts from irrelevant when matching the candidate's abilities to the post in question. This is of particular concern when one considers that in the present system of promoting teachers the success of a candidate depends entirely on the score obtained at the interview.

Another reason for unsatisfactory selection may be the presence of nepotism and bias. When selectors have a vested interest in a particular candidate, they do their utmost to ensure that their choice is given the post. In addition, selectors may be biased on racial, religious, ethnic or personal grounds. This research will in particular investigate selectors' nepotism and bias.

2.4 Training of Selectors

The role of selectors is to select the best person for the job. In order to do this, selectors require certain skills in selecting, which involves employing efficient shortlisting and interviewing techniques. In practice, however, all selectors do not possess such skills, nor are they trained for selecting. Research on the selection of personnel has revealed that the training of selectors is an area that requires priority. In one such study, Morgan, Hall and Mackay investigated the selection of secondary school principals in England. They interviewed a large number of selectors who were responsible for selecting these principals. Their investigation revealed that none of these selectors had undergone any formal training in selection. Most of them were hurriedly forced to learn "on the job" because they were "put on the spot" (1983). This method of learning to select, using "trial and error" techniques, does not augur well for the whole selection process: lack of proper training that causes selectors to make subjective assessments of candidates, based on their own personal perceptions rather than being objective, may result in the exclusion of the best person for the post.

Barfield conducted a survey of individuals who were interviewed for jobs in selected establishments in England, Northern Ireland and Scotland. His survey revealed that there was a definite need for the training of interviewers and also highlighted the fact that they should have a warm, pleasant and non-threatening

personality (1984). An interview may be traumatic for many candidates and so this is necessary in order to put them at ease.

Musella and Lawton researched the selection and promotion systems for administrators in Ontario school boards. One of their recommendations was that each board should include training programmes for all those involved in selection and promotion procedures. They felt that it was unrealistic to expect selectors to conduct valid and reliable assessments and judgements without any prior knowledge and assistance in the field of selecting (1986).

Riches and Morgan carried out a survey of the procedures for the appointment of principals in three LEA's in England. Their observations also reveal that selectors were not adequately prepared for the task which they had to perform: they were not given any guidance in headship appointment procedures, had no idea of the criteria they should use, nor were they asked to record any comments about the candidates. Furthermore, only in a small minority of cases did selectors prepare any questions for the interview (1989).

In South Africa Phoku conducted a survey of selected schools in Nebo with a view to determining the extent of implementation of a system of selection and promotion, its perceived effectiveness and the extent of satisfaction of respondents with it. The respondents included the Regional Director, area managers, assistant teachers, school committee representatives, heads of departments, deputy principals and principals. Her investigation focused on the state of selection and promotion of persons to managerial positions in Nebo by ascertaining to what extent the existing policies, procedures and instruments for selection and promotion were employed when selecting heads of departments, deputy principals and principals. Her findings revealed that the systems of selection and promotion were not being implemented effectively by selectors. A reason for this was that selectors were not appropriately trained for the task. Based on these findings, one of her recommendations was that all selectors, particularly school committee representatives, receive training on how to select. This would entail being trained in all procedures involving job analysis, job description, longlisting, shortlisting, selection criteria, interviewing and decision-making (1996).

2.5 Assessment of Candidates

Assessing candidates at a selection interview may be a difficult task because of the subjective factor. When dealing with human beings, it is not easy to distance oneself and quantify their responses. Assessments may be based on quality rather than on quantity. This may be solved by scoring or rating sheets which can help selectors to maintain some degree of objectivity when assessing candidates.

In the recent promotion process for educators in KwaZulu-Natal, selectors were issued with scoring sheets. These scoring sheets comprised five criteria which required quantitative assessments (refer to Chapter 4). It was very difficult for the untrained or inexperienced selector to assess candidates according to these prescribed criteria. A qualitative rating sheet, on the other hand, allows for more flexibility in terms of assessing a candidate. Paisey also believes that a qualitative rating sheet will help panel members adequately assess candidates (1985). Table 2-1 is an example of a rating sheet which panel members may use in order to objectively assess the candidates at the interview.

Name _____				
	Excellent	Good	Average	Mediocre
Appearance				
Presence				
Manner				
Views				
Authority				
Confidence				
Brightness				
General Comments:				

Table 2-1 Example of a Rating Sheet (adapted from Paisey, 1985:100)

2.6 Selection Steps

An effective selection process requires proper organisation by the selectors. For selection to be successful, appropriate steps should be taken. According to Kydd, Crawford and Riches, "Selection is an act of prediction and not a blind gamble" (1997:119). This means that the procedure followed should enable the selectors to predict as accurately as possible whether or not a person could perform the job to be filled. This is possible if proper selection steps are followed.

Different selection procedures require varied selection steps. Selection steps must match the selection procedures. It is for this reason that different researchers advocate different steps to be followed in the selection process. Kydd, Crawford and Riches believe that the following four key steps are necessary for rational selection procedures:

- there is a clear description of the job;
- the selectors are fully informed about the criteria which are required for the job and the specifications of the person most suited for the job;
- assessment of the various competencies is appropriately planned;
- there is a clear policy on how to arrive at the final decision (ibid.).

In a nutshell, these steps are common to any selection process.

Cheminais, van der Waldt and Bayat believe that the following four steps are necessary for a selection process:

- perusal of application forms. This forms the initial sifting stage;
- preliminary interviews with the candidates. This stage provides for the further elimination of unsuitable applicants;
- selection tests, which are normally designed to measure certain psychological or physiological parameters of candidates;
- personal interviews which serve as the final and conclusive measurement (1998:46-50).

Conducting preliminary interviews may be impractical if the number of applicants is large. Selection tests may be problematic in many applications. In South Africa at present, such tests would be regarded as being discriminatory and are only used for certain positions, for example, pilots. It may be unwise to rely on the interview as the final deciding factor as interviews may be unreliable as a selection tool.

Castetter outlines a model of the selection process. His model involves the following seven steps:

- the selection plan, which establishes the parameters within which the selection process will operate. Proper planning is necessary for selectors to successfully place the right people in vacant positions;
- the position guides, which clearly outline the requirements for each position. This is necessary in order to facilitate the matching of person and position requirements. Position guides outline the requirements for the post and the qualifications required of the applicant. They also specify the minimum requirements for the post and the personal qualifications expected for the post;
- collection of information on the applicants. Information which is collected involves the knowledge that the applicant possesses about the position, his personality, how well he matches the specifications in the position guide and how competent he is for the position. This information is usually secured from the written applications and at an interview with the applicant;
- appraising the data and the applications in order to ascertain to what extent the qualifications of the individual match the requirements for the position. This data must be expressed in quantifiable terms so that a comparison can be drawn between the applicants;
- the decision to consider employing the applicant. After the data is evaluated and the candidates assessed, a merit list must be drawn up of eligible candidates. Final selection should be based on the merit principle which states that vacancies should be filled by the candidates who are best suited for the job;
- making the offer to the first candidate on the merit list, who has the right to accept or reject this offer;

- the placement of the successful candidate. This step will determine whether or not the previous six steps have successfully resulted in placing the right person in the job (1981:159-183).

Castetter's seven-step model incorporates the four steps of Kydd, Crawford and Riches, but is a more complete model and defines the steps which are acceptable in any selection process. However, there are serious reservations with regards to expressing the data in quantifiable terms because human values and experiences involve qualitative assessments.

Marshall is of the opinion that a poor selection is usually the result of a rushed process in which selectors force-fit a match. He presents the following steps in the selection process:

- defining the job clearly;
- setting performance standards;
- creating a profile of the ideal candidate;
- advertising for candidates and interviewing them effectively (1999:4-40).

Although each of these researchers presents his own views on what he considers to be the appropriate steps for selection, the views are quite similar. When considering all these viewpoints, it is clear that certain core steps are necessary for successful selection procedures. These core steps include clear policies on shortlisting, selection criteria, clear job descriptions and reliable assessments.

It must be noted that there is no perfect system of selection. The above-mentioned steps are mere guides. Some of them will work successfully in certain situations but not in others, depending on the circumstances. It is interesting to note that none of the researchers have recommended a period of probation for the incumbent. Surely, such a proviso should take care of the problem of the wrong person being chosen. However, the issue of a period of probation for promotion post holders is not provided for in current regulations concerning educators.

2.7 Job Description

Selectors should have a clear understanding of the job for which they are selecting before they commence their task. Without a clear job description, selectors may look for the wrong qualities in the applicant, thus selecting an incompetent candidate. In their research, Morgan, Hall and Mackay find that, in the absence of a proper job description for secondary headship, the different categories of selectors have varying views on what to look for in the candidate (1983:17-18). Marshall suggests that "the only way to ensure a successful selection process is to define the job first." He identifies four steps in defining a job:

- Conducting a Job Audit:

A job audit should be done to determine how the job that needs to be done fits in with overall departmental work patterns. A job audit can reveal whether or not new help is needed. The audit will reveal which tasks are obsolete and which are functioning well.

- Determining Job Responsibilities:

This involves compiling a list of responsibilities and tasks, which the new person will be doing. Such a list is necessary to ensure that the new person does not duplicate tasks. Defining responsibilities will help to match the candidate with the responsibility.

- Drafting a Job Description:

A job description is specific for a particular job. It describes the duties and responsibilities and sets the salary for the position. It sets standards against which tasks are measured, thus serving as a performance valuation tool.

Without a clearly defined job, it is very difficult to select a suitable candidate for a job.

- Determining Salary Range:

Job description is linked to salary range. Once the job responsibilities and job description have been determined, a corresponding salary range can be set (1999:4).

These four steps do not necessarily apply to the education sector. The number of promotion posts to be filled at schools is determined in accordance with prescribed norms. It is therefore not necessary for the senior management of schools to conduct an audit to establish whether or not a vacant post should be created. Furthermore, the duties and responsibilities of teachers on different post levels are prescribed. Even the salary structures for teachers are prescribed in terms of post levels and the broad-banding structures.

2.8 The Interview

The interview has been established as a major aspect of job selection procedures and is used extensively in modern organisations. Traditionally, the interview was used as the only method for selecting candidates for positions. According to Barfield the chief aim of the interview should be “to check biographical data supplied on the application form, supply more detailed information about the post and discuss the candidates’ perceptions of and their ability and aptitude for the job and it is essential that the interviewer establishes a quick and easy rapport with the applicants” (1984:59).

In Barfield’s survey, he found that the number of members on the interview panel ranged from one to more than ten. The size of the interview panel can have an effect on the candidate. Some candidates are uncomfortable with large panels.

The interview can be misleading because it has the “illusion of validity” (Kydd, Crawford and Riches, 1997:123). During the interview, the interviewee can sell himself by talking his way through it. He can charm the interviewers with his personality and way of speaking. According to Riches and Morgan the interview alone cannot be used to measure skills, nor can it test knowledge efficiently (1989). The interview on its own may therefore not be a totally reliable selection tool.

An interview, which is structured correctly, can provide invaluable insight into the type of person being interviewed. In the research carried out by Morgan, Hall and Mackay it was found that officers did not like using written questionnaires because they saw it as more “desk work” for themselves. Instead, they found that the

interviews saved them both time and administrative work (1983). However, the interview can be effective if used in conjunction with the other selection tools.

The ability of the interviewers to form correct judgements will have an impact on the final decision. Interviewers usually form subjective assessments about the candidate. Often, assessments are based on "gut reaction" on the part of the interviewers (Paisey, 1985:101). It is therefore important for interviewers to have undergone some formal training in this regard. The use of a scoring or rating sheet may make the task of assessing candidates a little easier.

2.9 Elimination Steps

Advertised vacancies usually attract a large number of applications. Most applications should be eliminated through a fair and systematic process. There are usually three elimination stages in any selection process, the longlisting stage, the shortlisting stage and the interview stage. The longlist is drawn up after considering all the applications and eliminating those which do not fulfil minimum requirements for the position. The shortlist is drawn up after the criteria for elimination is decided upon by the selection panel. The candidates who are shortlisted usually go into the interview stage, at the end of which only one candidate is successful in obtaining a particular post.

2.10 Problems with Selection

In the research conducted by Morgan, Hall and Mackay, it was found that one problem which selectors experienced was the volume of administrative work which was involved in the selection process. The selectors themselves often had other duties to perform and there was frequently insufficient time during office hours to spend on the selection process (1983).

In the survey conducted by Barfield, candidates were uncomfortable with the fact that some members of the interview panel were less qualified academically than they and that some were employed in junior status posts. Many candidates were of the opinion that some members of the interview panel were not familiar with the

job description of the post on offer. Sixty percent of the candidates expressed the view that they had been deliberately put under pressure at some stage of the interview. The reason for this was that some members of the interview panel acted out the role of "hostile characters" which made the candidates feel intimidated (1984: 56).

In South Africa Manamela investigated the promotion policy and management styles used in schools in Lebowa. She reports that "people promote the people who are somehow related to them". One of her respondents claimed that interview panels practised nepotism by promoting their relatives and co-workers. Most of her respondents believed that nepotism reigned supremely in the selection panels (1995:66).

Kydd, Crawford and Riches found that lay selectors were not in a position to make an intelligent decision when it came to selecting candidates. Their choice was governed by their own perceptions of what constituted a good headteacher. This perception was based on their own recollections of headteachers (1997).

The problems outlined above are also prevalent in the promotion process for teachers to higher posts. Selectors are largely working parents who do not have much time to spend on extensive selection procedures. The time frames set by the KwaZulu-Natal Department of Education and Culture are often unattainable by these parent selectors. Due to these time constraints, the selectors often rush the selection process. Some parent selectors are illiterate. In many instances, parent selectors are less qualified academically than the candidates themselves. Parents tend to be biased towards certain candidates because of their own personal reasons.

