

**The Promotion of Post Level One Educators to Secondary School
Principalships in the Durban South Region: Problems & Solutions**

By

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Dissertation submitted in partial compliance with the requirements for the
Master's Degree in Technology : Education (Management)
at the Durban Institute of Technology

Reference declaration in respect of a Master's Dissertation.

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Date

ACKNOWLEDGEMENTS

The completion of this research study would have been impossible without the able assistance, unceasing encouragement and unfailing support of many people. I wish to express my appreciation and gratitude to the following people:

Mrs Julia Prosser, my supervisor, for her professional support, guidance and patience.

The Maduray Family and Rani Naicker for their technical assistance and encouraging discussions.

My late Dad, Mum and In-Laws for their moral support throughout my studies.

Finally my husband Merven and my sons, Tristan and Kellan, for their support, encouragement and patience.

ABSTRACT

The role of the principal is critical in ensuring that schools run efficiently and effectively. It is for this reason that an incumbent for the post of principal obtains the necessary experience in all aspects of management to fulfill this role. Prior to 1994, applicants were promoted strictly according to hierarchical ranking, that is, a Level One educator was promoted first to head of department, then to deputy principal and thereafter to the position of a principal. This ensured that by the time educators became principals they had acquired, through experience, the necessary management skills to run their schools.

After 1994 Post Level One educators could be promoted directly to principals' positions. This research looks at the consequences arising from the inadequacies of Post Level One educators who have been promoted directly to principalships in the Durban South Region of the KwaZulu-Natal Department of Education and Culture and focuses on the problems experienced by these principals.

The researcher looks at possible ways in which training can be used to solve these problems. Finally, in the light of research conducted in South Africa, England and Wales and certain states of the United States of America, the researcher makes recommendations to the Durban South Region to assist these principals so that they are able to manage their schools effectively and efficiently.

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List of Abbreviations and Acronyms

CV	<i>Curriculum Vitae</i>
ELRC	Education Labour Relations Council
HRM	Human Resource Management
INSET	In-Service Education and Training
KZN	KwaZulu-Natal
KZNDEC	KwaZulu-Natal Department of Education and Culture
LEA	Local Education Authority
LIFO	Last In First Out
NPQH	National Professional Qualification for Headship
PL1	Post Level One
VSP	voluntary severance package

Chapter One

1.1 Introduction

Chapter One deals with the promotion process and procedures at schools in the Durban South Region of the KwaZulu-Natal Department of Education and Culture. It also examines the transition and changes of the educational system after the first democratic elections in South Africa and focuses particularly on the consequences of promoting a Post Level One educator directly to a principalship. This research further appraises the educational qualification and service requirements for these promotion posts in the KwaZulu-Natal Department of Education and Culture and compares them to the promotion process in England and Wales. Furthermore, it makes a critical assessment of current practices and procedures for the selection of principals and the need for training these principals promoted directly from Post Level One in the Durban South Region of the KwaZulu-Natal Department of Education.

1.2 Pre-1994 and Post-1994

The professional development of educators ranks high on educational agendas. However, in South Africa, particularly in the Durban South Region of the KwaZulu-Natal Department of Education and Culture (KZNDEC), the fragmented nature of the training for school managers has left many new managers uncertain of how to manage their institutions. This problem has been further compounded when the system of promotion was adjusted to allow educators to move to senior positions without having progressed through the ranks. This created principals who had not been adequately exposed to the

proper management skills necessary to enable them to run their institutions efficiently and effectively. The researcher's particular interest lies with these principals who were promoted directly to the position of principalship without having been exposed to the management of the various levels of school structure.

The year 1994 ushered in a new era in South Africa. It was an era of rapid change in all spheres in the newly liberated South African society. The emergent Black *élite* and Black *intelligentsia*, which had been hitherto silent, began to articulate the demands of the majority. Black thinkers began to shape the future course of South Africa. During the years prior to independence the chant among the protagonists for change was 'liberation before education'. Many of us are painfully aware of the consequences to education, especially in Black areas, where education and educational institutions were destroyed. The Post-Apartheid era saw the demand for equity in education and the Ministry of Education piloted many new legislative reforms to meet the demands of disadvantaged communities. However, not all changes augured well for the fledgling democracy especially where education was concerned.

Vacancies arising at all levels were advertised, as is the case now. The applicant for each post was assessed at school level, followed by an assessment by the subject advisor in the case of Post Level One educators and by the superintendent (management) in the case of senior personnel. Each applicant was rated, that is, given a numerical assessment. This was followed by an interview to assess the suitability of the candidate for the post. Although not a foolproof method (in some cases it favoured certain individuals within the

ranks) it was widely accepted. Over 90% of the successful applicants made very good managers.

For many years, public schools in KwaZulu-Natal were controlled by at least five separate departments of education, each with its own criteria for the appointment of secondary school principals. After 1994, these departments of education were combined and brought under the authority of a single provincial administration known as the KwaZulu-Natal Department of Education and Culture (KZNDEC). This department introduced its own procedure and practice for selecting principals.

As in most spheres of South African society, the new government, listening to the demands of the people, decided to hand a substantial part of school management to the 'people'. The South African Schools Act was passed in 1996, introducing governing bodies into the school system. All the private schools in the country had governing bodies but this was an entirely new concept for public schools.

In the first instance, the governing bodies were seen as prestigious, creating a new pseudo 'elite' within the communities. It must be realized at the outset that these governing bodies wielded tremendous power over school personnel and also had the power of steering the destiny of the school. One such power vested in the governing body was that of promotion of personnel and it was, therefore, incumbent upon these bodies to ensure that the selection panels of members were adequately trained for them to do their jobs efficiently.

Rangraje (2003:18) states that, "Selectors require certain skills in selecting, which involves employing efficient short-listing 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".

The ability of the vast majority of governing bodies to promote candidates that would ensure the stability, progress and education objectives of the school, coupled with the newly instituted requirements for promotion, is a major problem. In the pre-1994 era it was unthinkable and unheard of for a Post Level One educator to be promoted beyond one level on the promotion ladder: a Post Level One educator was allowed to apply for a head of department post, which was Post Level Two, a head of department could apply for a deputy principal's position and a deputy principal could apply for a principal's post. Even industry did not dare promote a worker from the floor to management. Today, the unthinkable has happened: Level One educators can apply for and be promoted to a school's management structures as deputy principals and principals. These significant changes to procedures and processes has led to newly appointed Post Level One educators, promoted directly to principalships, unable to cope with the demands of their new job.

The researcher agrees with Seyfarth (1999:19) when he states that "Not all principals are capable of guiding schools through the labyrinth of change. Those who are self-confident

and trusting and who are willing to take risks are most likely to succeed in such ventures, but those who are not able to share power comfortably are likely to falter”.

In view of the above challenges, the role of the principal is critical in ensuring that schools work effectively. It is, therefore, necessary to reduce the negative consequences of these new procedures and processes.

1.3 Consequences of Promoting Post Level One educators directly to principalships

The purpose of this research is to highlight the consequences arising from the inadequacies of incumbents who have been promoted from Post Level One directly to Post Level Four. One cannot train on the job when dealing with people – the failures are damaging to a school’s society.

During tenure as heads of department incumbents acquire experience in the following:

- human relations – how to deal with people, parents and pupils in their departments;
- dealing with educators with problems and how to solve problems;
- management skills, including delegation skills;
- professional guidance to educators;
- advice on administrative matters such as examinations, tests and computing statistics. More importantly the incumbents liaise directly with upper management and in the process learn a school’s administration, policy, circulars and over the years accumulate competencies that will prepare them for the roles of deputy principal and thereafter principal.

The power based on his/her authority that a principal held was reduced when a new process of consultative management was introduced. Principals find the new scenario of greater freedom challenging and in most cases frustrating. Professional support for principals is minimal or entirely lacking, due to financial constraints. According to Singh and Kani (2000:89) we are faced with a situation in which “Principals are often appointed into their positions without having acquired the relevant managerial knowledge and skills. Once appointed, they are not exposed to any kind of organized in-service training programmes to empower them to mobilize their staff to produce quality education.”

The expressions “climbing the ladder of success” or moving “up the ranks” are associated with promotion. In all spheres of human endeavours, where vertical mobility takes place, the norm has been to use the tried and tested formula of promoting the experienced and qualified person. The very concept of block teaching (student teachers serving time in schools) shows the amount of emphasis placed on experience. This is even more relevant in an environment where personnel are concerned, in an environment where personalities have to be moulded, thinking has to be shaped and a positive vision created. Only by “moving up the ladder” of success can a manager gain the confidence and ability to manage people.

Those principals, who were promoted directly from Post Level One, experience problems in the following areas:

- discipline;
- personnel management;
- financial management;
- school climate/conducive environment;
- decision making;
- conflict management.

1.4 Background of the study

The researcher, an educator with twenty years' experience in education, has lived through the turbulent era of democratic change in South African schools. During the twenty-year period, the researcher has served under principals that were promoted through the ranks, as well as newly appointed principals promoted directly from Post Level One. Perturbed by the rapid decline in many areas of her own school environment, she made a comparative study of schools within her local district. After this study she attributed this rapid decline to the managerial inadequacies of principals who were promoted from the lower rungs of the ladder without getting the necessary "know how".

1.5 The Promotion Process in KwaZulu-Natal Schools

Public schools in KwaZulu-Natal inform the KwaZulu-Natal Department of Education and Culture (KZNDEC), that they have vacancies for principals. These posts are advertised in a Provincial Education Bulletin/Gazette such as the Human Resource Circulars. Strict deadlines for the return of application forms and *curricula vitae* are in order to ensure the efficient management of the selection processes.

1.5.1 Procedures for submission of applications

The HRM Circular No. 4 of 2003 dictates the procedures for submission of applications:

- a separate application, Form EC1, must be completed for each post;
- a *curriculum vitae* on the prescribed Form CV1 must be submitted with each application;
- a preference list of posts must be completed on the prescribed form, PREF 1;
- in addition all applicants must submit certified copies of the following documents to the principal/rector of their respective schools/colleges for validation:
 - Page One (1) of their identity documents
 - qualification documents.
- applicants are advised to be realistic when submitting applications for posts by bearing in mind such relevant factors such as their ability to function effectively in terms of the cultural and language needs of the community and the socio-economic environment of the schools to which they have applied;
- each applicant must ensure that each application has sufficient postage, as the Department will not collect applications with insufficient postage;
- applicants wishing to hand deliver their applications must do so to the personnel responsible in the relevant District Office;
- applications that are faxed will not be accepted;
- the Human Resource Management Directorate will not respond to any queries concerning posts advertised in the Bulletin. Educators are, therefore, advised to contact the appropriate official in the region in which the post is located.

1.5.2 Educational qualifications and service requirements

The educational qualification for all posts was matric + three (matric + three year post matric qualification), which included a recognized professional teaching qualification. However, today the basic qualification for teaching is a four-year Bachelor of Education Degree. Therefore, in order to apply for promotion, one does not require any management qualification.

Service requirements (actual and appropriate teaching experience): the minimum requirement in terms of experience for appointment to promotion posts are as follows:

<u>Post Level</u>	<u>Minimum Experience Required (years)</u>
2 (head of department)	3 years teaching experience
3 (deputy principal)	5 years teaching experience
4 (principal)	7 years teaching experience

Table 1: Minimum Requirements for Promotion

If one studies the above table, one would see that there is no particular post level requirement other than seven years teaching experience required for the post of principal.

1.6 Post Level One Educator

According to the Education Labour Relations Council (1998:11) the job description of a Post Level One educator is as follows:

“To engage in class teaching, including the academic, administrative, educational and disciplinary aspects and to organize extra and co-curricular activities so as to ensure that the education of the learner is promoted in a proper manner.” While the job description of a Post Level One educator is an important one in the development of learners, it does not

allow for the development of a teacher's administrative and management skills to run a successful school.

According to Seyfarth (1996:73), "Most principals begin their careers as teachers. Many of the skills that help one succeed in the classroom are useful in carrying out the responsibilities associated with the principalship. However, successful teachers do not always make successful principals, a fact that should be kept in mind in choosing administrators". Although Seyfarth (1996:73) acknowledges the role of classroom teaching experience, he does not believe that it can truly equip an educator to cope with the responsibilities associated with a principal's position.

1.7 The Promotion Process in England and Wales

In England and Wales governing bodies of schools consist of a combination of appointed, elected and co-opted governors. The governing body is central in the employment of principals and deputy principals. Vacant posts are advertised throughout England and Wales and overseas.

A selection panel is appointed by the governing body to select and appoint the most suitable candidate for the advertised posts. Although the Chief Education Officer or his representative can attend these meetings, he can only offer advice and does not have a casting vote in the decision making process. The selection panel is, however, obliged to consider the advice given by the Chief Education Officer before arriving at a decision. Once the selection panel has finalized the process, the entire governing body must ratify

the decision of the selection panel. In the event of a lack of consensus, the governing body must re-advertise the post. Once the process is finalized, the governing body recommends the most suitable candidate to the Local Education Authority (LEA) which will finalize the appointment. The law does not allow for discrimination in any form and legal procedures allow for applicants to dispute the result if they feel that they are discriminated against or if they perceive that the procedures followed were unfair.

1.8 Method of investigation

This study will focus on the promotion of Post Level One educators to secondary school principalships in the Durban South Region: problems and solutions. The researcher will investigate data collected from a variety of sources. This will include literature, the researcher's experience, the researcher's observation and a review of departmental circulars on promotion. The main method used in this investigation is a literature study. The study of primary sources in KwaZulu-Natal will include an examination of circulars, guides, and bulletins applying to education that were issued by the KwaZulu-Natal Department of Education and Culture and in Government Gazettes.

1.9 Outline of Study

Chapter One introduces the reasons for the study. Chapter Two will outline the skills required by principals in secondary schools. It will also discuss the problems that Post Level One educators promoted directly to principalship experience. Chapter Three will discuss the training of Post Level One educators promoted directly to principalship in the Durban South Region schools, as compared with requirements for headteachers in

England and Wales, requirements for headteachers in California, leadership development in San Diego and the Indiana Principal Leadership Academy. Chapter Four will follow with recommendations to the KwaZulu-Natal Department of Education and Culture for use in schools in the Durban South Region.

1.10 Summary

Chapter One introduced the reasons for and purposes of the study. The study was motivated by the researcher's observation of the problems that Post Level One educators experience when they were promoted directly to principalships. The selection procedure in KwaZulu-Natal and in England and Wales was reviewed. Chapter Two will discuss the training and core duties of Post Level One educators as well as the problems experienced by these Post Level One educators who were promoted directly to principalships.

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Chapter Two

2.1 Introduction

This Chapter will focus on the promotion of Post Level One educators to the post of principal. The researcher will show that the training of a Post Level One educator is totally inadequate to prepare him/her for management roles. The role of the principal is seen to be one that is largely varied in its application as

“Managers can no longer simply wait for instructions or decisions from government. The pace of change and the need to be adaptable and responsive to local circumstances require that managers develop new skills and styles of working. They must be capable of providing leadership for teams and able to interact with communities and stakeholders both inside and outside the system. They must be able to manage and use information to promote efficiency and support democratic governance” Republic of South Africa (1996:14).

In exploring these roles, it becomes clear that principals of schools have a very complex task of ensuring that their schools run effectively and efficiently.

2.2 Post Level One (PL1) educators

2.2.1 Training of Educators

The task of training and preparing students to become professional educators has been the domain of colleges of education and universities. Students undergo a four-year training programme. The training course comprises the theory of teaching practice, philosophy of education and subjects necessary to equip the educator to teach learners.

Student teachers are also given the opportunity to practise their theory of education in a real classroom situation under the guidance of their more experienced colleagues.

2.2.2 Core Duties and Responsibilities of Post Level One (PL1) educators

2.2.2.1 Teaching

The duties and responsibilities of educators (PL1) may vary from one particular school to the next. Republic of South Africa, (1999:20) states that the duties include the following:

- to engage in class teaching which will foster a purposeful progression in learning and which is consistent with the learning areas and programmes of subjects and grades as determined;
- to be a class teacher;
- to prepare lessons, taking into account orientation, regional courses, new approaches, techniques and aids in their field;
- to take on a leadership role in respect of the subject, learning area or phase if required;
- to plan, coordinate, control, administer, evaluate and report on learners' academic progress;
- to recognize that learning is an active process and be prepared to use a variety of strategies to meet the outcomes of the curriculum;
- to establish a classroom environment which stimulates positive learning and actively engages learners in the learning process;
- to consider and utilize the learners' own experiences as a fundamental and valuable resource.