2.11 Summary

The selection of management personnel in organisations has become increasingly important in recent years. The emphasis is on selecting the right person for the job. Selecting personnel is essentially an exercise in predicting whether or not a person will fulfil the job's requirements optimally.

There is no perfect method of selection. Notwithstanding this, researchers such as Castetter (1981), Kydd, Crawford and Riches (1997), Cheminais, van der Walldt and Bayat (1998) and Marshall (1999) have documented certain steps which may be followed in the selection process. In short, these steps involve having a clear policy on procedures, competent and informed selectors who are objective and unbiased in their assessment, describing the job clearly and formalising appropriate criteria.

In Chapter Three an outline of the research methods and procedures used in the investigation will be presented. This will include the choice of population and the sample used. The limitations will also be considered.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This investigation is based on a study of human perceptions and experiences using trained observation and, as such, is executed using the qualitative research method. When human actions are studied, value judgements are made, which cannot be quantified in terms of cause and effect relationships. Qualitative research involves a study of documented records, case studies, personal experiences, interviews and observation. Qualitative researchers try to interpret phenomena by assessing the meanings which people attach to them and employ different methods in order to secure as much information as possible of the area of study. Use is also made of a process of triangulation. In this research, it was necessary to triangulate between the different categories of interviewees in order to check one source of information against another. The study of human behaviour necessitates viewing it from more than one standpoint in order to avoid bias or distortion of reality. The instruments used in this investigation are observation, a review of related literature such as books, journal articles, research reports, government publications, relevant documents issued by the KwaZulu-Natal Department of Education and Culture and structured interviews with different members of the promotions committee.

3.2 Choice of Research Instrument

There are many methods of obtaining data involving people. In research, it is often good practice to combine different methods in order to make use of their different strengths. Considering the nature of the research topic, it was decided to use observation, a study of related literature and structured interviews as research tools. The use of a mail questionnaire was considered. Although this is an alternative method of obtaining information, there are serious reasons against using it. There is no guarantee that sufficient consideration will be given to the answers. Furthermore, unlike the interview, the questionnaire lacks the personal touch.

There is also no way of determining how many questionnaires would be completed and returned by the respondents since this is voluntary. Mailed questionnaires can be a costly exercise with money being spent unwisely. Another problem is that although the anonymity of the respondents is maintained when a questionnaire is used, there is no guarantee that the questionnaire will be completed by the person for whom it was intended.

3.2.1 Observation

Traditionally, observation has been a basic method of scientific inquiry during which scientists observed phenomena under specific conditions, mostly in a laboratory. Social scientists also use observation to understand social phenomena. The environment around a social scientist has an influence on his choice of research problems, his ideas and his theories. According to Moser and Kalton, although the subject matter is there to be observed, it is important for the method to be suitable for investigating the problem (1971). The method must be appropriate for the population and sample of the study as well as being reliable and objective.

The researcher was motivated to investigate the procedure for the promotion of teachers because he had observed gross inconsistencies in the system. The method used for investigating this problem was appropriate for the population and the sample used. The method used was sufficiently reliable because of the use of a process called triangulation (which will be elaborated upon later in this Chapter).

3.2.2 Literature Study

It is often possible to answer some of the questions a survey is intended to cover by studying the available literature on the topic. A review of the related literature can be an extremely valuable source of data. Literature can be divided into primary sources and secondary sources. The primary sources of literature used in this research include government publications such as gazettes and regulations and publications by the KwaZulu-Natal Department of Education

and Culture. The secondary sources of literature include related publications such as books, journals and unpublished dissertations.

Literature relating to the selection and appointment of teachers to promotion posts in KwaZulu-Natal are available at schools. These documents contain a schedule of vacant posts, general instructions, including the eligibility of applicants, the composition of the promotions committee, the procedure for shortlisting and interviewing candidates, an application form (Appendix E), the curriculum vitae form (Appendices F and G), the curriculum vitae assessment form (Appendix H), the interview assessment form (Appendix I), the ratification form (Appendix J) and the declaration of secrecy form (Appendix K). Some relevant circulars are available from the offices of the Association of Professional Educators of KwaZulu-Natal (A.P.E.K.). Literature relating to the procedure for the promotion of teachers in England and Wales was accessed through the offices of the DfEE in London.

3.2.3 The Interview

According to Denzin and Lincoln, the interview is the most common and most powerful method used to understand human beings (1994). Moser and Kalton also believe that the interview is the most appropriate method used by the researcher to collect data (1971). An interview is an interaction or social process between people. It is a conversation between the interviewer and respondent in which the interviewer extracts certain pertinent information from the respondent.

According to Moser and Kalton, Lindzey and Aronson (1968) distinguish three conditions which are necessary for an interview to be successful: accessibility of information, cognition by the respondent and motivation of the respondent. By accessibility is meant that the respondent must be in a position to access the required information. By cognition is meant that the respondent must understand fully what is required of him. By motivation is meant that the respondent must agree to co-operate by providing accurate answers (1971:271).

Depending on the type of the interview, the concrete issues and the responses are either directed or left undefined. In this investigation, use has been made of structured interviews in which both the reactions and the concrete issues are defined.

3.2.3.1 The Structured Interview

According to Denzin and Lincoln, a structured interview "refers to a situation in which an interviewer asks each respondent a series of pre-established questions with a limited set of response categories. There is generally little room for variation in response except where an infrequent open-ended question may be used" (1994:363).

In this research, structured interviews were conducted with principals, parent selectors and union observers. The researcher had to arrange the interviews with the respondents telephonically. Contact details of parents had been accessed through the schools. All the interviews took place on a one-to-one basis to ensure confidentiality and to avoid the copying of responses. In the main, the interviews with the principals and union observers were conducted at their respective schools while the parents preferred being interviewed at home.

The first interview was conducted in September 1999. By February 2000, all the interviews were complete. The close spacing of the interviews facilitated the testing of the correctness of the responses. Furthermore, the questions had to be memorised by the researcher in order to facilitate spontaneity and to avoid any suspicion on the part of the respondent who might have felt intimidated if the questions were read from a sheet.

3.2.3.2 The Interview Schedule

An appropriately worded interview schedule was constructed. The drafts of this schedule were passed on to the supervisor for comment and editing. These drafts were critically analysed and revised until the final one was

acceptable. The interview with the principals comprised fourteen questions (Appendix B), the one with the parents comprised eight questions (Appendix C) and the one with the union observers comprised five questions (Appendix D). The questions were appropriately structured and focused on the management of the promotion process from the point of view of the principal, parent selectors and union observers. The following areas were covered: training of interviewers, criteria for shortlisting, the selection interview, problems encountered and recommendations for the future.

Appendix A contained the preliminary explanations which were put to the respondents in order to allay any fears they might have had about the interview and to make them feel comfortable. A tape recorder was used during the interviews with the explicit permission of the respondents.

3.3 Design of the Study

The design of the study incorporates a description of the population and the sample used in this study.

3.3.1 Population

In social research the term population refers to the aggregate of units which pertain to the survey results and not to a population of human beings. According to Moser and Kalton, a distinction must be made between the target population and the population which is actually covered in the survey. Under ideal circumstances the two should be the same. In practice however, there will always be differences between the target population and the population which is actually covered in the survey (1971).

The geographical area chosen for this study is the City of Durban District. This district is one of six districts in the North Durban Region and comprises five circuits. The target population would have comprised all five circuits. This was not possible for practical reasons. It was, however, possible to include a sample of the population in this survey.

3.3.2 Sampling

Sampling is an alternative to a complete collection. According to Flick, "the issue of sampling is connected to the decision about which persons to interview (case sampling) and from which groups these should come (sampling group of cases)" (1998:62). As compared to a complete collection, sampling is advantageous in that it saves money, time and effort. In addition, sampling allows for greater focus and often permits greater accuracy than a complete collection.

In any investigation, researchers are dependent on the goodwill and availability of subjects. This researcher was obliged to interview those from the total population who were prepared to co-operate with him and were available to be interviewed.

The sample group in this research included principals, parents and union observers who were involved in the selection process at schools. This research was undertaken in selected public schools and included three secondary schools and five primary schools. Four of these schools were chosen because of disputes being lodged concerning the selection procedure. The other schools were chosen because of the co-operation of the members of their promotions committees.

3.4 Triangulation

In this research a process of triangulation was used to verify information. Triangulation may be defined as "a process of using multiple perceptions to clarify meaning, verifying the repeatability of an observation or interpretation" (Denzin and Lincoln, 1994: 241). It is "an alternative to validation and it increases scope, depth and consistency in methodological proceedings" (Flick, 1998: 230).

The study of human behaviour is complex and could lead to a distortion of reality. In order to guard against being misled, one source of information must be checked against another. Sources of information should be studied from more than one standpoint. The researcher triangulated between the different categories of

interviewees in order to check one source of information against another and to avoid inconsistencies and bias in the responses.

According to Flick, Denzin (1989) distinguishes four types of triangulation: data triangulation, investigator triangulation, theory triangulation and methodological triangulation. In data triangulation, a distinction is made between the different data sources and the different methods for producing data. In investigator triangulation, bias in reporting is minimised by the use of multiple researchers on an issue. In theory triangulation, the researcher commences his investigation with multiple perspectives and hypotheses. In methodological triangulation, there is a distinction between within-method triangulation and between-method triangulation (1998).

3.5 Data Processing and Analysis

Moser and Kalton mention three tasks which must be considered when editing data: completeness, accuracy and uniformity. A complete answer must be recorded for every question in the interview. In addition, inconsistencies should be looked for to ascertain whether or not the answers are accurate. Furthermore, there must be a check to ensure that interviewers have interpreted questions and instructions uniformly (1971).

There was no need for detailed editing in this research because the data was qualitative and not quantitative in nature. Since a structured interview was used, the data was complete, fairly accurate and uniform. The interviewees answered all questions. A tape recorder was used during the interviews to ensure that no part of the interview was omitted when recording the responses. The same questions were asked of the same categories of interviewees thereby ensuring uniformity.

3.6 Limitations

The topic researched in this study was of a sensitive nature and some respondents were initially reluctant to participate. However, after being assured of the anonymity of the respondents and the confidentiality of the responses, the respondents agreed to co-operate with the interviewer.

The interviews entailed a great deal of travelling by the researcher which was costly. Appointments had to be arranged at the convenience of the respondents. A few interviews had to be re-scheduled because the respondents failed to keep to the arrangements. In three instances, respondents were not punctual and this caused the researcher some inconvenience.

Literature related to the topic is limited and not easily accessible, both locally and abroad. This posed a serious limitation to the study and the researcher had to rely on whatever literature was available. However, the researcher's own insight, experience and observation of the procedure for the promotion of teachers to higher posts and the responses to the structured interviews has in some measure compensated for the limited literature available.

3.7 Summary

This investigation used the qualitative research method because it is based on the study of human experiences. The qualitative approach involves the observation of social phenomena in their natural surroundings. The meanings which people attach to these phenomena are the concern of the social scientist (qualitative researcher).

There are many methods of obtaining data. This research, however, is confined to the use of observation, review of the related literature and structured interviews. In order to verify the information obtained, a process of triangulation was used between the different categories of respondents in order to check the correctness of one source of information against another.

This study was undertaken in selected public schools in the City of Durban District. Structured interviews were conducted with principals, parent selectors and union observers. One of the obstacles to this research was the hesitation on the part of respondents to co-operate freely with the researcher. This was due to time constraints and fear on the part of some respondents because of the sensitive nature of the research. However, a sufficient number of respondents participated.

Chapter Four will record a detailed analysis and interpretation of the findings of this investigation.

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CHAPTER FOUR

ANALYSIS OF FINDINGS

4.1 Introduction

This Chapter will provide a detailed analysis of the findings of the investigation. All the relevant circulars pertaining to promotions, which were supplied by the KwaZulu-Natal Department of Education and Culture, will be critically analysed. Mention will be made of aspects of the 1997 and 1999 promotions which were different. Wherever possible, a comparison will be drawn with the procedures and practices used in England and Wales.

4.2 Procedure for Application

The entire procedure for the application for promotion is prescribed in the 1997 circular to schools entitled "Advertised Vacant Posts: School Posts. Volume 1" (Directorate: Promotions, 1997a) and in HRM Circulars No. 35, 37 and 47. These circulars contain relevant information concerning the promotions, such as:

- general instructions;
- dates for submissions;
- minimum qualification and service requirements;
- composition of the promotions committee;
- criteria for shortlisting;
- criteria for interviewing;
- finalisation of promotions;
- details of recognised teacher unions;
- composite list of vacancies;
- relevant application forms, scoring forms and a declaration of confidentiality form (Directorate: Human Resource Management, 1999c,e,f).

The information contained in these circulars is aimed at streamlining the procedure for the application for promotion. It serves merely as a general guide for applicants and promotions committees.

Two further circulars were released in 1997 and another in 1999 to clarify the procedures and practices to be used for the promotions. The 1997 circulars were entitled "School Based Posts. Criteria. Shortlisting and Interviewing" (Directorate: Promotions, 1997b) and "School Based Posts. Shortlisting and Interviewing. Procedures and Practices" (Directorate: Promotions, 1997c). The 1999 circular was entitled "Procedure Manual for Processing School Based Promotions" (Directorate: Human Resource Management, 1999d). Although these circulars were intended to assist selectors in the selection process, they cannot be a substitute for the training of selectors.

4.3 Advertising of Promotion posts

Promotion posts arise in one of two ways: either a promotion post becomes vacant or a new post is created. A promotion post becomes vacant due to the incumbent being promoted to a higher post or leaving the profession. A new promotion post is created when there is an increase in the learner enrolment at an institution. The number of promotion posts as well as the level of the principal's post at a school is dependent on the learner enrolment at that school. The number of deputy principal posts, which primary and secondary schools are entitled to according to the learner enrolment, are shown in Table 4-1 below.