2.2.2.2 Extra and Co-curricular

- To assist the head of department to identify aspects that require special attention and assist in addressing them;
- to cater for the educational and general welfare of all learners in his/her care;
- to assist the principal in overseeing learner counseling and guidance, careers, discipline and general welfare of all learners;
- to share in the responsibility of organizing and conducting extra (sports) and co-curricular (excursions) activities.

2.2.2.3 Administrative

- To co-ordinate and control all the academic activities of each subject taught (routine paper work, registers and work schedules);
- to control and co-ordinate stock and equipment which is used and required (basically the teaching aids from the school stock);
- to perform or share one or more of other non-teaching administrative duties, such as fire drills, timetabling, fee collection and staff welfare.

2.2.2.4 Communication

- To co-operate with colleagues of all grades in order to maintain a good teaching standard and progress amongst learners and to foster administrative efficiency within the school;
- to collaborate with educators of other schools in organizing and conducting extra and co-curricular activities;
- to meet parents and discuss with them the conduct and progress of their children;

- to participate in departmental committees, seminars and courses in order to contribute to and/or update one's professional views and standards;
- to maintain contact with sporting, social, cultural and community organizations;
- to have contacts with the public on behalf of the principal.

The prime function of a Post Level One educator is to deliver the curriculum. These educators have not been trained in management functions. Their training is related to broad pedagogic skills that help them to deliver a specific subject efficiently and effectively in the classroom. During their teaching experience some educators may have been exposed to some management functions in unions and other organizations, which may help them to cope with the duties and responsibilities of a principal. However, these educators are few in number in the Durban South Region of the KZNDEC. The job description of a principal requires him/her to have a wide range of management skills in order to run a school in accordance with education policies. It is for these reasons that the Post Level One educator has difficulties when he/she is promoted to a principalship.

2.3 Duties and responsibilities of the principal of a school in KwaZulu-Natal

Republic of South Africa, (1999:11-14), sets out the duties and responsibilities of the principal as follows:

The aim of the job:

- To ensure that the school is managed satisfactorily and in compliance with applicable legislation, regulations and personnel administration measures as prescribed;

- to ensure that the education of the learners is promoted in a proper manner and in accordance with approved policies.

2.3.1 Core Duties and Responsibilities of the Job

If we examine the “core duties and responsibilities” of the job of a principal, we find that a Post Level One educator has not been trained to discharge the following:

- the professional management of a public school;
- ensuring that Departmental circulars and other information, which will affect members of the staff, are brought to their notice as soon as possible and are stored in an accessible manner;
- the handling of all correspondence received at the school;
- providing professional leadership within the school;
- guiding, supervising and offering professional advice on the work and performance of all staff in the school, including, where necessary, discussing, writing and countersigning reports on both the teaching and non-teaching staff;
- ensuring that workloads are equitably distributed among the staff;
- being responsible for the development of staff training programmes, both school-based, school-focused and externally directed; assisting educators, particularly new and inexperienced educators, in developing and achieving their educational objectives in accordance with the needs of the school;
- participating in agreed school/educator appraisal processes in order to regularly review professional practice with the aim of improving teaching, learning and management;

- ensuring that all evaluation/forms of assessment conducted in the school are properly and efficiently organized;
- serving on recruitment, promotion, advisory and other committees as required;
- co-operating with members of the school staff and the school governing body in the maintenance of an efficient and smooth-running school;
- liaising with the Circuit/Regional Office, Supplies Section, Personnel Section, Finance Section of the KwaZulu -Natal Department of Education and Culture in respect of administration, staffing, accounting, purchase of equipment, research and updating of statistics relating to educators and learners;
- co-operating with the school governing body in all aspects as specified in the South African Schools Act, 1996;
- liaising with relevant government departments, for example, Department of Health and Welfare and Public Works as required;
- co-operating with universities, colleges and other agencies in relation to learners' records and performance;
- assisting in In-Service Education and Training (INSET) and management development programmes;
- participating in departmental and professional committees, seminars and courses to enhance professional standards.

2.4 Problems encountered in situations where a Post Level One educator has been promoted to a principalship in the Durban South Region

2.4.1 Decision Making

In this Chapter, the researcher will focus on decisions that impact on school administration. The Post Level One educator has not been trained to participate in the management of the school and his/her managerial skills as a Post Level One educator are confined to the routine administration of his/her daily classroom/extra and co-curricular activities. His/her first level of administrative experience derives from direct contact with his/her immediate superior, that is, the head of department. The researcher, from her prolonged experience as a Level One educator, has observed that bad decisions made by the principal have an effect on the entire school. Newly appointed principals are under scrutiny by their peers in surrounding schools, their superiors, their juniors, pupils and the community. However, having had experience as deputy principals, newly appointed principals cope adequately and in a matter of a short time they settle into their new posts. The problem remains with those newly appointed to a principalship from Post Level One. They lack necessary experience in the decision making process. Because of this these principals can be seen to make poor decisions in the Durban South Region of the KZNDEC.

As mentioned in the Introduction, post-1994 saw numerous developments in the flow of information into schools in the form of circulars, some of which test the interpretational skills of principals. The researcher has witnessed at first hand how the newly appointed Post Level One principals make incorrect decisions, sometimes because they misunderstand or misinterpret the circulars of the Department of Education. An example

of this is the HRM Circular No. 37 of 2002 (Procedures for the implementation of the post-provisioning norms) whereby the principal completely misinterpreted Page Three of this document, which read as follows:

- permanent educators must be classified according to the main subject or subject/group of subjects (Secondary School) or phase (Primary School) taught in 2002;
- in both the Junior Primary and Senior Primary Phase, an educator is expected to teach ALL subjects except where an educator is unable to teach a specific language;
- considering the approved curricular needs of 2002 of the school, the Principal allocates the permanent educators in terms of the main subject or subjects/group of teaching subjects in 2002 into the relevant subject/s or phases;
- should two or more educators compete for the same post after taking into account the curricular needs, the principle of last in first out (LIFO) must be applied.

LIFO is based on an educator's current years of continuous service in the Department of Education and NOT the number of years that an educator serves at a particular school.

Affirmative action is not utilized in declaring educators "surplus" to the staff establishment. However, it should be considered in the placement process.

The above clearly indicates that the curriculum needs of the school should be taken into account before that of an educator's years of service, but the principal used LIFO instead of curriculum needs, thereby misinterpreting the document.

A school principal is not as fortunate as the well-funded teacher unions, which have recourse to legal experts. Invariably, educators are also informed by their unions of relevant documents. The researcher observed that neighbouring schools, with experienced heads, did not suffer the disgrace of confrontation due to poor decisions. Downsizing and redeployment were the order of the day; it was a period of decision making for managers. Again, it has been noted that in certain schools calculated decisions were made by experienced principals, whose primary focus was on the vision they had set for their respective schools. Experienced principals based their decisions on an a number of factors, *inter alia*, the requirements of the Circular, the requirements of the school and the final decision was based on discussions with the teaching staff, not by management alone.

In one particular school, where the principal was promoted from Post Level One, a bad decision taken by the principal, without consultation or any degree of transparency, led to a series of confrontation between educators and management. The researcher has also observed favouritism emerging. Here was the situation where a friend was promoted to the most senior post. It was a widely held belief that the principal was coerced into interpreting the circular in a way favourable to a certain group. In so doing, a bad decision was made, impacting negatively on the school's morale.

2.4.2 Allocation of Resources

Each school must provide for the allocation of its available resources to accomplish its educational aims. These resources, both material and human, are nearly always scarce relative to the schools' needs. The process of allocation, therefore, involves the establishment of some form of priority, for example, to provide some physical facility, pay extra salary to additional educators, provision of teaching aids and paper. Funds that are expended for non-essentials are of course not available for educators. Deciding where to draw the line between the essential and the non-essential has become a major part of the job of the principal.

2.4.3 Human Resources

Schools in the Durban South Region were instructed to "downsize" staff in accordance with the regulation set out in the Redeployment and Redistribution Document. The researcher is aware of certain schools, where surplus educators were either transferred or employed temporarily. Coincidentally, these are the same schools that have principals that were promoted directly from Post Level One to a principalship. The researcher believes that an experienced principal would have made every endeavor to employ these educators. The burden of large classes would have been reduced, educators would have enjoyed the luxury of extra time to mark. The researcher notes that these heads promoted directly from Post Level One, do not have the will to implement any changes.

2.4.4 Financial Management

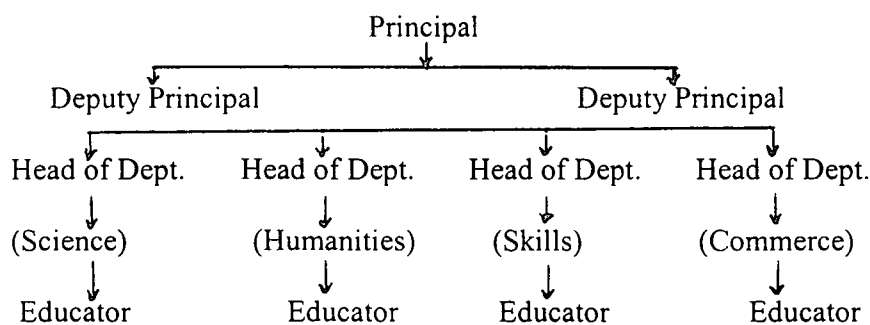
School principals are now instructed to draw up an annual budget showing income and expenditure. Members of these institutions are in most cases ignorant of the functions of governing bodies. Many of these members are not fully *au fait* with the South African Schools Act of 1996, which lays down strict guidelines for governing bodies.

In one particular school the researcher has observed that the school has a continuous cash flow crisis. As recently as this year many cheques issued by the school “bounced”. Yet every cheque issued by the school carries the signature of the school’s principal. To what does one attribute such irresponsible action on the part of the manager? Whilst this may be an isolated incident, it serves to illustrate the point that good managers would check or have mechanisms in place to observe such serious lapses in financial management.

2.4.5 Organisational Ability

2.4.5.1 Line Organisation

The devolution of authority stems from the principal who is at the top. The researcher has devised the following organogram to illustrate this.



Organogram 1: Line of Authority in a School

The principal, a representative of the Department of Education and Culture, is given authority to administer the school so that it fulfills the aims and objectives of an educational institution. In time managers may stamp their unique brand of management style on institutions. At the beginning of the first term of appointment, newly appointed principals begin with a style of management inspired by their former heads but gradually develop their own approach.

Having served under several heads, the researcher has noticed that principals who have been promoted directly from Post Level One lack certain management skills. Colleagues agree. The managers in question lack the skills necessary to plan and this leads to considerable delays in starting the academic year. From the researcher's observations over the past three years, she has noticed that schools with inexperienced managers (principals promoted directly from Post Level One) started the academic year only after a delay of more than a month.

The researcher at this stage wishes to emphasise that lapses in school administration occur over a wide range of schools. The researcher has observed the following lapses in effective administration at a particular school where a Post Level One educator was promoted as its principal. One important function is the control and administration of examinations but the following examples of mismanagement occurred:

- examination time-tables not handed to pupils on time;
- clashes in the examination time-table;
- pupils not informed of their correct examination centres;

- delays in starting examinations;
- lack of guidelines for invigilators;
- poorly executed invigilator rosters leading to clashes and rooms without invigilators;
- general chaos during the examination period;
- lack of any form of checking by the senior invigilator;
- no year planner;
- deputy principals unaware of their specific duties.

These have occurred for several years at one school but the researcher noted that no effort was made to rectify these administrative faults. The researcher also found that other schools experience similar forms of mismanagement. The researcher has been informed that there is no accountability by management and what is more disconcerting is that such routine lapses are not taken seriously.

2.5 The School and the Community

2.5.1 The Governing Body of Parents

During the course of the year at a school, the principal is expected to establish a good rapport with the parent community. As an educator, with twenty years' experience, the researcher can attest to the fact that, in general, the parent community is very critical of schools and it is always principals who are the recipients of criticism. Therefore, most principals are painfully aware of the need to establish a good relationship with parents.

Over the years serving as educators, heads of departments and deputy principals, they have acquired skills in dealing with parents. From the researcher's observation it was found that the situations at certain schools in the Durban South Region were totally unsatisfactory. At these schools, parents totally disregarded principals' authority.

Parents came to school without appointments, held conferences with teachers without the head's approval, removed children from the school without permission, were vulgar and rude to the principal. Curious to find out why the principal (promoted directly from Post Level One) at one institution was an object of ridicule, the researcher found the following reasons:

- appearing before parents at meetings without a well-planned agenda;
- inability to answer questions in respect of regulations and finances;
- frequent closure of school for trivial reasons;
- inability to monitor staff and curb high incidence of absenteeism and unnecessary leave-taking;
- not informing parents timeously of important school matters;
- taking decisions that effect the school population without proper consultation.

School functions were treated with contempt and fund raising events were failures. The parents were quick to point out the many administrative deficiencies at the school. They transferred their children to nearby schools and there was a dramatic drop in the school's roll and a consequent decline in staff.

2.5.2 The Principal and the Governing Body

The concept of governing bodies is relatively new in our public school system. Even ten years after its introduction, some less sophisticated communities have not come to grips with its many positive functions. One cannot attach any blame to them because they come from varied economic and educational backgrounds. Many of the principals promoted directly from Post Level One are unable to give the much needed guidance and support to the governing body.

2.6 Summary

In Chapter Two the researcher discussed the core duties and responsibilities of the Post Level One educator and the principal. The problems experienced by schools, where Post Level One educators were promoted directly to principalships, were discussed at length. The relationship between the Post Level One principal and the governing body, as well as the community was taken into consideration, as these relations are important for the efficient management of a school. Chapter Three will discuss the training of Post Level One educators promoted directly to principalships in the Durban South Region Schools, as compared with requirements for headteachers in England and Wales, as well as the United States of America.

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Chapter Three

3.1 Introduction

This Chapter focuses on the selection of secondary school principals. It deals specifically with the status of education management in South Africa and compares the selection of principals (headteachers) in England and Wales as well as in the United States of America. The Chapter further deals with models of training in California, San Diego and Indiana and evaluates these against the KZNDEC context.

3.2. The Status of Education Management in South Africa

The researcher compared the emphasis placed on the training of principals in other countries compared to South Africa and discovered that the promotion of principals from the ranks of Level One educator seems to be unique to South Africa. The researcher's contention is that there is no specific training schedule and programme devised to adequately equip a principal (promoted from Post Level One to Four) to perform his/her task effectively. It is felt that since the education authorities changed the promotion requirements, they should have planned a programme for these new principals.

Principals are offered an initial two-week induction programme, which is facilitated by superintendents of education. This programme, which includes topics such as conflict management, financial management and people management, does not sufficiently equip a Post Level One educator, promoted to principal, to run a school efficiently.

The programme of training given to principals is included in this Chapter. The purpose of providing the training schedule is to show that these programmes are only refresher courses for experienced principals. A well-planned and intensive training programme

should have been instituted to enable a Post Level One educator to become a school's manager. This is not being done. The training programmes offered in South Africa will be discussed below to show some of their inadequacies.

A task team on education management development was established in 1996 to audit, among its other functions, the needs and priorities of education management in South Africa. "One of the main challenges for education management is the development of an appropriate ethos and capacity in the systems, structures and managers of the education system so as to ensure that the newly defined goals are achieved" Republic of South Africa (1996:22).

The KZNDEC does not have a specific programme for dealing with the training of Post Level One educators promoted to principals. Some of its programmes are residential while those delivered by means of distance education are inappropriate for the challenges posed to these principals. The audit conducted by the task team showed that many principals feel that the numerous programmes currently offered are too academic and not sufficiently practical for their needs. Instead of focusing on control and delegation functions, non-governmental organizations and tertiary institutions provide courses, which emphasize issues such as leadership, organizational development and total quality management. These academic courses do not cater for the Post Level One educator promoted to principalship, who needs practical experience. The KwaZulu-Natal Department of Education and Culture should take the initiative and develop a strategy to train these managers.

Following the change in government, so too did the systems, structures, policies, procedures and processes for education management change. There were now new needs for the management of education. "...the situation at present is that, while the vision for the transformed education system has been set out in the policy frameworks and the new legislation, the system is still shaped by the ethos, systems and procedures inherited from the apartheid past" Republic of South Africa (1996:17).