Type of School	No. of Posts in Terms of Learner Enrolment	
	1	2
Primary	520 to 1039 learners	More than 1039 learners
Secondary	455 to 909 learners	More than 909 learners

Table 4-1: Allocation of Deputy Principal Posts According to Learner Enrolment (adapted from HRM Circular No. 1: Directorate: Human Resource Management, 1999a)

Table 4-2 on the following page shows the post level of the principal in primary and secondary schools and the grading of the schools according to the learner

enrolment. There appears to be an imbalance in the range of the learner enrolment between the P2, P3 and P4 posts. Schools in the City of Durban District have been downgraded from P4 to P3 level because the learner enrolment has fallen below 720.

Type of school	Learner Enrolment	Grading of School	Post Level of Principal
Primary	Less than 80	P1	1
	80 to 159	P2	2
	160 to 719	P3	3
	More than 719	P4	4
Secondary	Less than 630	S3	3
	More than 630	S4	4

Table 4-2: Post Level of Principal and Grade of School According to Learner Enrolment (adapted from Government Gazette No. 19767, 1999)

In England and Wales, the governing body of each school is responsible for deciding how many, if any, deputy principals the school should have. This is based on the size of the school (Department for Education and Employment, 1997).

In KwaZulu-Natal, public school promotion posts are usually advertised annually in a circular to all schools. Included in this circular is a composite schedule of all the posts which are available in the province. The circular does not include a description of the duties and responsibilities relating to the advertised posts. Mention is made only of the post number, name of school, administrative district of the school, learner enrolment and post level. No other details are provided, such as the ethos of the school, or the community it serves.

Ironically, having all the vacant posts appearing on one composite list has encouraged applicants to apply for as many posts as they wished, since there is no restriction placed on the number of posts for which an individual could apply. This has resulted in additional administrative work for everyone concerned. It was interesting to note that because of the large volume of vacant posts that were included, the schedule of posts for the 1999 promotions contained some erroneous advertisements of posts which were in fact not vacant. These errors were subsequently rectified.

In England and Wales, vacancies are advertised in the media locally and abroad. Unlike in KwaZulu-Natal, vacant posts are advertised and filled as soon as they become available. This avoids the problem of posts being advertised erroneously. All relevant details of the post are included in the advertisement: details such as the pertinent duties and responsibilities of the incumbent, the profile of the person who would be ideally suited to the post, the location of the school, the community it serves, the vision and ethos of the school and facilities for extra-mural activities (Times Educational Supplement, 1998a).

4.4 Eligibility of Candidates

Teachers, who are appointed in a permanent capacity by the provincial and national Departments of Education, are eligible to apply for promotion posts provided that:

- the applicant is a South African citizen or a non-South African who is a permanent resident in the country;
- the applicant has an M+3 qualification or one of a relative education qualification value (REQV) of 13;
- the applicant is in possession of a recognised professional teaching qualification (Directorate: Human Resource Management, 1999c:6).

In addition, the minimum requirements in terms of teaching experience for appointment to the different post levels are as follows:

Post Level	Minimum Teaching Experience
2	3 years
3	5 years
4	7 years

Table 4-3: Minimum Teaching Experience Required for the Different Post Levels (Directorate: Promotions, 1997a)

The minimum requirements for appointment to the different post levels do not make provision for progression from Level One to Level Two to Level Three to Level Four. This means that all Level One candidates who are teaching for at least seven years are eligible to apply for Level Four posts. A serious problem with this

system is that junior teachers with no management experience may be appointed to senior management positions. No formal opportunities exist for such teachers to develop professionally while in the post. Another problem with this system is that teachers may apply for as many positions as they desire from Level Two to Level Four. This means that promotions committees are inundated with many applications. The large number of applications has led to more administrative work for selectors.

In England and Wales, all individuals, who meet the criteria outlined in the advertisement, are eligible to apply for the advertised post. Because the posts are advertised both nationally and internationally applicants are not excluded on the basis of being non-residents of the country. Candidates are chosen purely on merit. The Teacher Training Agency (TTA) in England and Wales has developed the Government's new leadership programme for serving principals. This programme is run in partnership with the National Association of Principals, the Open University and community businesses. It is designed to improve the quality of education and standards of achievement by improving the leadership qualities of principals (Teacher Training Agency, 1999c).

In England and Wales, the DfEE offers the National Professional Qualification for Headship (NPQH) for those aspiring to principalship (Department for Education and Employment: 1999a,b,c). The DfEE has produced a general guide with regards to the NPQH as well as a separate guide for headteachers, LEA officers, governors, applicants, referees and assessment centres. It is interesting to note that the British Government is committed to making the NPQH mandatory for all new principals by the year 2002. By October 1999, over seven thousand candidates had registered for the NPQH (Morgan, 1999). Applicants who do not possess the NPQH will not be eligible to apply for the post of principal from the Year 2002. Currently, there are no national qualifications for deputy principals in England and Wales.

4.5 Application forms

In KwaZulu-Natal the application form (Appendix E) is the same for principal and deputy principal posts. There is no variation in the application form for the

different levels of posts. The application form requires the following information from the applicant: details of the post applied for, personal particulars, language proficiency, qualifications, employment details, service history, teaching and other experience. An acknowledgement slip appears at the end of the form.

The applicant has to sign and date the form declaring that the information furnished on the form is true, correct and complete. In practice, however, members of the promotions committee are not in a position to verify any of this information, although, some aspects of this form are validated by principals (refer to paragraph 4.6).

Attached to the application form is the prescribed curriculum vitae form. In the 1997 format of this form (Appendix F), the first page contained the personal particulars of the applicant. The second page contained the space for the applicant to fill in his curriculum vitae. Applicants were restricted to a maximum of one thousand words. Comment was called for in the following areas:

- leadership: administrative, management and related experience;
- organisational ability and experience;
- professional development, educational experience and insight;
- leadership: community related.

In the 1999 promotion circulars, the format of the curriculum vitae was changed (Appendix G). The personal particulars of the applicant were trimmed to a bare minimum. The criteria were the same as for the 1997 promotions, except that they were now more streamlined. In this form, the maximum number of words and the score for each category was stipulated in order to guide and direct the applicant as to how much information to provide in each category. Furthermore, the Third and Fourth criteria prescribed exactly what information was required. In addition, provision was made for the names and contact numbers of two referees. Although this format made it more user-friendly for the selectors, it did not safeguard against incorrect or fabricated information because it did not call for any supporting documents to be attached as proof of the information supplied.

4.6 Submission of Applications

In the 1997 promotions, all applications were forwarded directly by applicants to the Chief Director of the region in which the applicant worked. None of the information was validated prior to submission. The envelopes containing the applications were opened at the regional offices. The applications were sorted out before being dispatched to the respective schools with a composite list of all the applications for that school.

In the 1999 promotions, principals of schools were required to validate the application forms and preference lists of all teachers at their respective schools. Validation of application forms entailed only the checking of personal particulars and teaching experience of teachers (as discussed in Chapter Six). Principals were not required to validate, check or peruse the curricula vitae of the teachers. After validation of his application forms, an applicant was required to submit these, together with his curriculum vitae, to the relevant district offices. A separate envelope was used for each application. The district office was not required to open the envelopes containing the applications. The task of the district office was simply to compile a composite list of all applications for each post (from the information provided on the back of each envelope) and re-direct applications to the respective schools, together with the composite lists. A copy of the applicant's preference form (listing all the posts in order of preference) was submitted to each regional office in which the posts were located. Promotions committees at schools were required to open the envelopes containing the applications and acknowledge their receipt in the self-addressed stamped envelope provided by each applicant.

The procedure for the application for posts may have been too complicated for some of the applicants. The district offices of the KwaZulu-Natal Department of Education and Culture were inundated with a large volume of applications which had to be collated, sorted and dispatched to the respective schools within a specified time limit. This has placed the district office personnel under tremendous pressure. As a result, some application forms were dispatched to the wrong schools. These applications had to be re-routed to the correct schools via the district offices.

In contrast to the way it is done in KwaZulu-Natal, in England and Wales, the procedure for the submission of applications is quite straightforward. Applications are forwarded directly to the board of governors of each school. The information appearing on the application form and the curriculum vitae is confirmed by supporting documents, which are submitted with the application. Referees are contacted for further confirmation when necessary. The governing body usually acknowledges all applications. However, it is often stipulated in advertisements that applicants who do not receive an acknowledgement by a specific date, should regard their application as unsuccessful.

4.7 Promotions Committee

This paragraph deals with the composition and the duties of the promotions committee, that is an analysis of the role of governors and teachers' unions.

4.7.1 Composition of Promotions Committee

The promotions committee comprises either three or five parents from the governing body, the principal and one departmental representative. In addition to this, observer status is accorded to one member from each of the officially recognised teacher unions (NAPTOSA, SADTU and SAOU). Furthermore, provision is made for the promotions committee to extend the number of members (by a maximum of two) by co-opting expertise from outside the governing body. The chairperson of the promotions committee has to be a parent on the governing body. In the 1999 promotions, provision was made for the inclusion of one teacher representative from the school, provided that he himself was not an applicant for promotion.

A quorum for all meetings of the promotions committee is two members in a committee of three parents and three members in a committee of five parents. The 1997 promotion circular stipulated that a member of the promotions committee, who had any connection with an applicant, must recuse himself from the selection process. This meant that a member, who had a vested interest in a particular applicant, was expected to recuse himself from the process only

when that applicant was being considered. Thereafter, he could return and be part of the procedure for the other applicants. This arrangement was not without flaw because the procedure involving one applicant cannot be divorced from the entire process. In the 1999 circular this was amended to read "a member who has a vested interest (by virtue of a blood relationship or marriage) in any applicant for the post must withdraw from this committee. A member must withdraw from the committee if he considers that his close friendship with an applicant compromises his impartiality in the selection process. A member who has withdrawn from the interview committee must be replaced by another member of the governing body or co-opted member" (Directorate: Human Resource Management, 1999c). In practice, however, this does not always occur.

In England and Wales, the responsibility for appointing teachers to senior management posts lies with the governing bodies of individual schools. A governing body is typically made up of members of the local community, teachers, parents and representatives from the LEA (Department for Education and Employment, 1997). The number of members serving on the promotions committee differs from school to school. In the survey conducted by Barfield, he discovered that in over half of the cases studied, the interview panel ranged from one to five members. He also found that in two cases, the number of members on the interview panel exceeded ten (1984).

4.7.2 Duties of Promotions Committee

Members of promotions committees have specific roles to perform. The principal has an ex-officio role. This means that he must assist and guide the selectors through the selection process and provide them with the necessary resources. The role of governors is to actually make the selection. This involves the process of shortlisting, interviewing and ultimately recommending the preferred candidate for the post. The role of the union observers is to ensure that the approved procedures and practices are adhered to in a fair, consistent and uniform manner.

The promotions committee is required to perform an enormous amount of administrative work. In the 1997 promotions, the first duty of the promotions committee was to check whether the number of applications tallied with the composite schedule of applications. Thereafter, the committee embarked on a process of shortlisting all the applicants. After this, the promotions committee invited the shortlisted candidates to an interview. The procedure is the same for the 1999 promotions except that this time, the promotions committee has the additional task of acknowledging the applications by sending the return slips (refer to Appendix E) to applicants who had included a self-addressed stamped envelope with their applications.

4.8 Shortlisting of Candidates

This paragraph deals with the procedure and the criteria for the shortlisting of candidates.

4.8.1 Procedure for Shortlisting

In the 1997 promotions, the promotions committee had to read through and score every curriculum vitae according to the criteria outlined in paragraph 4.8.2 below. This was an enormously time consuming task, considering that the number of applications for each post ranged from approximately two hundred to five hundred. This was exacerbated by the unrealistic time frames set by the KwaZulu-Natal Department of Education and Culture. Approximately eight of the highest rated applicants were included on a shortlist for the interview.

In the 1999 promotions, the promotions committee was not required to read through all the curricula vitae. Instead the committee had to shortlist the applications to a manageable number of fifty, using fair, non-discriminatory criteria such as teaching experience. Thereafter the committee had to read through and score all fifty curricula vitae. No fewer than the five top applicants (according to the ratings on their curricula vitae) were shortlisted for interview.

4.8.2 Criteria for Shortlisting

The criteria for shortlisting are the same for the different post levels. The assessments used for the 1997 promotions were different to those used for the 1999 promotions. Table 4-4 below outlines the criteria and the assessments for the shortlisting procedure which were used in the 1997 promotions. Some guidance in this regard was provided in the circulars entitled "School Based Posts. Criteria. Shortlisting and Interviewing" (Directorate: Promotions, 1997b) and "School Based Posts. Shortlisting and Interviewing. Procedures and Practices" (Directorate: Promotions, 1997c). A brief list of "suggested answers" was given for each criterion.

CRITERIA	SCORE
Leadership: Administrative, Management and Related Experience	7 x 2 = 14
Organisational Ability and Experience	7 x 1 = 7
Professional Development, Educational Experience and Insight	7 x 2 = 14
Leadership: Community Related	7 x 1 = 7
TOTAL	42

Table 4-4: Criteria for Shortlisting (Directorate: Promotions, 1997a)

Table 4-5 below outlines the criteria and the assessments for the shortlisting procedure which were used in the 1999 promotions. The criteria were the same for the 1997 promotions. Only the assessments were changed. Here again, some guidance was provided in the 1999 circular entitled "Procedure Manual for Processing School Based Promotions" (Directorate: Human Resource Management, 1999d). The guidance provided in these circulars is not sufficient to enable selectors to competently perform the task of selecting.

CRITERIA	SCORE
Leadership: Administrative, Management and Related Experience	10
Organisational Ability and Experience	5
Professional Development, Educational Experience and Insight	10
Leadership: Community Related	5
TOTAL	30

Table 4-5: Criteria for Shortlisting (Directorate: Human Resource Management, 1999c)

4.9 Interviews

Applicants who were shortlisted were invited to an interview. The procedure and the criteria used for the interview follows below.

4.9.1 Procedure for Interviews

The purpose of the interview was to enable the promotions committee to select and rank the shortlisted candidates in order of merit. Each candidate was asked five questions, one on each criterion outlined in paragraph 4.9.2.

	ACTION	TIME
1	Chairman welcomes and introduces candidate to promotions committee, outlines procedures to be followed and provides a pensketch of the community and the school	5 min.
2	First question by member. Response by candidate	3 min.
3	Second question by member. Response by candidate	3 min.
4	Third question by member. Response by candidate	3 min.
5	Fourth question by member. Response by candidate	3 min.
6	Fifth question by member. Response by candidate	3 min.
7	Candidate's opportunity to comment	3 min.
8	Leave taken of candidate	1 min.
9	Promotions committee finalises assessment of candidate	6 min.
	TOTAL TIME TAKEN	30 min.

Table 4-6: Procedure for Interviews (adapted from "Procedure Manual for Processing School Based Promotions": Directorate: Human Resource Management, 1999d)

The promotions committee usually prepared the questions for the interviews. The chairperson allocated each selector one or two questions. While the candidate was responding to a question, the selectors were required to evaluate the response against the criteria outlined below. Although selectors were allowed to probe a candidate in order to obtain clarity on some aspect, they were not allowed to enter into a debate with the candidate. All candidates were asked similar questions and given the same time limit in which to respond. It was advisable for the interview score to be arrived at by consensus rather than by

vote. Table 4-6 on the previous page outlines the procedure and time limit for the interview:

4.9.2 Criteria for Interviews

The promotions committee assessed each candidate according to the five criteria listed in Table 4-7 below. These criteria were the same for the 1997 and the 1999 promotions. The first four criteria are exactly the same as for the shortlisting process. The Fifth Criterion is additional and carries a score of seven points. Once again, the criteria are the same for the different post levels. However, it is assumed that the interview questions for the different post levels are different.

CRITERIA	SCORE
Leadership: Administrative, Management and Related Experience	7 x 2 = 14
Organisational Ability and Experience	7 x 1 = 7
Professional Development, Educational Experience and Insight	7 x 2 = 14
Leadership: Community Related	7 x 1 = 7
Personality and Human Relations	7 x 1 = 7
TOTAL	49

Table 4-7: Criteria for Interviews (Directorate: Human Resource Management, 1999c)

A seven-point scale was provided to guide the selectors in assessing the candidates for the interview. This is reflected in Table 4-8 on the following page.

4.10 Placement of Successful Candidates

After the interviews were completed, the full governing body met to ratify the rank order of preference of the candidates. In the 1997 promotions, the names of the nominated candidates were entered on a list in order of preference after the ratification had taken place. The post was then offered to the first candidate on this list. In the event of the candidate not accepting this offer, the post was then offered to the next candidate on the list. A candidate could not accept more than one post.

SCORE	SCALE	DESCRIPTION OF SCALE
1	WEAK	Does not meet any requirement for the post
2	POOR	Far below minimum requirements for the post
3	FAIR: just below average	Meets some of the requirements for the post
4	SATISFACTORY: adequate, average	Meets most of the requirements adequately for the post
5	GOOD: above average	Meets most of the requirements more than adequately for the post
6	VERY GOOD: considerably above average	Meets all the requirements considerably more than adequately for the post
7	EXCELLENT: outstanding	Exceptional – very little room for Improvement

Table 4-8: Seven-point Rating Scale for the Interview Assessment (Directorate: Human Resource Management, 1999e)

A problem arose with this procedure: when a candidate was offered a Level Three post and he accepted it, he could not accept another post, even though it was at a higher level. (refer to Appendix L, section B, paragraph 2.1). This would have prevented many candidates from being promoted to a higher post. Realising this, the KwaZulu-Natal Department of Education and Culture immediately released an amendment to this form (Appendix M) which allowed successful candidates to accept another post, provided that it was on a different post level to the post which they had already accepted. Once the post was accepted, the promotions committee submitted all the relevant documents to the KwaZulu-Natal Department of Education and Culture for the promotion schedule to be processed.

In the 1999 promotions, the governing body was not required to offer the post to the preferred candidate. After the ratification meeting, the names of the recommended candidates were entered on a list in order of preference. All the relevant documents were then submitted to the KwaZulu-Natal Department of Education and Culture. The Human Resources Directorate made the placements for all posts on the basis of the rank order of the candidates as they were recommended by governing bodies:

- the school was allocated the applicant who was the highest rated candidate of the governing body;

- the applicant was placed in the post of his preference according to his preference list, if he was chosen by more than one governing body on the same rank order (Directorate: Human Resource Management, 1999c:12).

Once the promotion schedules were processed, they were forwarded to the Superintendent General for his approval. Thereafter, the respective regional offices processed letters of appointment for the successful candidates. Unsuccessful candidates were not informed of their position.

4.11 Procedure for Grievance

Applicants who were dissatisfied with the selection process could register their grievance with the appropriate authorities. Union observers could also register grievances if they had noticed any procedural irregularities with the selection process. The Dispute Resolution Committee (DRC) handles all disputes. The DRC comprises the Superintendent of Education (labour relations), the Superintendent of Education (promotions), the District Manager of the school and one representative from each recognised teacher union. The function of the DRC is to consider all registered disputes and to investigate them, before deciding whether or not to allow the disputes.

Since 1997, a large number of disputes have been registered with the DRC. However, many of these disputes were of a trivial nature and were disallowed. There were a few disputes which were of a serious nature and could not be resolved by the DRC. These disputes had to be referred to the Council for Conciliation, Mediation and Arbitration (CCMA). The decision taken by the CCMA was final and binding on all parties. Some of these disputes have not yet been resolved.

In the 1999 promotions, 11 percent of deputy principal posts and 22 percent of principal posts were disputed. The statistics as at 25 May 2000 reveal that of the disputed deputy principal posts, only 32 percent were resolved and of the disputed principal posts, only 38 percent have been resolved. This indicates that an alarming number of senior management posts have not yet been filled. This impacts

negatively on the schools concerned. The statistics shown in Table 4-9 below were recorded in the Report to Labour Relations Chamber Meeting held on 25 May 2000 (Directorate: Human Resource Management, 2000):

	Deputy Principal	Principal
Number of Posts Advertised	1389	1323
Number of Posts Disputed	148	297
Number of Posts Unfilled	48	113

Table 4-9: Statistics Regarding Promotion Posts as at 25 May 2000 (Adapted from Report to Labour Relations Chamber Meeting: Directorate: Human Resource Management, 2000)

The promotions system in England and Wales also makes provision for grievance procedures. Unsuccessful candidates may dispute the result if they are dissatisfied with the decision of the governing body or believe that they are disadvantaged by the procedure used by the governing body (Department for Education and Employment, 1997).

4.12 Guidance for Selectors

The circulars issued by the KwaZulu-Natal Department of Education and Culture have not provided adequate guidance for the selectors in assessing the applications. The only guidance that was provided in the circulars may be found in the 1997 circulars to schools entitled "School Based Posts. Criteria. Shortlisting and Interviewing" (Directorate: Promotions, 1997b), "School Based Posts. Shortlisting and Interviewing. Procedures and Practices" (Directorate: Promotions, 1997c) and in the 1999 circular entitled "Procedure Manual for Processing School Based Promotions" (Directorate: Human Resource Management, 1999d).

What is required is for the selectors to be trained for their task. The guidance offered in these circulars is grossly inadequate as a training mechanism. These circulars provided a list of "suggested answers" for each criterion. Selectors should have been thoroughly instructed in the entire process of candidate selection before they engaged in their duties. What needs to be understood is that responses by candidates cannot be regarded as either right or wrong, but should be appropriate

for a particular situation. Questions or responses may easily be misinterpreted. Only a trained selector will be able to differentiate between what is relevant and what is not.

4.13 Summary

The procedure for the application for promotion is contained in the 1997 and 1999 promotion circulars to schools. These circulars contain information of a general nature as well as the composite schedule of posts. Additional circulars regarding the promotions were sent to schools to assist selectors in their task. In essence, these additional circulars may be regarded as clarification documents, providing additional details on the procedures and practices to be followed by the relevant role players.

To improve the procedure for promotion, certain aspects of the 1997 promotions were changed in 1999. These changes included a difference in the procedure for application for promotion, the staggered release of the promotion bulletins, a streamlined format of the curriculum vitae, no offer of post to the preferred candidate and fewer curricula vitae to read and score during the shortlisting stage.

Chapter Five will focus on the response to the structured interviews with principals, parent selectors and union observers.

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CHAPTER FIVE

RESPONSE TO STRUCTURED INTERVIEWS

5.1 Introduction

The questions for the structured interviews were designed to focus on certain areas. These were: training for selecting, role of selectors, duties and responsibilities related to advertised posts, checking of information, time frames, merits and shortfalls of the system and suggestions for changes. The response to the structured interviews have been analysed and categorised into these seven areas. Table 5-1 below outlines the distribution of the interview questions for principals, parents and union observers according to these areas. It should be noted that although the questions for the principals, parents and union observers were not identical, they were nevertheless designed to focus on similar areas. A core of similar questions was given to principals, parents and union observers.

AREAS	QUESTION NUMBERS		
	PRINCIPALS	PARENTS	OBSERVERS
Training for selecting	2, 4, 7, 8	1, 3, 4, 5	Nil
Role of selectors	3, 5, 6, 12	2, 7	1, 2, 4
Duties and responsibilities related to advertised posts	9	6	Nil
Checking of information	10	nil	3
Time frames	11	nil	Nil
Merits and shortfalls of selection process	1, 13	8	Nil
Suggestions for changes	14	Nil	5

Table 5-1: Distribution of Interview Questions According to Areas.

In the rest of this Chapter, the responses will be analysed according to these areas.

5.2 Training for Selecting

According to the principals interviewed, the KwaZulu-Natal Department of Education and Culture held one workshop in 1997 and one in 1999 for principals.

A further workshop was held in 1999. Principals and parent selectors were invited to attend. These workshops, however, focused mainly on explaining the procedures and practices which were outlined in the 1997 circulars entitled "School Based Posts. Criteria. Shortlisting and Interviewing" (Directorate: Promotions, 1997b), "School Based Posts. Shortlisting and Interviewing. Procedures and Practices" (Directorate: Promotions, 1997c) and on the 1999 circular entitled "Procedure Manual for Processing School Based Promotions" (Directorate: Human Resources Management, 1999d). These workshops could not be described as training programmes for selecting. A training programme for selecting should include workshops on preparing selectors for the task by providing them with the necessary skills required for the position. Such training should include simulated exercises in the various processes involved, such as shortlisting and interviewing techniques. The KwaZulu-Natal Department of Education and Culture did not provide any further training for principals on staff selection.

About a quarter of the principals interviewed were involved in the selection process in the 1997 promotions as well as in the 1999 promotions. This meant that they had gained some experience from the selection process in 1997. At least six parent selectors were also involved in the selection processes in 1997 and 1999. They too, had gained some selecting experience from the 1997 promotions. This experience involved carrying out the task of shortlisting and interviewing candidates for posts. The shortlisting process involved the reading and scoring of the curricula vitae. The interview process involved brief personal interaction with candidates for the purpose of scoring them. These scores were based on the responses of candidates.

The parents interviewed came from a wide range of occupations. Of the parents interviewed, six were businessmen, four were housewives, two were artisans, two were professional people and two were unemployed. Only one parent held a management position. However, neither the parents nor the principals interviewed had any experience or training in staff selection beyond that of selecting staff for education posts. Furthermore, it must be noted that one experience in selecting candidates does not confer expertise.

5.3 Role of Selectors

All principals interviewed stated that their role was that of a facilitator and resource person. Principals are ex-officio members of governing bodies. This means that they have to guide and assist the parent selectors through the process of selecting. Two principals had actually scored the candidates and were full participants in the selection process. This is in contravention of the regulations governing the ex-officio role of principals. Other principals were not too certain of whether or not they should score the candidates. The KwaZulu-Natal Department of Education and Culture did not provide any firm instruction on whether or not principals should score the candidates. At least half of them had scored the candidates "unofficially", but their scores were rarely considered.

Two principals stated that they were intimidated by the chairman of the promotions committee and had to abide by his decisions. They felt intimidated because they were too afraid to oppose the chairman on any decision pertaining to their schools. Anyhow, a principal who defers to his chairman on all school matters is unlikely to oppose him on selection. The chairman wanted to be in charge of the situation and did not allow the principal to overrule his decision. The chairman had the support of the parent governors.

The principals understood that the teachers' unions were represented on the selection panel to ensure that transparent measures were implemented. They also felt that it was necessary to involve the unions in this process as an act of democratic participation. Principals who opposed the participation of unions indicated that they had no choice in the matter because the observers had a right to be present during the selection proceedings.

Two principals indicated that the union observers present at their schools were "pushy" and stalled the selection process whenever they were unhappy with some aspect. In some cases observers from a particular union attempted to direct the proceedings and objected when their ideas were opposed. This was particularly evident when certain candidates were being considered. The principals intimated that the union observers may have had a vested interest in certain candidates and

were specially sent to schools to ensure that their candidates were favourably considered. One principal reported that after a particular candidate was interviewed, the observer objected to the scores given by parents. This led to an argument between the parent selectors and the union observers with each group wanting to have the final say. As a compromise, the parents agreed to decrease the scores of the candidate by one in each category, which was acceptable to the observer. All principals indicated that they had not been instructed to apply considerations, such as affirmative action, when selecting.