There has been little planning as to how to address these new management needs.

"Training for leaders and managers – whether in schools, governing bodies, or administrations – has continued on a 'hit and miss' basis, and the numbers reached have been small in relation to the need. The problem is compounded by the lack of a locus for thinking about education management development or for providing the necessary support" Republic of South Africa (1996:12).

It was hoped that the task team on education management development would provide a detailed critique of the current status of education management and make suggestions for an ongoing, progressive management training programmes for principals. Mc Lennan (1996:40) indicating, "...many of these documents and policy frameworks simply highlight the need for capacity building without making suggestions about a sustained approach to the professional development of managers throughout the system".

Training in the form of workshops can take the form of a *bosberaad* in an informal setting. Also regular workshops to build capacity can be held with principals.

With the evolutionary change in the role and function of the South African principals, the question arises as to how well equipped the principal is for the managerial tasks. “The attainment of a qualification in educational management does not guarantee that a person possesses managerial abilities; only that he has the management knowledge” (Van der Westhuizen, 1997: 4). The qualification merely proves that the person knows the theory. Although, Post Level One educators promoted to principal may obtain the necessary theoretical qualification, the practical implementation of these theories is of critical importance in the managing of their schools.

In studying the logbook of a principal from the Durban South Region, the following were the meetings, workshops and training conducted by superintendents of education management.

Table 2: Logbook Entries of a School in the Durban South Region (2001/2002):

Principals' Logbook

2001

8-9 February	Education Management Development Workshop – convened by Department.
12 February	Principals' meeting – convened by District Manager.
16 February	School Governance Workshop on Cultural Diversity for principals – convened by Department.
20 February	Principals' meeting – convened by Superintendent of Education Management.
25 October	Workshop for principals – Public Speaking – convened by Department.

4 December	Principals' meeting – convened by District Manager.
7 March	Workshop on Early Childhood Development – convened by the Department.
17-18 May	Workshop on disciplinary procedure for educators – convened by Department.
24 May	Principals' meeting – convened by Superintendent of Education Management.
25 June	HIV AIDS Workshop for principals – convened by Department.
16 August	Principals' Cluster meeting – convened by Superintendent of Education Management.
17 August	Principals' meeting – convened by District Manager – discussed HRM 58 of 61.
19 September	Workshop for principals – Managing Diversity – convened by Department.
28 September	Principals' meeting – Rationalization and Redeployment – convened by District Manager.

2002

20 February	Education Management Workshop for principals – convened by Department.
22 February	Education Management Workshop for principals – convened by

	Department.
25-26 February	Whole School Evaluation Training – convened by Department.
23 May	Professional Development Workshop for principals – The Practical Implementation of Curriculum 2005 – Guidelines for Classroom Practice – convened by Department.
10 June	Principals’ meeting – purchase of textbooks – convened by District Manager.
20 June	Principals’ meeting – convened by District Manager.
25 June	Principals’ meeting – convened by the Provincial Audit Department.
17 September	Principals’ meeting – convened by District Manager.
22 October	Principals’ Cluster Meeting – convened by Superintendent of Education.
24 October	Principals’ meeting – convened by District Manager.
25 October	Workshop on Disciplinary Procedure for Educators – convened by Department.
7 November	Education Management Development Workshop on School Development Planning – convened by Department.
26 November	Principals’ meeting – convened by District Manager.

3.2.1 Analysis of the Programmes

There is an excellent interaction between departmental officials and school managers. Regular meetings are convened and these programmes are an example of what is discussed almost every year. Such a programme cannot be called a training programme but is more a refresher course dealing with routine matters or current issues confronting schools. These programmes are conducted with all principals irrespective of whether they have the necessary experience or not. What is conspicuous by its omission is a specific programme for Post Level One educators promoted directly to principalship.

3.3 Requirements for headteachers in England and Wales

“In the UK academic qualifications in educational management are not a priority, but professional experience and the fact that an aspirant head should have served as a deputy head for a number of years prior to appointment, is important. It is also becoming increasingly clear that it would be rare to achieve headship without significant management development experience” (Johnson, 1995:2).

South African training for educators at colleges of education, places a strong emphasis on the theory and practice of teaching the curriculum and not on the management of schools. Considering the recent changes that have taken place in the appointment of principals, the researcher considers the National Professional Qualification for Headship (NPQH), a very attractive option for South Africa, to put it back on track when considering the management system at schools.

In England and Wales, the government has initiated the NPQH. This has become a mandatory requirement for all those who aspire to the post of headteacher. This programme was designed to provide practical training for senior managers of educational institutions. According to Brundett (1999:12) “It is clear that one of the central imperatives for the introduction of the NPQH qualification was the belief that academic higher degree courses were focused far too much on the theoretical”.

Some of the advantages of NPQH:

- aspirant candidates would undergo a mandatory training period;
- during the training period, the trainee would be expected to do in-service training which will give him/her the necessary experience.
- once certified, the Post Level One principal will be readily acceptable by his/her peers. This social acceptance or the lack of it, as at present, is a cause of innumerable problems in the affected schools.

The NPQH programme has access for its candidates to an assessment centre and all candidates initially undergo a needs assessment. The needs assessment helps identify strengths, development areas and weaknesses for study by aspirant principals. The information gained from this assessment is used to compile a comprehensive programme towards gaining the qualification. “To be awarded the NPQH, candidates will be expected to show that they have the appropriate level of school learnership and management knowledge, understanding, skills and abilities to perform the tasks required of headship” (Arthur and Welton, 1996:37).

The rationale for NPQH is the idea that headteachers require expertise in the following: the strategic leadership and management of a school; learning and teaching in the school; management of people and relationships; management of resources and their development and deployment. This is to ensure the efficient and effective management of a school. Some of the key activities of the NPQH include problem solving, formulating and communicating strategy based on vision, inspiring followers and management as supportive of these functions (Lodge, 1998:5).

3.4 Requirements for headteachers in California

3.4.1 Programmes for Development of Administrative Skills

The California Commission on Teacher Credentialing conducted a study of administrator preparation in California and other areas in the United States of America. The results of the study led to the development of a programme, which adopts a tier approach. Each tier specifies the competencies to be achieved and the entire programme assumes a progressive nature.

The new programme incorporates eight components:

- all credential programmes in private or public universities must meet the programmes quality and standards;
- universities have professional latitude in how programmes are to be delivered;
- the curriculum of the credential programme plays a central role in programme quality;

- assessment of each candidate's attainment of the standards is the responsibility of the institution;
- the commission controlling standards allows programme variations should make allowance for different environments;
- the standards of programme quality should be roughly equivalent in breadth and importance;
- the commission assists universities in interpreting standards;
- universities' responses to the programme standards are judged by professionally trained peer review teams. (Stine and Lopez, 1997:2)

Tier 1 focuses on the preparation of the individual to perform the responsibilities of entry-level administrative positions. Factors considered for selection into the programme include sensitivity to diverse student populations, including but not limited to issues related to race, cultural backgrounds, socio-economic standards, ethnicity and disabilities. Sensitivity to and experiences with students, teachers and other school personnel are also considered. Field-work, under the supervision of the effective supervising administrators, forms one aspect of the Tier 1 programmes. This tier necessitates the collaboration between school districts and universities to identify field-work sites and positive role models.

According to Stine and Lopez (1997:3), the outcomes of the programme are to ensure competence and performance in:

- educational leadership;

- organizational management;
- instructional programmes;
- management of schools;
- human resource administration;
- fiscal resources and business service administration;
- legal and regulatory applications
- policy and political influences;
- school and community collaboration;
- use of technology.

Similarly, the Post Level One educator promoted directly to principal must possess these competences to ensure the effective management of his/her school. In California, upon being employed an administrator is issued with preliminary credentials. The newly appointed administrator has five years to complete the professional credential programme (Tier 2). A personalized development plan is compiled for each new administrator. “A district representative, a university representative and the new administrator cooperatively develop a programme that includes an initial assessment and the development of an induction plan, a mentoring component, required university coursework, an elective component that contains options, and a final assessment” (Stine and Lopez, 1997:4). The administrator can elect to do non-university activities or additional coursework. The planning team also needs to identify whether the administrator should complete the professional development programme, as offered by the California School Leadership Academy.