All parents, who were interviewed, stated that their role was to select the person who was best for the post. Parents believed that, since they now had a say in the way schools were run, they had a direct role to play in deciding on staffing matters at schools. A few parents said that they were doing the "dirty work" for the KwaZulu-Natal Department of Education and Culture without getting paid for it, by which they meant that the task of selecting was both elaborate and time-consuming. Parents devoted many hours to the selection process without remuneration, a fact they resented. Furthermore, they were unhappy that the promotions committee and not the KwaZulu-Natal Department of Education and Culture faced the wrath of unsuccessful candidates. In the main, parent selectors had no problems with the presence of union observers. However, parents, at some centres, indicated that they felt intimidated by the observers and expressed discontent at being told how to do their job by the observers.

The union observers saw their role as being that of a "watchdog" over the selection process. They stated that their role was to monitor the process and to ensure that there was "fair-play". Union observers had to ensure that their members were not disadvantaged in any way and that parent selectors did not have "carte blanche" to control the proceedings.

It is disturbing that at least a third of the observers interviewed admitted they went beyond the scope of observing and actually scored candidates independently. They then compared their scores with those of the other selectors. A few of these observers fought very hard with parents to ensure that their own selections prevailed.

Most of the observers stated that their function was to safeguard the interest of their own members. If they had any reason to declare the process unsatisfactory it would be on the grounds of procedural irregularities. At two centres, observers did declare disputes. These disputes have since been disallowed.

5.4 Duties and Responsibilities Related to Advertised Posts

Principals have a fairly good working knowledge of the duties and responsibilities of the deputy principal's post, for which they are selecting. However, much of the duties described overlaps with their own job description. This is probably due to the fact that the deputy principal is second-in-command and deputises for the principal when necessary. In some schools, it is the practice for the deputy principal to actually manage the school while the principal is no more than a figurehead. Less than half of the principals interviewed made reference to the duties and responsibilities of deputy principals as outlined in Resolution 8. Briefly, the core duties and responsibilities include deputising for the principal during his absence, assisting with school administration, school finances, maintenance of services and buildings, extra and co-curricular activities, supervision of staff records, interacting with stakeholders, and engaging in class teaching for at least sixty percent of the time (Education Labour Relations Council, 1998b).

More than two thirds of the parents interviewed were not sure about the exact requirements for the post for which they were selecting. Although they seemed to know a little about the job of a principal, they could not go into any detail of the work he should do. The general response from the parents was that the job of a principal was to run the school according to the regulations. They could not, however, state exactly what these regulations were. At least five parents attempted to describe what the duties of a principal were. They stated that the duties involved collecting school fees (which is incorrect because this is the duty of the finance officer or bursar), holding staff meetings, ensuring that teaching took place in the classrooms, assisting the governing body with its functions and maintaining the school.

The only thing that the parents could say with regards to the duties of a deputy principal was that he should take over the running of the school when the principal was absent. They were not aware of how much of time the deputy principal was supposed to devote to classroom teaching. None of the parents made mention of Resolution 8 (Education Labour Relations Council, 1998b) nor of Government Gazette No. 19767 (1999) in which the duties and responsibilities of all teachers are outlined (refer to Appendix N).

5.5 Checking of Information

Principals were required to validate the application forms of all applicants from their schools. This validation extended only to the checking of the personal particulars and teaching experience of the applicants against their personal files. According to HRM Circular No. 35, 37 and 47, the principal was required to validate all information on the application and preference forms of educators on his staff. In this regard, principals were advised to refer to the educators' personal files to verify the following: surname and initials; persal number; educational qualifications; category classification; present post held and current years of continuous teaching service as at 15 October 1999 (Directorate: Human Resource Management, 1999c,e,f). Principals were not required to validate or check the curricula vitae. However, the promotions committees were entitled to contact the referees of candidates to verify information supplied in the curricula vitae. Only one principal had mentioned that the chairperson of the promotions committee had telephoned the referees of the shortlisted applicants to verify the information on their curricula vitae. The union observers at this centre had verified the fact that the chairman had telephoned referees. However, the referees could not provide any specific details of the information on the curricula vitae of the shortlisted applicants. All the referees could provide was a character reference for the applicants which was, in this instance, irrelevant.

All observers interviewed were unanimous that there should be some system of checking the information which appeared on the application forms. They felt that this was necessary to ensure transparency and fairness and to discourage dishonesty.

5.6 Time Frames

In schools where there were either one or two vacant posts, principals felt that the time frames were sufficient. In those schools where there were more than two vacancies, the principals indicated that it was difficult to adhere to the given time frames. In those instances, selectors had to put in many extra hours, often deep into the night, to rush through the process. Principals expressed concern that rushing the selection process may have caused errors in the assessment of candidates and their subsequent promotion.

The time frames given by the KwaZulu-Natal Department of Education and Culture for the 1999 promotions were more realistic than those for the 1997 promotions. In the 1997 promotions all the vacant promotion posts were released simultaneously in one bulletin. This meant that promotions committees were inundated with large batches of applications which had to be attended to in a very restricted period. In the 1999 promotions, vacancies were released at three different times in separate bulletins, an improvement which gave some relief to promotions committees.

In the 1997 promotions, the posts were circularised to schools on 21 September 1997. The closing date for applications was 21 November 1997. The final date for completing the shortlisting and interviews by the promotions committees was 20 February 1998. Cognisance must be taken of the fact that this is an extremely busy time of the year for schools as well as parents. These time frames were ill-timed and schools and parents were accordingly placed under tremendous pressure. The promotions were scheduled to be released by 31 March 1998. Because of the impractical time frames, it was not possible for all governing bodies to submit their recommendations to the regional chief directors by the stipulated date. In view of this, the KwaZulu-Natal Department of Education and Culture had to extend the due dates for the submission of completed forms in order to allow governing bodies extra time to complete the selection process. It was for this reason that the promotions for 1997 were announced on three different dates in 1998.

In the 1999 promotions, vacant posts were advertised in three separate bulletins. Volume 1 contained vacant deputy principalships and head of department posts and was issued under cover of HRM 35. This bulletin was released on 10 September 1999. The closing date for applications was 15 October 1999. Schools received the applications around 15 October 1999. Governing bodies were required to submit their recommendations to the regional offices by 15 November 1999 (Directorate: Human Resource Management, 1999c). Volume 2 contained vacant principalship posts and was issued under cover of HRM 37. This bulletin was released on 20 September 1999. The closing date for applications was 22 October 1999. Schools received the applications around 22 October 1999. Governing bodies were required to submit their recommendations to the regional offices by 22 November 1999 (Directorate: Human Resource Management, 1999e). Volume 3 contained further principalship posts and was issued under cover of HRM 47. This bulletin was released around 26 November 1999. The closing date for applications was 10 December 1999. Governing bodies were required to submit their recommendations to the regional offices by 31 January 2000 (Directorate: Human Resource Management, 1999f). Although the release of the vacancies was staggered, the time frames were still problematic. For a process this important, careful consideration of each candidate is essential. A pre-requisite for this is sufficient time.

5.7 Merits and Shortfalls of Selection Process

In the main, principals and parent selectors were optimistic about the success of the selection process, particularly concerning the 1999 promotions. The major changes in the system of promotion had been introduced in 1997 when selectors were faced for the first time with numerous challenges as this initiated parents in KwaZulu-Natal into full involvement in the selection of teachers for promotion posts. Concerning the 1999 promotions those individuals, who had been involved in selecting in 1997, were much more confident with the system.

More than half of the principals had indicated that because of the lack of proper training for parent selectors, the selection process lacked professionalism and objectivity. Moreover, principals felt that the selection process was not handled in

a sensitive and professional manner by some parents. Because of time constraints, parents rushed through the selection process. A worrying feature was that some parents used this opportunity to promote their relatives or friends.

At two centres, although some parent selectors were illiterate, they nevertheless took part in the proceedings of the promotions committee. This was allowed because only a few parents at this centre showed an interest in involving themselves in school governance. Other parents did not even attend the meeting held for the purpose of electing school governors. A few selectors indicated that a major problem with the system of promotion was that applicants who were unsuccessful in obtaining promotion in their own schools blamed the principal and parent selectors for their failure and some disgruntled teachers became destructive and behaved unprofessionally for some time after promotions were announced.

At least two principals felt that the best person was not selected, as he was overlooked by incompetent parent selectors, who did not know what qualities to look for in a candidate. As they were part of the selection process principals were in a position to judge that there were more experienced and better-qualified candidates, whom parents sidelined in favour of junior and inexperienced candidates. These principals indicated that parent selectors frequently pre-selected candidates irrespective of their abilities. This has indicated that nepotism and bias may have been present. Parent selectors at one centre had even gone so far as to use intimidating tactics to discourage unsuccessful applicants from "declaring a dispute" because they were afraid that their "chosen candidates" would be removed from the posts to which they had promoted them.

Principals at a few centres had indicated that they had heard rumours of certain candidates being advised of their success even prior to the official announcement of promotions. These rumours were subsequently found to be true and this indicated that there had been a breach of confidentiality on the part of some selectors.

5.8 Use of Triangulation

As described previously in Chapter Three, triangulation of data was undertaken here. The structured interview with the principals comprised fourteen questions, the one with the parents comprised eight questions and the one with the union observers comprised five questions. In order to check the authenticity of the answers, the questions for the principals were similar to either the questions for the parents or the questions for the union observers. Some questions were similar in all three categories of respondents (refer to Table 5-1). The responses were used to verify the information provided by the different categories of respondents.

5.9 Suggestions for Changes

Principals and union observers agreed that although the system of promotion has its merits, there was room for improvement. They recommended the following changes:

5.9.1 Sufficient Time Frames

At centres where there were two or more promotion vacancies, the time given to selectors to complete the selection process was insufficient. As a result, the selection process had to be rushed in order to meet the time frames set by the KwaZulu-Natal Department of Education and Culture. It is suggested that more time be given for the completion of the selection process, especially at centres where there are more than one vacancy.

5.9.2 Better Qualified Selectors

A pre-requisite for a good selection process is competent selectors. This investigation has revealed that selectors did not receive training for their task. It is recommended that all selectors be adequately trained for selecting. It is also suggested that union observers be trained for their task. Individuals who are illiterate or who have not had any training in selecting should not be allowed to select.

5.9.3 Greater Personal Involvement by Departmental Officials

It is suggested that officials from the KwaZulu-Natal Department of Education and Culture be present throughout the selection process to minimise the problem of nepotism and bias.

5.9.4 Progression Within the Levels of Promotion Posts

The present criteria for application for promotion posts allows candidates to apply for posts on any level from Level Two to Level Four. The system does not require candidates to progress within the levels of promotion posts. The system allows inexperienced persons to fill senior management posts. To overcome this problem, it is recommended that candidates progress to one level at a time.

5.9.5 Relocation of Displaced Principals Before Posts are Advertised

When schools are regraded (either upwards or downwards) the post of the principal is also affected. It is recommended that the KwaZulu-Natal Department of Education and Culture offers vacant principal posts to displaced principals before advertising such posts.

5.9.6 Verification of Information on Curricula Vitae

It is important to verify information on the curricula vitae for purposes of authenticity. Candidates are aware that there are no guidelines for the verification of information on the curricula vitae. As a result, they may include information which is either exaggerated or false. It is recommended that structures be put in place for the verification of information by selectors.

5.9.7 Raising the Minimum Criteria for Eligibility

The present minimum criteria for eligibility to promotion posts is too low. It is recommended that the minimum criteria be raised to an acceptable level. This would decrease the number of applications for a post to a reasonable number.

5.9.8 Union Participation

The union observers recommended that they should have a greater say and full participation in future selection processes.

5.10 Summary

The analysis of the findings of this investigation has revealed that there were problems with the system of the promotion of teachers to higher posts. The following have been identified as the problem areas:

- insufficient time frames and the volume of administrative work;
- lack of proper training for selectors;
- nepotism and bias by members of the promotions committee;
- illiterate parent selectors;
- minimum criteria for eligibility for senior posts;
- no progression within the post levels;
- lack of validation of information on the curricula vitae.

Some of these problems are as a direct result of governors and union observers not being fully conversant with their roles in the selection process.

Chapter Six will provide an overview of the study in that the findings will be examined and conclusions drawn. This will be followed by recommendations for the improvement of the procedure for promotion.

5.11 List of References

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CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The objective of this study was to examine the role of governors and teachers' unions in the selection of candidates for senior management posts at schools with the intention of exposing the problems in the present selection procedure. The role of governors and teachers' unions has raised certain problems. The findings in Chapter Four and the responses to the structured interviews in Chapter Five have revealed that the selection process was fraught with certain problems. An examination of these findings will reveal what these problems were. Conclusions will be drawn on these findings and recommendations will be made for the improvement of the process of selection.

6.2 Examination of Findings and Conclusions

The literature reviewed in Chapter Two and the analysis of the findings in Chapters Four and Five expose the problem areas in the selection process. These problem areas are outlined in the discussion below.

6.2.1 Competent Selectors

Research has shown that many selectors are incompetent because of the lack of training for selecting. The need for selectors to be adequately trained is well documented by most researchers in the field of personnel selection. This has been discussed in Chapter Two. To summarise, researchers had the following to say about the training for selectors: The investigation conducted by Morgan, Hall and Mackay reveals that none of the selectors interviewed by them had any prior training in selection (1983). Barfield concludes, after carrying out his survey, that there was a definite need for the training of selectors as interviewers (1984). In the survey of Riches and Morgan, we discover that selectors were not

given any guidance for the task of selecting (1989). All of these researchers express the view that selectors should be trained for selecting personnel.