The professional level requirements include induction, academic programme, non-university activities and assessment. Induction involves a personalized plan for support for and mentoring of the candidate. It includes the pre-assessment of the candidate, a description of the programme to be undertaken and the manner in which the final assessment is done. The academic programme includes the university coursework, non-university activities and assessment. Non-university activities include, but are not limited to, activities offered by professional organizations, universities or additional coursework. Assessment involves the evaluation of a candidate's competence and the verification that all academic requirements have been met as set in the individual development programme.

3.4.2 The training of Level One educators for managerial posts in the Durban South Region as compared to the California Model

A study of the training schedule for principals clearly reveals that there is no separate training programme for Post Level One educators promoted to principal. They are grouped together with their more experienced colleagues. As pointed out above these courses offered are refresher courses for principals rather than a rigorous training course. Discussions with numerous principals has revealed that these programmes are in the form of lectures with very little scope for two-way interaction discussions or any form of "hands on" training. This is in contrast to the training schedule of the Californian authorities in preparing an individual to perform the responsibilities of an administrator. Potential managerial candidates undergo field-work training under supervision. The

outcome of the programme ensures the candidate's competence in all levels of management. Before a candidate is inducted a pre-assessment is done to evaluate the proficiency of the candidate in all aspects of the management of schools.

The Californian model, in which a thorough assessment is done, would be ideal for the training of Post Level One educators who have been promoted to principalships. It is foolish to retain a system that promotes a Post Level One educator to a post of principalship without an intervening training programme.

3.4.3 Leadership Development in San Diego

According to Ankeney, Streshly and Skidmore (1995:1) "...changes in credentialing requirements, internship and in-service practices, and necessary coursework have contributed to a situation whereby the road to administrative appointments has grown longer, the steps steeper, the hoops higher than ever before..."

In San Diego City Schools, Deputy Superintendent Frank Till announced the Leadership Development and Support Continuum for School Site Administrators, in which theory and practice were combined. In a special combination of supervision and support for school administrators, this project encompassed San Diego City School's management personnel, San Diego State University faculty and retired San Diego City School's administrators.

The continuum targeted five phases of a career in school administration, such as aspiring administrators (extensive recruitment efforts and preliminary or first tier, credential training), new principals and vice principals (advisor support system for second tier credential candidates), new principals and vice principals (annual leadership institutes), experienced administrators (short-term sabbaticals for seasoned administrators) and all administrators and district leaders to undergo professional development.

The main aim of the San Diego Schools and the San Diego State University is to provide support for administrators from the time they are recruited until retirement. The success of this programme is largely due to the involvement and interaction between professors (those involved in designing and implementing administrative training) and practitioners (those involved in day-to-day work in the schools). This prevents the “Ivory Tower Syndrome” where theory and practice, rarely come together. When new administrators are exposed to theory at university level, these lessons are reinforced at school sites by a group of experienced practitioners (Ankeney, Streshly and Skidmore, 1995:1).

There are one-to-one consultations at school sites during which each administrator’s needs are discussed. Groups meet informally to network and reflect on management issues and workshops are also held to address through in-service presentations common challenges. The KZNDEC could utilize similar strategies for those principals who lack the necessary practical expertise in managing their schools. San Diego City Schools’ retired administrators are screened, selected and provided with training. They are hired by the university to work with new administrators. Advisors are officially employed by

the San Diego State University and paid through the University Foundation, which receives funding from the school district. These administrators experience a sense of accomplishment when they help inexperienced colleagues. The relationships forged are powerful and productive and mentors are viewed as non-threatening as they are no longer employed by the district and are also veterans at the tasks they help the new administrator with.

Ankeney, Streshly and Skidmore (1995:4) report on a survey of new principals who concluded a successful year of involvement in the Leadership Continuum. In answer to the question, "What is your overall rating of the programme?" participants gave marks averaging 4,6 (with 5 as the highest rating), and wrote such comments as "This programme is exactly what City Schools needed" and "I really feel that as a new administrator you need some type of mentor/buddy and a sounding board that is confidential". The survey supported the success of the programme with more than 90% of the new principals wishing to continue to communicate with their mentors by phone.

3.4.4 Remarks About the San Diego Model

The San Diego schools screen administrators and once selected, provide them with training, unlike in South Africa, where neither screening nor training takes place. Many public schools have incompetent and inexperienced governing bodies: people who have no knowledge of the functioning of a school serve on these governing bodies. The task of selecting an effective leader has been left entirely to these men and women. Ever since the introduction of the system of governing bodies in public schools, there has been

discontent, disputes and legal-wrangling in the Durban South Region. There is no screening or proper selection of principals. If proper screening and wise selection had taken place, then many Post Level One educators would not have had accelerated promotion to principalships.

3.5 The Indiana Principal Leadership Academy

The researcher found that the Indiana Principal Leadership Academy has a very effective system which may be used to train Post Level One educators promoted directly to principalships.

The Indiana Principal Leadership Academy has five official goals, which are given to participants on their first day of orientation. They are:

- to identify and select principals who have demonstrated a potential for professional self-growth and develop that potential through an intensive and exciting improvement programme;
- to create a self-perpetuating cadre of school administrators to serve as facilitators and/or trainers of other administrators and teachers;
- to create an excitement for continuous growth among participants in academy programmes;
- to ensure school effectiveness by developing leaders of instruction as well as efficient programmes;

- to strengthen leadership skills through exposure to an in-depth application of “classic” administration themes, including leadership, school culture, school programmes and communication (Hallinger and Anast, 1992:3).

The Indiana Principal Leadership Academy’s programme is made up of eighteen days of training activities that are distributed over a two-year period. Principals may either apply for positions or be on the programme nominated by colleagues. From the perspective of the Indiana Principal Leadership Academy’s staff, participation is strictly voluntary.

Principals are selected so that a cross-section of Indiana principals are represented during any given year. The curriculum of the Indiana Principal Leadership Academy’s programme was influenced by research conducted between 1970 and 1985 in schools.

The research covers topics such as effective schools, school improvement, teacher effectiveness, instructional supervision, organizational change and instructional leadership. The curriculum aims to convert this research into practical applications for principals by implementing four broad content areas such as leadership, school programmes, school culture and communication (Hallinger and Anast, 1992:3-4).

Each content area is given four days within the eighteen day programme. The leadership course is made up of self-awareness techniques, teaching and learning styles, values clarification, stress reduction and time management. The school programme curriculum includes school improvement planning and models, teacher evaluation and instructional supervision. School culture comprises a unit on effective schools research, group process skills, institutional assessment, staff motivation and morale, classroom management and

staff development. The communication area emphasizes oral and written communication and school/business/community partnerships. All participants move through the four knowledge domains in a sequential pattern and as part of a cohort group (Hallinger and Anast, 1992:4).

The Indiana Principal Leadership Academy staff (Hallinger and Anast, 1992:4) use many different methods during the two-year training programme. Some of the activities include team teaching, collegial support teams, field-based experiences, small-group and individual projects, readings, lectures and self-directed learning contracts. Staff attempt to cover the same content and achieve the same goals with each group of principals although instructional activities may vary. The Indiana Principal Leadership Academy relies heavily on a standard training model called the Effective In-service Model which is made up of the following components: human development activity, instructional content, humour, evaluation and celebration.

3.6 Conclusion

According to the report of the task team on education management development Republic of South Africa (1996:25) “The key challenges to education management relates to the inappropriate nature of many of the existing management systems, processes and structures”. There has not been enough systematic thinking to conceptualize the education management development strategies relevant to the South African experience. There should be a focus on education management needs and priorities and appropriate strategies developed to address these needs and priorities.

The report of the task team on Education Management Development has identified, through an audit, the needs and priorities, appropriate policies, strategies and structures to support the growth of managers. These include policy development, shared vision, setting aims and objectives and decision making, systems which support effective management development, the ethos and practice of management to encourage a sense of motivation and initiative involving induction and leadership, selecting people with the right understanding, skills, knowledge and ability to do their work and diversity and equity in the education system so that discrimination is eradicated.

The Republic of South Africa (1996:26) has suggested that there is insufficient capacity to provide the training programmes required by Post Level One principals. KwaZulu-Natal has only just begun to develop the policy and strategic plans to meet the challenge of training promoted principals. A wide range of providers offer courses or programmes in the field of education management. These are in tertiary institutions, non-governmental organizations and the private sector. However, none of these providers on their own have the capacity to address the full range of needs.

Government cannot meet all the capacity-building of the system and will have to make use of a number of institutions and non-governmental organizations to provide management development. Education departments should develop guidelines and work closely with institutions to ensure that programmes are relevant to current management practices and day-to-day work demands of those Post Level One educators promoted to

principalships. This should include the development of appropriate accreditation mechanisms (Republic of South Africa, 1996: 24).

3.7 Summary

Chapter Three discussed the status of education management in South Africa and the lack of sufficient training for Post Level One educators promoted to principalships. The training and requirements for promotion to principalship in other countries, such as England and Wales and certain states in the United States (California and Indiana), were also discussed at length. Chapter Four will follow with recommendations to the KwaZulu-Natal Department of Education and Culture for use in the Durban South Region.

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Chapter Four

4.1 Introduction

Chapter Four deals specifically with recommendations for the training of Post Level One educators promoted directly to principalships in the Durban South Region of the KZNDEC. Key strategies such as certification, mentoring, the tridimensional concept of pre-service, induction and in-service are discussed as recommendations for the training of these principals. The researcher further recommends the training of governing bodies and the amendment of the promotion process as possible solutions to promotion to principalships without experience of the various levels of management in the school system.

4.2 Recommendations

In providing recommendations, the researcher believes that the following key strategies will assist in the improvement of inefficient and ineffective principals that have been promoted from Post Level One educators to principals in the Durban South Region. Van der Westhuizen's suggestion that "If a teacher is expected to be academically and professionally equipped before he can teach, the same requirements should be set for promotion positions (at least in respect of the post of principal)" (1997:6). The researcher concurs with Van der Westhuizen on the necessity for academic and professional training for Post Level One educators promoted to principalships.

4.2.1 Certification

If a Post Level One educator is promoted directly to a principalship without moving up the ranks, that is to head of department, then to deputy principal and finally to principal, then a certificate in Educational Management from a recognized tertiary institution should become compulsory. Morgan *et al.* (1984) in Mc Pherson (1999:91) suggests that “Selection for appointments to principalship should be made only from candidates who have successfully completed a Senior Management course. On such courses, potential principals could be involved in activities that are typical of principalship. In this way potential principals could be exposed to the skills and demands of principalship in a realistic and concrete way”.

The University of KwaZulu-Natal and the Durban Institute of Technology offer a range of management courses to support school managers to cope with the effective management of schools. These courses are offered on a part-time basis to enable those educators who wish to apply for promotion to obtain higher qualifications. Level One educators, who wish to apply for promotion to a principalship, should first be certified and then apply for promotion. A Further Diploma in Educational Management or a Master’s Degree in Educational Management should be considered advantageous for an applicant seeking promotion to a management position.

Superintendents of education management should be trained to conduct workshops and courses for aspiring principals. The KwaZulu-Natal Department of Education and Culture should fund the training programmes for prospective principals. There are

management programmes put together by the Education Management Development section of the Human Resource Directorate in the KZNDEC to develop principals to run schools efficiently and effectively. These are not targeted at Post Level One educators promoted directly to principalships. Furthermore, the superintendents of education management who are responsible for conducting these programmes do not have the necessary expertise themselves to help these principals run their schools.

The KwaZulu-Natal Department of Education and Culture should follow the example set by the Indiana Principal Leadership Academy (Hallinger and Anast, 1992:3-4) and train aspiring educators who aspire to principalships. The Indiana programmes consist of an 18 to 20 day series of training activities that can take place over a two-year period.

Similar courses could be offered to aspiring Post Level One educators who wish to apply for promotion to principalships. People should apply for admission and participation should be voluntary. The course content should be based on research of effective schools (to ensure success in the course), school improvement, teacher effectiveness, instructional supervision, organizational change and instructional leadership. This course content should be based on leadership, school programmes, school culture and communication as is that of the Indiana Principal Leadership Academy (Hallinger and Anast, 1992:4).

Approximately four to five days should be devoted to each of the content areas mentioned above. The school programme area should consist of school improvement planning and models and how to evaluate educators. The school culture area should encompass units on effective school research to be implemented in this course, group process skills, instructional assessment, staff motivation and morale, classroom

management and staff development. The communication area should focus on oral and written communication as well as school, business and community partnerships.

All participants, in a group, should progress through these areas in a sequential fashion.

The method of instruction over the two years should include team teaching, collegial support teams, field-based experiences, small group and individual projects, readings, lectures and self-directed learning. Alternatively, a short five-day course can be designed and offered. This course could take place on five consecutive days over the holidays, on five Saturdays or could be offered one day a month for five months.

After completing the course, each participant should receive a certificate of participation.

This would ensure that the Post Level One educator has received adequate training to manage a school effectively. He/she may know the theory but may not be able to put the training into practice. The researcher suggests that the superintendent of education management of the Durban South Region monitors these Post Level One educators who have been promoted to principalships so that they can obtain the necessary feedback required in respect of their training and practice. Therefore, it becomes necessary for formal follow-up procedures to be set in place to monitor the effectiveness of these programmes.

4.2.2 Mentoring

The researcher recommends that the KwaZulu-Natal Department of Education and Culture should make use of mentors to provide support for Post Level One educators who have been directly promoted to principalship. According to Singh and Kani (2000:90), “Mentoring is a process of empowerment that can provide support, skills and knowledge to those in need of it. Mentoring is a complex, interactive process, occurring between individuals of differing levels of experience and expertise, which incorporates interpersonal or psychosocial development, career and/or educational development, and socialization functions into the relationship. Mentors can share knowledge, information, and skills derived from their wealth of experience, help their protégés to set themselves realistic expectations and guide them in the right direction as far as their career expectations are concerned”.

Mentoring can be beneficial to the development of Post Level One educators promoted directly to principalships in the Durban South Region. Potential mentors can be found within the Durban South Principals’ Forum, of which all principals in the area are members. The KZNDEC should identify principals they think would make good mentors from this Forum. When identifying suitable mentors from the Principals’ Forum, the following criteria should be taken into consideration. Post Level One educators promoted to principalships should look for a good mentor who is committed to the role of mentoring, someone who is accepting of a newly promoted principal and is able to offer his/her time. The mentor has to keep abreast of developments in management and leadership issues such as the rules and regulations, departmental policies and ideally be

an effective, efficient, experienced and up-to-date manager. The mentor should be in a position to provide guidance on staffing needs, curriculum development, conflict resolution, development of the school's culture and climate and the function of schools' governing bodies.

The Durban South Region should develop programmes to prepare newly appointed principals. The committee should be made up of principals and superintendents of education management. The recommended form of support could take the form of grouping of schools for example, neighbouring schools in a particular area. Newly appointed principals should be attached to the mentor for a specific period to gain experience and knowledge. In this case, an experienced principal can act as a mentor to a newly appointed Post Level One educator who has been promoted to a principal's position.

If the governing body has appointed a Post Level One educator to a principal's position and if the former principal has retired, then the governing body could offer the retired principal a contract for a few months to mentor the new principal, provided the governing body has sufficient funds to pay this principal. The former principal could offer advice and guidance in areas such as human relations, financial management and conflict resolution. This could, however, be problematic if the newly appointed Post Level One educator promoted to the principalship does not share the views and ideas of the previous principal.

4.2.3 The Tridimensional Concept

The KwaZulu-Natal Department of Education and Culture should base their training on the tridimensional concept, which is pre-service preparation, induction and in-service education, advocated by Daresh and Playko (1992:18). This should be given to the Post Level One educator who is promoted directly to principalship.

4.2.3.1. The pre-service stage should include academic preparation for the Post Level One educator. Academic preparation is not compulsory for a principalship. In the pre-service stage it is advisable for the newly appointed principal to undergo training with regard to the management of a particular school. The programme should offer a brief outline on the history of the school, the successes and failures of the school, the management team, socio-economic status of the community and learners, parent participation and challenges facing the school.

4.2.3.2 Induction is the period when the Post Level One educator has been appointed as a principal and has a new job description. An induction can take the form of a year or more depending on the person appointed. It is now that a superintendent of education and management should monitor the progress of the newly appointed principal to identify areas where training is required. Regular consultations and on-site visits should assist in the identification of necessary development areas.

The KwaZulu-Natal Department of Education and Culture should monitor superintendents of education management to ensure that they are visiting schools and

providing newly appointed principals with the necessary support services. The budget for education in KwaZulu-Natal should provide for or subsidise training of superintendents of education management so that they, in turn, can provide the necessary skills to the Post Level One educators promoted to principalships.