In their research, Musella and Lawton assess the state of selection and promotion procedures for administrators in Ontario school boards. These researchers identify high quality procedures to ensure the elimination of bias and subjectivity in selection decisions. One of their recommendations is that training programmes should be included for all those involved in selection and promotion procedures (1986). Similarly, Phoku, in researching staff selection and promotion procedures at selected schools in Nebo, also finds that one of the major areas which needs attention is the training of selectors. Her findings have led her to recommend that all selectors should be trained in selection procedures and techniques (1996).

The findings of this research also revealed that selectors had not received any formal training for selecting. Moreover, many selectors did not have any experience in selecting. There were disconcerting reports of selectors not being able to read the interview questions, because they were illiterate. Such incompetent selectors had based their selections on their personal perceptions of the candidates rather than on merit. Too often selectors were influenced by extraneous factors such as dress, speech and personal appearance.

6.2.2 Duties and Responsibilities

It is essential for selectors to know the duties and responsibilities attached to the posts for which they are selecting personnel. If they are not aware of this, they could quite easily choose the wrong person for the job. Researchers such as Morgan, Hall and Mackay (1983) and Marshall (1999) agree that it is not possible to ensure a successful selection process without first defining the duties and responsibilities of the post and ensuring that selectors know this well.

This research has revealed that most parent selectors were not familiar with the exact duties and responsibilities of principals or deputy principals and yet were

part of a selection committee which selected candidates for principal and deputy principal posts.

6.2.3 Application for Posts

An analysis of the 1997 and 1999 promotion circulars revealed that the procedure for applying for a promotion post was extremely complicated. Applicants were required to complete one application form per post together with a curriculum vitae. Each application had to be placed in a separate envelope. Applicants had to include a self-addressed stamped envelope with each application. The number of the post being applied for was recorded on each envelope. On the reverse of each envelope the name and persal number of the applicant had to be inserted. Envelopes containing the applications had to either be posted or hand delivered to the respective district offices.

In KwaZulu-Natal, there are eight education regions which comprise forty one district offices. Depending on the location of the posts being applied for, applicants had to travel widely to deliver their applications. The posting of applications by candidates may have been a problem because of the lack of sufficient time. To exacerbate problems too many posts were advertised at the same time. In the 1997 promotion schedule, a total of two thousand and forty five posts were advertised comprising one thousand six hundred and seventy three principal posts and three hundred and seventy two deputy principal posts (Directorate: Promotions, 1997a). In the 1999 promotion schedule, a total of nine thousand one hundred and forty one posts were initially advertised, comprising one thousand three hundred and seventy five principal posts, one thousand four hundred and twenty one deputy principal posts and six thousand three hundred and forty five head of department posts (Directorate: Human Resource Management, 2000). Applicants had a difficult time deciding on which posts to apply for since there was no limit to the number of posts an applicant could apply for. The researcher knows of individual applicants who applied for up to three hundred posts in the last round of promotions.

The use of a common application form for the different levels of posts was also questionable. The application form (Appendix E) requires the following details: particulars of post applied for, personal particulars, language proficiency, qualifications and employment details. There should be some distinction between the application forms for the posts of head of department and principals. These are different post levels and require different information which should be linked to the duties and responsibilities for each post level. There should be some distinction in the details required for each post level. The requirements for the different post levels are unique and the details required on the application form should be appropriate for the particular post level. This distinction could have assisted selectors in recognising the validity of the applicants' actual experience for particular posts. This would have made the task of selecting so much easier.

It is also questionable whether all the information required on the application form was relevant for selection purposes. Only the information contained in the curricula vitae had some bearing on the shortlisting process. The only information which selectors required from the application form was the personal particulars of the applicant. The rest of the information was irrelevant for the purpose of selection. Moreover, concerning the 1999 promotions, those application forms which were not validated by either the school principal or the superintendent of education were rejected by the promotions committee.

6.2.4 Duties of Promotions Committee

Each member of the promotions committee has a specific duty to perform in the selection process. The duty of the principal is to facilitate the entire selection process and provide the necessary guidance and resources to the selectors. The duty of the chairman of the promotions committee is to lead the proceedings of the selection process in an acceptable manner and to guide and assist the other selectors. The duty of the selectors is to ensure that the best person is selected for the post by implementing a fair process of selection. The duty of the union observers is to ensure that all proceedings are fair and just and that applicants are not disadvantaged in any way. Notwithstanding this, it was evident in this

research that some members of the promotions committee had gone beyond their scope of duty. It was reported that two principals had actually scored candidates and were full participants in the selection process. The chairmen at two centres became "power hungry" and manipulated the other selectors to achieve their own personal objectives. The principals at these centres trivialized their role, deferring constantly to the parent selectors. It was reported that some union observers superseded their observation role and wanted to have a say in the selection process. The union observers at two centres wanted to have their way and used "delaying tactics" whenever they were not happy with some aspect of the selection process.

6.2.5 Verification of Information

This investigation revealed that the information contained in the curricula vitae of the applicants was never verified. This meant that applicants might have included information which was either false or misleading and resulted in an unfair advantage over rival applicants, since the shortlisting of the applicants was based purely on the contents of the curricula vitae. Moreover, the information provided by the candidates at the interview was not checked by the selectors.

Concerning information on the applicants' administrative experience, applicants have been known to include false information such as acting positions at management level. In order to make the information on their curricula vitae appealing to unsuspecting selectors, applicants have been including other false information such as leadership positions held at school when this was not the case. Concerning the applicants' organisational ability and experience, applicants have been recording details of how they organised certain functions and events. Much of this is exaggerated. Concerning professional development, certain applicants indicated that they had been involved in certain seminars and conferences which was in fact not so. Concerning community related activities, some applicants had fabricated their involvement in community projects.

Some of the curricula vitae were so well written that an unsuspecting selector might believe that the applicant was worthy of being shortlisted for the post. Certain applicants worked "in cahoots" with one another, sharing fabricated information before deciding on what to include in their curricula vitae.

6.3 Recommendations

The findings of this research indicate that there are practical problems with the present role of governors and teachers' unions in the promotion of senior management in schools. If we are to continue to allocate to the role of governors and teachers' union rights concerning the promotion of senior management in schools the following is recommended. It is hoped that the recommendations, if implemented, will significantly improve the present selection and appointment procedures.

6.3.1 Training of Selectors

Incompetent selectors seem to be the problem in many selection procedures. As discussed previously in Chapter Two, much research was undertaken in personnel selection by individuals such as Morgan, Hall and Mackay (1983), Barfield (1984), Musella and Lawton (1986), Riches and Morgan (1989), Manamela (1995) and Phoku (1996). Their investigations have revealed that selectors were frequently not adequately trained for their task.

This research also concluded that selectors were not properly trained. The findings in Chapter Five revealed that selectors did not receive adequate training for their task. Besides this, some governors were illiterate and so were not competent to fill their role when it came to promotion selection. It is recommended that the KwaZulu-Natal Department of Education and Culture provides sufficient training for selectors and that only competent selectors are assigned the task of selecting candidates for promotion posts.

In England, special courses are offered to help governing bodies prepare for the onerous task of selecting personnel. In an article, Kelly and Wallace discuss the

training of school governors in England. The example used was Westminster City School which required a new principal. The training course for governors was held on a Saturday to accommodate governors who worked during the week. The session began with governors sharing their levels of experience, their views on principalship and opinions on the school's current needs. Tutors on the training course then questioned governors about their interviewing experience. In interaction with one another, governors realised that they had to improve their interviewing techniques. They learnt how to draw up a list of criteria concerning the qualities required when appointing a principal. Governors were then put through their paces by the staging of two mock interviews. These interviews made the governors identify questions which would successfully elicit from candidates the information needed to make a sound selection judgement. The mock interviews also enabled the governors to assess whether or not all areas of interest were covered. This training session "helped the governors sharpen their understanding of what constituted a good principal, clarified the needs of the school and improved the interviewing technique" (1988:31).

It is suggested that the KwaZulu-Natal Department of Education and Culture runs similar training courses for all selectors. In addition to providing training for selectors, the KwaZulu-Natal Department of Education and Culture should ensure that only competent members of governing bodies are selected to serve on promotions committees. This will avoid the inclusion of illiterate selectors on selection panels.

6.3.2 Minimum Criteria for Application

Although this is not within the scope of this research the writer puts forward for consideration a list of minimum criteria for application to the different post levels. Enforcement of these would facilitate the role of governors and union observers in the promotion process.

The present minimum criteria for eligibility for promotion posts should be reviewed and changed. The following recommendations are suggested:

- only professionally qualified teachers be eligible;
- applicants should not have a criminal record;
- applicants be allowed to apply for a post which is only one level higher than the post presently occupied;
- applicants should have at least two years experience in a promotion post before progressing to the next post level;
- applicants for Level Four posts should possess a special qualification (such as a post graduate degree in education management);
- the minimum teaching experience and qualifications of the applicants for eligibility to the different post levels should be as indicated in Table 6-1 below:

Post Level	Minimum Teaching Experience	Minimum Qualification
2	10 years	M + 4 or REQV 14
3	14 years	M + 5 or REQV 15
4	18 years	M + 6 or REQV 16

Table 6-1 Recommended Minimum Teaching Experience and Qualification Required for the Different Post Levels

6.3.3 Selection Procedure

In order to ease the role of governors and teachers' unions in the promotion of senior management the selection process should be reformed. This could involve the following steps:

6.3.3.1 Identifying Promotion Posts

Depending on the applicable regulations concerning norms and standards for staffing at schools, all schools are entitled to a certain number of staff members employed by the state. Having been apprised of these staffing norms governing bodies should identify vacancies for promotion posts. This should be done in consultation with the superintendent of education for the school to ensure that regulations are not violated. The governing body, in consultation with the superintendent of education for the school, should also define the duties and responsibilities attached to the post. These duties and

responsibilities should be commensurate with the particular needs of the school, and may differ from school to school. The person being sought should be the right person to suit the needs of the school. A pre-requisite for this is the training and educating of governors and union observers to satisfactorily fill their roles in selection.

6.3.3.2 Advertising the Post

The present system of advertising all promotion posts on a composite schedule on an annual basis is problematic (as discussed in Chapter Four). Promotion posts should be advertised as soon as they become vacant. This will ensure continuity in the management of the school. Governing bodies should advertise the post in the newspapers, as is done in England and Wales. The advertisement should include information about the school, the environment it serves, the type of person being sought and other details such as the procedure for application, the duties and responsibilities of the incumbent, the minimum requirements for the position and the closing date for applications (Times Education Supplement, 1998a,b). Once again, governors and union observers require adequate training and assistance to ensure this happens.

6.3.3.3 Procedure for Application

The present procedure for the application for promotion posts is complex and confusing. The format of the application form is unsuitable for selection purposes and requires too much information, much of which is irrelevant. Even the format of the curriculum vitae is unsuitable because it is too restrictive in terms of space.

It is recommended that the application comprise a covering letter, a comprehensive curriculum vitae, confidential reports from at least two referees and certified copies of supporting documents. The covering letter should provide details of the post being applied for and personal particulars of the applicant. The curriculum vitae should provide adequate information

concerning the requirements outlined in the advertisement. The confidential reference reports should be in sealed envelopes and attached to the supporting documents. These reports should be on prescribed forms supplied by the school and should direct the referees to specific areas for comment.

All applications should be forwarded to the governing bodies of the respective schools. Governing bodies should formally acknowledge receipt of all applications before handing these to the promotions committee.

6.3.3.4 Verification of Information

Promotions committees should check and verify as much information as possible before commencing with the shortlisting of the applicants. Some of the information may be verified by supporting documents or found in the confidential reports of the referees. The promotions committee should be aware of the fact that referees may be contacted for clarification of any point.

6.3.3.5 Shortlisting Procedure

The first shortlisting stage should take place as soon as possible, that is immediately after the closing date for applications. Applicants, who do not meet the minimum criteria or who have not supplied supporting documents or confidential reports by referees should be disqualified. The promotions committee in consultation with the superintendent of education of the school, should determine the criteria to be used for the final shortlisting stage. These criteria should be based on the duties and responsibilities of the post. Depending on the number of applicants finally shortlisted, the top five to eight applicants should be invited to an interview.

6.3.3.6 The Interview

The purpose of the interview should be for the candidates to provide enough information to enable the promotions committee to select at least three candidates who meet the requirements for the post adequately. Interviews

should be well planned, structured and interactive. Much has already been said of the selection interview in Chapter Two. Briefly, an interview which is structured correctly, can provide invaluable insight into the type of person being interviewed. Selectors who lack the proper skills to interview, usually form subjective assessments about the candidate. Such assessments are based on the personal and individual views of interviewers. These subjective assessments as well as the fact that interviews can be misleading may lead to the best person being unsuccessful for the position. Because of the enormous emphasis placed on the interview as a selection tool, it is imperative that interviewers are competent. The promotions committee in consultation with the superintendent of education should determine the criteria for the interview. All members of the promotions committee should meet in advance to familiarise themselves with the criteria and requirements for the post.

6.3.3.7 Confirmation of Preferred Candidates

After the interviews are completed, the full governing body should meet to decide which three of the interviewed candidates they prefer. This decision should preferably be reached through consensus after the governors have considered the curricula vitae, the confidential reports and the scores of the interviewed candidates. Thereafter, the names and personal details of the three candidates should be recorded in alphabetical order and this list should be submitted to the chief superintendent of education.

6.3.3.8 Making the Appointment

Once the list of preferred names reaches the chief superintendent of education, he should decide which one of the three preferred candidates should get the post. This decision should be based on personal factors such as qualifications, experience, attendance and health records. These criteria are useful because they are objective and may supplement the criteria which have already been used in the selection process. Such details should be available at each district and regional office for easy retrieval. Once the

candidate has been chosen, the chief superintendent should make the recommendation for promotion to the regional chief director.

6.3.3.9 Role of the Superintendent of Education

The role of the superintendent of education should be to guide and assist the promotions committee throughout the selection process. At the same time, his presence should keep any act of nepotism and bias in check. Should the superintendent of education of the school have a vested interest in any applicant, he should withdraw completely from the selection process and be replaced for its duration by another superintendent of education. The superintendent of education should be part of the selection process from the time the post is advertised to the stage where the confirmation of the preferred candidate takes place. His role in the selection process should only end when the final list is submitted to the chief superintendent of education for his decision.

6.3.4 Appraisal System

Presently the system of appraisal for teachers is inadequate and serves no evaluative purpose. It should be replaced by a system that is objective, reliable and evaluates the whole of the appraisee's worth. Once this is achieved, appraisal records could be used for selection information when selecting for promotion. These appraisal records could also serve to validate certain information on the curricula vitae of applicants.

6.4 Summary

This study has exposed the problems which exist with governors and teachers' unions in fulfilling their roles in the selection of senior management for promotion posts. Problems arose when governors and union observers went beyond the requirements of their role. The reason for this is the lack of adequate training for selectors. According to the literature reviewed, this problem seems to prevail in other countries as well. Some countries, like England and Wales, have addressed

this issue by holding special workshops for selectors. Other problems exposed by this study include inefficient selection procedures, the practice of nepotism and bias by some selectors, non-verification of information on the curricula vitae and complex application procedures.

The main recommendation of this study is that selectors and union observers receive adequate training for their role. This will eliminate problems such as the transgression of roles, application of nepotism and bias, failure to verify information on the curricula vitae, incorrect selection techniques being employed and guess work in selecting.

In order to assist governors and teachers' unions to fulfill their roles adequately, other recommendations are put forth. These include a more streamlined procedure for the advertising and application for posts, the shortlisting procedure and the final decision of selecting the best candidate for the post. It is hoped that if these recommendations were implemented, they would help to improve the selection procedure in the future.

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Appendix A

Preliminary Explanations:

1. Confidentiality and Anonymity:

I wish to thank you for allowing me to conduct this interview. Be assured that this interview is strictly confidential. Your name will not be used in this research, nor will the name of the school.

2. I would like to record this interview on tape for purposes of memory. Do I have your permission for this?
3. I will ask you a few questions. Please feel free to provide as much information as you wish to. Remember that this is not a test, nor are there any wrong answers.
4. If you are uncomfortable with any part of this interview, please inform me.

Appendix B

Structured interview with Principal:

1. Do you think that the selection process works well?
2. Did the Education Department hold workshops on the selection of staff for promotion posts for principals?
3. Do you think it is your role to guide, lead or influence the selection panel?
4. Are parents given any guidance if they are on the selection panel? By whom?
5. Why are teachers' unions represented on the selection panel?
6. Do union observers have any effect on who is selected by the panel?
7. Has the Education Department organised training for principals in choosing:
 - a. staff for academic (teaching) posts?
 - b. staff for non-academic (secretarial, cleaning, etc.) posts?
8. Are you able to use experience or training gained elsewhere other than from the Education Department?
9. Were you given a list or handout which outlined the exact requirements on what to look for in each candidate for each post?
10. Regarding the information supplied by the candidates, how is it checked?
11. Was there enough time given by the Education Department for:
 - a. the shortlisting process?
 - b. the interviews?
12. Were you instructed to apply considerations other than suitability for the post, e.g. affirmative action?
13. For each of the posts that you selected staff, did you feel that the right person was selected?
14. If you were able to make changes to the selection procedure, what would you change, and why?

Appendix C

Structured interview with Parent:

1. What is your occupation?
2. What role do you play in the selection process?
3. Have you had any experience in selecting staff?
4. Has this experience helped you in selecting for education posts?
5. Has the Education Department offered any guidance or training?
6. Are parents given a list of exact requirements on what to look for in each candidate for each post?
7. How do you feel about having the union observer present?
8. Is the selection process completely satisfactory? If not, why?

Appendix D

Structured interview with Union Observer:

1. Why are you, as a union observer, on the selection panel?
2. How do you see your role?
3. Should the information on the candidates' application forms be checked?
4. What would be your reasons for deciding that the process of selection was unsatisfactory?
5. If you were able to make changes to the selection procedure, what would you change, and why?

**PROVINCE OF KWAZULU-NATAL
DEPARTMENT OF EDUCATION AND CULTURE**

APPLICATION FOR ADVERTISED POST

**NB. PLEASE USE A BLACK BALL POINT PEN AND PRINT IN BLOCK LETTERS
COMPLETE A SEPARATE FORM FOR EACH POST
PLACE AN X IN THE BLOCK WHEREVER APPLICABLE**

A. PARTICULARS OF POST APPLIED FOR

1. POST NO.		2. POST DESCRIPTION	
3. NAME OF SCHOOL/INSTITUTION			
4. DISTRICT			
5. REGION			

B. PERSONAL PARTICULARS

1. SURNAME			2. MAIDEN NAME			
3. FIRST NAME/S						
4. DATE OF BIRTH			5. IDENTITY NUMBER			
6. CITIZENSHIP :			7. SALARY/PERSAL NO.			
8. GENDER	MALE	FEMALE	9. STATE OF HEALTH	GOOD	FAIR	POOR
10*. DO YOU HAVE ANY PHYSICAL AND/OR MENTAL DEFECTS OR DISEASES ?					YES	NO
11. HAVE YOU BEEN :-						
11.1 *CONVICTED OF A CRIMINAL OFFENCE ?			YES	NO		
11.2 *DISMISSED FROM ANY EMPLOYMENT ?			YES	NO		
*If the answer is YES to any of 10, 11.1 and 11.2 please provide such details on a separate page.						
12. POSTAL ADDRESS						
		Postal Code :				
13. PERMANENT RESIDENTIAL ADDRESS						
		Postal Code :				
TELEPHONE NUMBER		HOME		CODE		
		WORK		CODE		
CONTACT PERSON		TELE.		CODE		

C.

LANGUAGE PROFICIENCY : INDICATE "GOOD", "FAIR" OR "POOR"

	ISIZULU	ENGLISH	AFRIKAANS	OTHER
SPEAK				
READ				
WRITE				

D.

QUALIFICATIONS

1. PROFESSIONAL TEACHING QUALIFICATION/S				
1.1 DEGREE / DIPLOMA				
1.2 MAJORS/SPECIALS				

2. ACADEMIC QUALIFICATION/S				
2.1 DEGREE / DIPLOMA				
2.2 MAJORS/SPECIALS				

E.

EMPLOYMENT DETAILS AND HISTORY

1. PROVINCIAL/NATIONAL DEPARTMENT OF EDUCATION							
2. WHERE STATIONED <i>Name of School/Institution/Other</i>							
3. CURRENT PERMANENT POST <i>Not Acting Posts</i>							
4. CATEGORY CLASSIFICATION*		B	C	D	E	F	G
5. DATE OF INITIAL APPOINTMENT*							
6. HAVE YOU AT YOUR OWN REQUEST BEEN DISCHARGED FROM THE SERVICE FOR ANY OF THE FOLLOWING REASONS*:							
6.1 VOLUNTARY PREMATURE RETIREMENT		YES	NO	CLOSE OF DUTY DATE			
6.2 MEDICAL BOARD		YES	NO				
6.3 VOLUNTARY SEVERANCE PACKAGE		YES	NO				

*If Applicable

7. SERVICE HISTORY

SCHOOL/INSTITUTION/OTHER	POSITION HELD	EXACT DATE OF SERVICE		REMARKS EG. WHY SERVICE TERMINATED
		FROM	TO	

8. TEACHING EXPERIENCE

8.1 PRIMARY SCHOOL

PHASE/FIELD/DIRECTION	SUBJECT	GRADES	INSTITUTION	PERIOD	
				FROM	TO
TOTAL NUMBER OF YEARS					

8.2 SECONDARY SCHOOL

PHASE/FIELD/DIRECTION	SUBJECT	GRADES	INSTITUTION	PERIOD	
				FROM	TO
TOTAL NUMBER OF YEARS					

9. OTHER EXPERIENCE

NAME OF EMPLOYER	POSITION HELD	POST DESCRIPTION	PERIOD	
			FROM	TO
TOTAL NUMBER OF YEARS				

I declare that the information furnished in this application is true, correct and complete in every respect. I understand that the furnishing of any false information will render my application invalid and could lead to prosecution. Furthermore, should it be found that the information furnished by me is false/misleading, I am aware that if a promotion was favourably considered on the basis of such information the promotion will be cancelled.

SIGNATURE OF APPLICANT _____

DATE _____

[PLEASE ASSIST BY COMPLETING THIS ACKNOWLEDGEMENT SLIP]

Dr/Mr/Ms : _____
Postal Address : _____

School/Other : _____
Code _____

Receipt is hereby acknowledged of your application for advertised Post No. : _____

REGIONAL CHIEF DIRECTOR : _____

Appendix F

PROVINCE OF KWAZULU-NATAL DEPARTMENT OF EDUCATION AND CULTURE

CURRICULUM VITAE

NB. Submit a separate CV for each post applied for.

1. SURNAME : _____
2. FIRST NAMES: _____
3. DATE OF BIRTH : _____ 4. IDENTITY NO. : _____
5. GENDER : _____ 6. CITIZENSHIP : _____
7. LANGUAGE PREFERENCE : _____
8. OTHER LANGUAGES : _____
9. HEALTH : _____
10. ADDRESS (PERMANENT RESIDENTIAL) : _____
POSTAL CODE : _____
11. ADDRESS (POSTAL) : _____
POSTAL CODE : _____
12. TELEPHONE (WORK) : CODE : _____ NO : _____
13. TELEPHONE (HOME) : CODE : _____ NO : _____
14. FAX (If applicable) : CODE : _____ NO : _____
15. EDUCATION QUALIFICATION/S : _____

- 15.1 DEGREE/DIPLOMA:

--	--	--	--
- 15.2 MAJORS/SPECIALS:

--	--	--	--

16. EMPLOYMENT HISTORY/DETAILS

SCHOOL/ INSTITUTION	POSITION HELD	EXACT DATE OF SERVICE		REMARKS EG. WHY SERVICE TERMINATED
		FROM	TO	

17. REFEREES : Furnish details of 2 persons who could provide further information on your suitability for the post. (Information required only in respect of outside applicants).

NAME	POSITION	ADDRESS	TEL. NO.	FAX NO.
1.				
2.				

SIGNATURE _____

100

DATE _____

CURRICULUM VITAE

18. COMMENT ON YOUR :

- a) Leadership : Administrative, Management and Related Experience
- b) Organisational Ability and Experience
- c) Professional Development, Educational Experience and Insight
- d) Leadership : Community Related

NB : You may use additional pages provided that this section of the CV does not exceed 1000 words. At the end of this section please indicate the total number of words.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

KWAZULU-NATAL DEPARTMENT OF EDUCATION AND CULTURE

CV1

CURRICULUM VITAE
FOR PROMOTION POSTS

30

ALL INFORMATION MUST BE REFLECTED ON THIS
FORM ONLYCOMPLETE THIS FORM LEGIBLY IN YOUR OWN HAND WRITING
UNSIGNED/INCOMPLETE CVs WILL BE REJECTED.

1. Name : _____ 2. Persal No. : _____
3. Qualification/s : _____ 4. REQV : _____
5. Gender : _____ 6. Present Post Held : _____
7. Current years of continuous Teaching Service as at 30/6/99 : _____ 8. Aggregate Service _____

1. LEADERSHIP : ADMINISTRATIVE, MANAGEMENT AND RELATED EXPERIENCE

DO NOT EXCEED 100 WORDS

10

2. ORGANISATIONAL ABILITY AND EXPERIENCE

DO NOT EXCEED 80 WORDS

5

3. PROFESSIONAL DEVELOPMENT/EDUCATIONAL EXPERIENCE AND INSIGHT

- 3.1 What contributions have you made towards preparing your colleagues/learners and/or parents to meet the challenges of transformation ?

 (2)

3.2 What have you done to promote COLTS ?

_____ (3)

3.3 Complete the table below in respect of your educational involvement over the last five years : (5)

NO	ITEM	TOPIC	DATE	VENUE
1.	Seminars/Conferences/ Workshops you organised			
2.	Seminars/Conferences/ Workshops you attended			
3.	Handouts, documents you prepared and presented			

10

4. LEADERSHIP : COMMUNITY RELATED

4.1 Give two activities in which you involved parents /community/agencies outside your own school. (2)

DATE	VENUE	NATURE OF ACTIVITIES

4.2 Name one position of leadership you hold in the community. (1)

4.3 Indicate at least one project/activity initiated and successfully completed by you as the team leader. Make reference to dates, etc. (2)

DATE	PROJECT	REMARKS

5

5. REFEREES

Indicate names and details of TWO persons, other than educator colleagues, who could substantiate information provided in this CV.

NAME	TELEPHONE NO./CONTACT NO.