Master's courses, specifically designed for managers of educational institutions were developed by the University of Natal (now University of KwaZulu-Natal) in 1984 and later by the Technikon Natal (now the Durban Institute of Technology) in 1994. The Durban Institute of Technology no longer offers educational management courses but the University of KwaZulu-Natal offers a wide range of management courses for educators aspiring for promotion. Superintendents of education management and Post Level One educators aspiring for promotion should be encouraged to register for these courses.

4.2.3.3 In-service education is of vital importance to the promoted person. The KwaZulu-Natal Department of Education and Culture should provide learning opportunities through in-service education and training (INSET) for those promoted. These courses should be designed to help a principal perform his/her duties more efficiently or effectively. The KwaZulu-Natal Department of Education and Culture should provide resources and funding. Administrative training and development must help those promoted to cope with problems and improve their managerial skills in relation to the goals and objectives set out by their schools and the region. One should note that training for principals does exist (as discussed in Chapter Three) but there is no

specific training for Post Level One educators who have been promoted directly to principalships.

One area that should be covered in the in-service programme is human relations. This would allow the Post Level One educator promoted to a principalship to deal with educators, pupils, parents, community leaders as well as officials from the Education Department or KZNDEC. Principals have to be on good terms with the local businessmen who can play a vital role in providing financial support, so that the schools can run smoothly. Another area in which training is important is financial management. The principal is the architect of the school's budget. He/she must supervise the drawing up and implementation of this budget.

Financial and management training should take the form of short-term workshops, seminars or conferences and the duration could be a few days or a few weeks. In-service training should be part of a long-term, systematic development plan. All participants should be involved in the planning, implementation and evaluation of programmes. This training can help alleviate a lot of fears experienced by Post Level One educators promoted to principalships in the Durban South Region.

4.2.4 Networking

Stevens (1991:146) states that "Local networks can help to prevent school-focused staff development from becoming too inward-looking by providing opportunities to work with colleagues from other schools in the area". Networking could be very advantageous to

Post Level One educators who were promoted to principals. Principals from different schools in the Durban South Region should be linked. The aim of this is to share ideas, concerns and effective practices on an ongoing basis. If a school is very successful in the region, then that principal can share his successes with the newly appointed principals. It is also important that newly appointed principals are part of a network and have meetings to discuss and share ideas, successes, common problems and daily challenges.

Networking can be very effective in that it offers a wide variety of solutions very quickly. It is also cost effective in that it eliminates the need for seminars, meetings and workshops. It also provides a certain measure of reassurance to the newly appointed principal that help is always at hand. A structured approach to networking can be a feasible approach in dealing with the complex problems faced by newly appointed Post Level One educators who have been promoted to principalships.

4.2.5 Training of the Governing Body

The governing body selection panel (who appoint principals) should be provided with guidance regarding the job description of principals so that they will be in a position to determine whether the Post Level One candidate has experience in leadership, management and administration. It is suggested that the KwaZulu-Natal Department of Education and Culture conduct training courses for all members of the selection panel to ensure that they select the right person for the right job. The superintendent of education management, who is a KZNDEC official, should guide, assist and be present throughout the selection process. This will ensure that the governing body members are cautious

when making appointments. Rangraje (2003:86) states "...adequate training will eliminate problems such as the transgression of roles, application of nepotism and bias, failure to verify information of the *curricula vitae*, incorrect techniques being employed and guess work in selecting".

4.2.6 Amendment to the Promotion Process

The researcher believes that the KZNDEC should revert to the previous system of promoting personnel through the ranks. Personnel should serve a minimum of two to three years in a particular post. This would mean that a Post Level One educator would be promoted first to the position of a head of department post. Thereafter a head of department, having served a minimum of two years, can apply for a deputy principal's post, and thereafter a deputy principal can apply for a principalship after two years. This would ensure that a Post Level One educator has the necessary management experience and skills to serve as a principal.

4.3 Conclusion

Research has revealed that Post Level One educators have been promoted to principalships in the Durban South Region, despite their lack of management training and experience in the administration of schools. Because they lack experience and training, this has created many problems for them.

The writer concurs with Botha (Abstract, 1993: viii) who states, "Although in practice experience remains one of the best teachers, greater efficiency can be assured and

mistakes eliminated with the help of well thought out training programmes. Practice ought therefore to be complemented with programmes in education management because the process of 'learning by experience' can never in itself be a healthy practice." Lack of training has resulted in the principal becoming frustrated and the educators becoming dissatisfied and not performing to their maximum ability. This has manifested itself in discipline problems and poor performance among learners.

The researcher has observed that the selection panels of some governing bodies of schools in the Durban South Region lacked the necessary training to make proper appointments. The selection panels have appointed Post Level One educators directly to the position of principal.

4.4 Summary

Chapter Four recommended that if Post Level One educators are promoted to principalships they should be adequately trained using the recommended strategies. The KwaZulu-Natal Department of Education and Culture must ensure that the necessary budgets are available for training of Post Level One educators promoted to principalships. This will involve certification, mentoring, the tridimensional concept, networking and the training of the governing body selection panel.

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-Addendum A

Secretary's Report of the Durban South Principals Forum for 2002/2003

1.Meetings

1.1 Exco Meetings: 14

1.2 General Meetings: 12

At these meetings, the following matters were discussed.

1.2.1 PGSES – Concerns with regards to service delivery. Formation of TST

1.2.2 Dr. J Swart:

OBE – Rationale for implementation

Learning Facilitation

Creative and Critical Thinking

Co-operative Learning Activities

Continuous Evaluation.

1.2.3 Physical Planning Section of Department:

Budget

Maintenance and Renovation

1.2.4 Department: New Leave Policy

1.2.5 Brahmakumaries – Stress Management

1.2.6 Art of Living Foundation: Health and Human Values

1.2.7 Greater Chatsworth AIDS Forum – Speaking and Writing

Competition for Secondary Schools

1.2.8 Friends of R.K Khans – appointment of educators in hospitals

1.2.9 Mr. H.B Singh – Introduction of IsiZulu in our schools.

1.2.10 Whole School Evaluation – Practical experience by Mr. N. Panday

1.2.11 New Salary Structure and IQMS – T.P Reddy

1.2.12 Seta Programme – Mr. S. Subramoney

1.2.13 CADSSA Sports: Affiliation Fees

Promotion of Sports

1.2.14 Letter to RCD: Concerns

Media reports on expenditure from the Education Budget

Durban South Education Development Centre

OBE Workshops

Staff Shortages – Salaries for temporary staff

Annual Leave for non-teaching staff at school

Leave Matters – Temporary Disability for Educators

1.2.15 Examinations – Progress Requirements – Mr. A.S. Bodasing

1.2.16 Section 20 vs. 21

2. Marketing

2.1 Fincol: Collection of school fees

2.2 Pal Studios

2.3 Medical Aid – Spectra Med – P. Shivanand

3.2 M. Tech Systems: I.T. Software – Business Applications for School Management

3.3 Liberty Life Group – Investments/ Disability

3.4 Fiona Khan – children's books on HIV/AIDS

3.5 V. Sharma Attorneys – collection of school fees

3.6 DRG Office Solutions

3.7 Security: CNL, HIjit

2.10 Duplo – Riso machines, ink, masters

2.11 Mondi – duplicating paper

2.12 Techno Imaging Systems – Badges

2.13 ABH Fair

3. Team Building Workshops

3.1 Drakensville and Eskom Power Plant

3.2 Quantini Resort: Sterkfontein

3.2 Eastern Transvaal

4. Day Trips

4.1 South African Breweries

4.2 Toyota

4.2 Train Trip to Scottsburgh – Metro Rail

5. Retirements

5.1 Mr. N. Naidoo (Greenvale)

5.2 Mr. I.U Singh (Glenridge)

5.3 Mr. D. Moodley (Cavendish)

6. Obituaries

6.1 Mr. G.P. Naidoo (Umhlatuzana)

6.2 Mr. T. Pillay (Brindhaven)

7. Congratulations

Mr G. Gumede – Deputy Director: Research Section – EMIS

8. Socials

8.1 4 Braais

8.2 2 Luncheons

8.3 2 Dinner/Dance

B. Kamal (Secretary)