6. *I hereby certify that the information supplied is correct and I undertake to furnish any original document on request.*

Signature of Applicant
curriculum vitae addition /smk

Date

**PROVINCE OF KWAZULU-NATAL
DEPARTMENT OF EDUCATION AND CULTURE**

SHORTLISTING : ASSESSMENT OF CV 1

1. SURNAME		2. FIRST NAME/S	
3. PERSAL NO.		4. POST NO.	
5. POST DESCRIPTION		6. POST LEVEL	
7. SCHOOL		8. REGION	

CRITERIA

1. LEADERSHIP : ADMINISTRATIVE, MANAGEMENT & RELATED EXPERIENCE

SCORE

10

2. ORGANISATIONAL ABILITY AND EXPERIENCE

SCORE

5

3 PROFESSIONAL DEVELOPMENT, EDUCATIONAL EXPERIENCE AND INSIGHT

SCORE

10

4. LEADERSHIP : COMMUNITY RELATED

SCORE

5

SCORE

30

REMARKS

NAME/SIGNATURE

NAME/SIGNATURE

CHAIRPERSON : _____

PRINCIPAL : _____

MEMBER : _____

SE/M/NOMINEE : _____

MEMBER : _____

OBSERVER : _____

MEMBER : _____

OBSERVER : _____

MEMBER : _____

OBSERVER : _____

DATE : _____

EC FORM/NA/10/11

**PROVINCE OF KWAZULU-NATAL
DEPARTMENT OF EDUCATION AND CULTURE**

INTERVIEW ASSESSMENT

1. SURNAME : _____
2. FIRST NAME/S : _____
3. PERSAL NO. : _____
4. PRESENT RANK : _____
5. PRESENT POST LEVEL : _____
6. QUALIFICATIONS : _____
7. YEARS OF SERVICE : _____
8. POST NO. : _____ POST DESCRIPTION : _____
9. SCHOOL : _____
10. REGION : _____

SUMMARY OF ASSESSMENT

CRITERIA	ASSESSMENT	
1. LEADERSHIP : ADMINISTRATIVE, MANAGEMENT & RELATED EXPERIENCE	14	
2. ORGANISATIONAL ABILITY & EXPERIENCE	7	
3. PROFESSIONAL DEVELOPMENT, EDUCATIONAL EXPERIENCE & INSIGHT	14	
4. LEADERSHIP : COMMUNITY RELATED	7	
5. PERSONALITY & HUMAN RELATIONS	7	
TOTAL SCORE	49	

REMARKS BY INTERVIEW COMMITTEE

COMMENTS BY OBSERVERS (If Any)

	NAME/SIGNATURE		NAME/SIGNATURE
CHAIRPERSON :	_____	PRINCIPAL :	_____
MEMBER :	_____	SEMI/NOMINEE:	_____
MEMBER :	_____	OBSERVER :	_____
MEMBER :	_____	OBSERVER :	_____
MEMBER :	_____	OBSERVER :	_____
DATE :	_____		

IC 10/01/2000

EC5

**PROVINCE OF KWAZULU-NATAL
DEPARTMENT OF EDUCATION AND CULTURE**

RECOMMENDED CANDIDATES

1. POST NUMBER		2. POST DESCRIPTION	
3. SCHOOL			
4. REGION			

NAMES OF RECOMMENDED CANDIDATES IN ORDER OF PREFERENCE

NO	NAME	PERSAL NUMBER	SCORE	ADDRESS	TELEPHONE NO.
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

NAME/SIGNATURE

NAME/SIGNATURE

CHAIRPERSON : _____

PRINCIPAL : _____

MEMBER : _____

SE/M/NOMINEE: _____

MEMBER : _____

OBSERVER : _____

MEMBER : _____

OBSERVER : _____

MEMBER : _____

OBSERVER : _____

DATE : _____

RATIFIED AT A FULL MEETING OF THE
GOVERNING BODY HELD ON _____ 1999

Chairperson

Date Submitted

**PROVINCE OF KWAZULU-NATAL
DEPARTMENT OF EDUCATION AND CULTURE**

**DECLARATION BY MEMBERS OF
INTERVIEW COMMITTEE**

We, the undersigned, hereby agree :

1. *To observe STRICT CONFIDENTIALITY in respect of all discussions concerning the shortlisting/interviews of educators by not communicating details thereof to any persons not having authority to know these details.*
2. *To withdraw from the Committee should we have a vested interest [by virtue of a blood relationship or marriage] in any applicant for the post or we consider that a close friendship with an applicant compromises our impartiality in the selection process.*
3. *To abide by the decisions of the Committee and understand that decisions taken by the Committee will be binding on all members of the Committee.*

	NAME	SIGNATURE
CHAIRPERSON		
MEMBERS		
PRINCIPAL		
SUPERINTENDENT OR NOMINEE		
OBSERVERS		

Date : _____
EC POH/MS/SMBA

PROVINCE OF KWAZULU-NATAL
DEPARTMENT OF EDUCATION AND CULTURE

Governing Body _____ School _____

Dr/Mr/Ms _____

Persal / ID No. : _____

A **NOMINATION : POST NO.** _____ **POST DESCRIPTION:** _____

1. The Governing Body nominates you for the above mentioned post.
2. Kindly indicate whether you accept or decline this nomination by completing Section B below and returning this form by _____.

CHAIRPERSON : GOVERNING BODY

DATE

B **ACCEPTANCE / REFUSAL OF NOMINATION**

1. I _____ hereby accept / decline the above mentioned nomination.
2. The nomination is accepted by me with the clear understanding that :
 - 2.1 I can only accept one nomination in this round of Promotions.
 - 2.2 Consequently, I have applied my mind to all the nominations made to me and I accept this nomination.
 - 2.3 I shall therefore not accept any other nomination.
 - 2.4 However, should I have committed myself for more than one nomination, I acknowledge that I shall forfeit my right to any nomination.
3. I acknowledge that this nomination is made without prejudice as the final approval rests with the Secretary for Education in terms of the amendment to Section 4[1], [2] and [3] of the Educators' Employment Act, Act No. 138 of 1994, as reflected in schedule 2 of the South African Schools' Act, 1996 [Act No. 84 of 1996].

SIGNATURE OF NOMINEE

DATE

C **ACCEPTANCE OF RESPONSE**

The above acceptance / refusal is acknowledged by me on behalf of the Governing Body.

SIGNATURE OF CHAIRPERSON

DATE

PROVINCE OF KWAZULU-NATAL
DEPARTMENT OF EDUCATION AND CULTURE

Governing Body

School

Dr/Mr/Ms _____

Persal / ID No. : _____

A NOMINATION : POST NO. _____ POST DESCRIPTION: _____

1. The Governing Body nominates you for the above mentioned post.
2. Kindly indicate whether you accept or decline this nomination by completing Section B below and returning this form by _____.

CHAIRPERSON : GOVERNING BODY

DATE _____

B ACCEPTANCE / REFUSAL OF NOMINATION

1. I _____ hereby accept / decline the above mentioned nomination.
2. The nomination is accepted by me with the clear understanding that :
 - 2.1 I can only accept one nomination on one particular post level in this round of Promotions.
 - 2.2 Consequently, I have applied my mind to all the nominations made to me and I accept this nomination.
 - 2.3 I shall therefore not accept any other nomination on the same post level.
 - 2.4 However, should I have committed myself for more than one nomination on the same post level, I acknowledge that I shall forfeit my right to any of those nominations.
3. I acknowledge that this nomination is made without prejudice as the final approval rests with the Secretary for Education in terms of the amendment to Section 4[1], [2] and [3] of the Educators' Employment Act, Act No. 138 of 1994, as reflected in schedule 2 of the South African Schools' Act, 1996 [Act No. 84 of 1996].

SIGNATURE OF NOMINEE

DATE _____

C ACCEPTANCE OF RESPONSE

The above acceptance / refusal is acknowledged by me on behalf of the Governing Body.

SIGNATURE OF CHAIRPERSON

DATE _____

DUTIES AND RESPONSIBILITIES OF EDUCATORS

INTRODUCTION

The ability of our education system to compete in an increasingly global economy depends on our ability to prepare both learners and educators for new or changing environments. This is in line with the mission in the corporate plan of the Department of Education to ensure that all South Africans receive flexible life-long learning education and training of high quality.

Management in education should be able to draw on the professional competencies of educators, build a sense of unity of purpose and reinforce their belief that they can make a difference. When and where appropriate, authorities need to allocate authority and responsibility which will ensure the building of human resource capacity.

In addition to the core duties and responsibilities specified in these documents certain specialised duties and responsibilities may be allocated to staff, in an equitable manner, by the appropriate representative of the employer.

A. PRINCIPAL

1. **JOB TITLE:** Educator - public school
2. **RANK:** Principal
3. **POST LEVEL:** 1 ; 2 ; 3 or 4
4. **THE AIM OF THE JOB:**
 - a) To ensure that the school is managed satisfactorily and in compliance with applicable legislation, regulations and personnel administration measures as prescribed.
 - b) To ensure that the education of the learners is promoted in a proper manner and in accordance with approved policies.

5. **CORE DUTIES AND RESPONSIBILITIES OF THE JOB:**

The duties and responsibilities of the job are individual and varied, depending on the approaches and needs of the particular school, and include, but are not limited to, the following:

GENERAL/ADMINISTRATIVE

- a) To be responsible for the professional management of a public school.
- b) To give proper instructions and guidelines for timetabling, admission and placement of learners.

- c) To have various kinds of school accounts and records properly kept and to make the best use of funds for the benefit of the learners in consultation with the appropriate structures.
- d) To ensure a School Journal containing a record of all important events connected with the school is kept.
- e) To make regular inspections of the school to ensure that the school premises and equipment are being used properly and that good discipline is being maintained.
- f) To be responsible for the hostel and all related activities including the staff and learners, if one is attached to the school.
- g) To ensure that Departmental circulars and other information received which affect members of the staff are brought to their notice as soon as possible and are stored in an accessible manner.
- h) To handle all correspondence received at the school.

PERSONNEL

- i) Provide professional leadership within the school.
- j) To guide, supervise and offer professional advice on the work and performance of all staff in the school and, where necessary, to discuss and write or countersign reports on teaching, support, non-teaching and other staff.
- k) To ensure that workloads are equitably distributed among the staff.
- l) To be responsible for the development of staff training programmes, both school-based, school-focused and externally directed, and to assist educators, particularly new and inexperienced educators, in developing and achieving educational objectives in accordance with the needs of the school.
- m) To participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management.
- n) To ensure that all evaluation/forms of assessment conducted in the school are properly and efficiently organised.

TEACHING

- o) To engage in class teaching as per the workload of the relevant post level and the needs of the school.

- p) To be a class teacher if required.
- q) To assess and to record the attainment of learners taught.

EXTRA- & CO-CURRICULAR

- r) To serve on recruitment, promotion, advisory and other committees as required.
- s) To play an active role in promoting extra and co-curricular activities in the school and to plan major school functions and to encourage learners' voluntary participation in sports, educational and cultural activities organised by community bodies.

INTERACTION WITH STAKE-HOLDERS

- t) To serve on the governing body of the school and render all necessary assistance to the governing body in the performance of their functions in terms of the SA Schools Act, 1996.
- u) To participate in community activities in connection with educational matters and community building.

6. COMMUNICATION:

- a) To co-operate with members of the school staff and the school governing body in maintaining an efficient and smooth running school.
- b) To liaise with the Circuit/Regional Office, Supplies Section, Personnel Section, Finance Section, etc. concerning administration, staffing, accounting, purchase of equipment, research and updating of statistics in respect of educators and learners.
- c) To liaise with relevant structures regarding school curricula and curriculum development.
- d) To meet parents concerning learners' progress and conduct.
- e) To co-operate with the school governing body with regard to all aspects as specified in the SA Schools Act, 1996.
- f) To liaise with other relevant Government Departments, eg. Department of Health & welfare, Public Works, etc., as required.
- g) To co-operate with universities, colleges and other agencies in relation to learners' records and performance as well as INSET and management development programmes.

- h) To participate in departmental and professional committees, seminars and courses in order to contribute to and/or update professional views/standards.
- i) To maintain contacts with sports, social, cultural and community organisations.

B. DEPUTY PRINCIPAL

1. **JOB TITLE:** Educator - public school
2. **RANK:** Deputy Principal
3. **POST LEVEL:** 3
4. **THE AIM OF THE JOB:**
 - a) To assist the Principal in managing the school and promoting the education of learners in a proper manner.
 - b) To maintain a total awareness of the administrative procedures across the total range of school activities and functions.

5. CORE DUTIES AND RESPONSIBILITIES OF THE JOB:

The duties and responsibilities of the job are individual and varied, depending on the approaches and needs of the particular school, and include, but are not limited to, the following:

GENERAL/ADMINISTRATIVE

- a) To assist the Principal in his/her duties and to deputise for the Principal during his/her absence from school.
- b) To assist the Principal, or, if instructed to be responsible for:
 - i) School administration
eg. duty roster, arrangements to cover absent staff, internal and external evaluation and assessment, school calendar, admission of new learners, class streaming, school functions; and/or
 - ii) School finance and maintenance of services and buildings
eg. planning and control of expenditure, allocation of funds/resources, the general cleanliness and state of repairs of the school and its furniture and equipment, supervising annual stock-taking exercises.

TEACHING

- c) To engage in class teaching as per workload of the relevant post level and needs of the school.
- d) To assess and to record the attainment of learners taught.

EXTRA- & CO-CURRICULAR

- e) To be responsible for school curriculum and pedagogy eg. choice of textbooks, co-ordinating the work of subject committees and groups, timetabling, "INSET" and developmental programmes, and arranging teaching practice.
- f) To assist the Principal in overseeing learner counselling and guidance, careers, discipline, compulsory attendance and the general welfare of all learners.
- g) To assist the Principal to play an active role in promoting extra and co-curricular activities in school and in the participation in sports and cultural activities organised by community bodies.
- h) To participate in departmental and professional committees, seminars and courses in order to contribute to and/or update one's professional views/standards.

PERSONNEL

- i) To guide and supervise the work and performance of staff and, where necessary, discuss and write or countersign reports.
- j) To participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management.

INTERACTION WITH STAKE-HOLDERS

- k) To supervise/advise the Representative Council of Learners.

6. COMMUNICATION:

- a) To meet with parents concerning learners' progress and conduct.
- b) To liaise on behalf of the Principal with relevant government departments.
- c) To maintain contact with sporting, social, cultural and community organisations.
- d) To assist the Principal in liaison work with all organisations, structures, committees, groups, etc. crucial to the school.