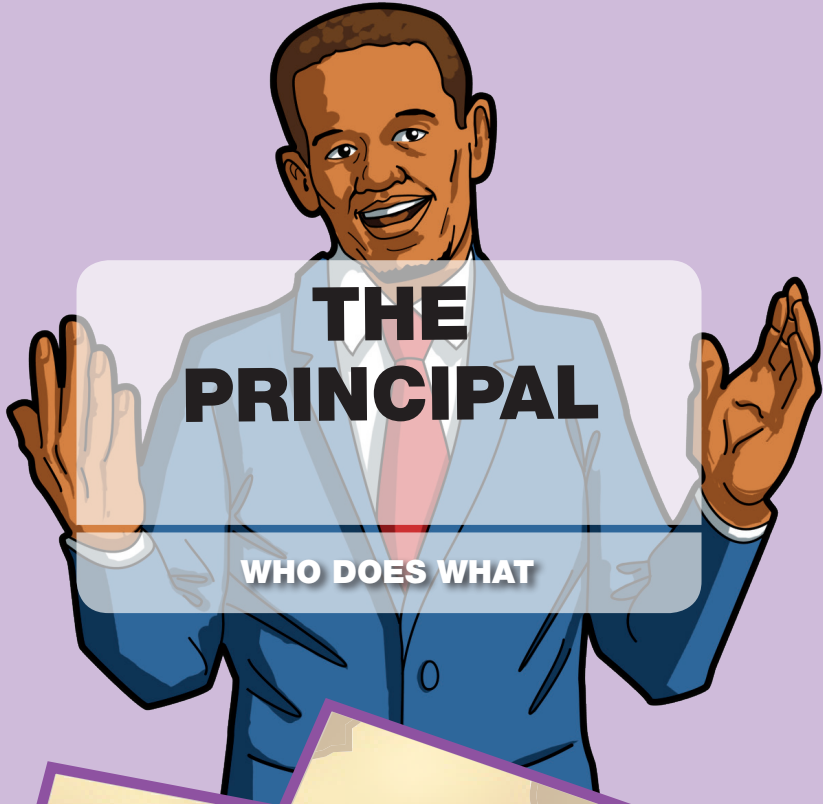




# Governing Schools Towards Excellence



## THE PRINCIPAL

WHO DOES WHAT

We are committed to provide functional and modern schools that enable quality teaching and learning to protect and promote the right of every learner to quality, equitable and relevant education.



“Education is the most powerful weapon which you can use to change the world”.








**Nelson Rolihlahla Mandela**

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## Icons (or symbols)

The following icons or symbols have been used to help you move through the material:

	Bright spark ideas icon	Anything out of the ordinary or special
	Do's icon	These are actions / tasks / activities that <b>MUST</b> be done. These are not 'nice-to-haves' but 'must haves'
	Don'ts icon	These are actions / tasks / activities that <b>MUST NOT</b> take place. Failure to not comply could lead to problems or issues.
	Hear this icon	Stories, scenarios and / or cases
	Think About icon	This is asking you, the SGB member, to think about an issue. It helps you think about issues in a new way.
	Tips icon	These are practical tips to be used
	Tools & Templates icon	This is to alert you to a tool or template that is available that will assist you in performing your duties.

## This resource

The following information about the role-players in SGBs is included in this resource book on 'Let's work together: roles & responsibilities':

### Overview

The Chairperson

The Treasurer

The Secretary

The Principal

Parent/ Guardian Representative

Learner Representative

Educator Representative

Non-educator Representative

Co-opted members

The District



## THE PRINCIPAL

In addition to his / her day-to-day role in the running of the school, the principal holds an important role on the SGB. He / she provides information and expertise around the teaching and management at the school.



THE CHAIRMAN

THE TRESURER

THE SECRETARY

THE PRINCIPAL

THE PARENT

THE LEARNER

THE EDUCATOR

THE NON EDUCATOR

THE CO-OPTED MEMBER

THE DISTRICT DIRECTOR



## Unit 5: The Principal



### Learning Outcomes

**By the end of the Unit you should be able to:**

- Know what can be expected from you as the Principal
- Know the skills expected from you as the Principal
- Know what you need / don't need from your SGB

He knows policy and legislation that may apply to the issues discussed by the SGB. The principal is an ex officio member of the SGB. This means he / she is part of the SGB because they hold the office of Principal. The principal is a full voting member of the SGB.

### The law says ... (SASA, Chapter 2:16)

The principal

- Must be a member of the governing body in his or her official capacity, i.e. because they are principal
- Is responsible for the professional management of the school (under the authority of the Head of Department)
- Must give the governing body the help they need to perform their functions
- Must, when placing learners with special education needs, take the parents' wishes into account
- May not be the treasurer of the governing body
- May not administer or allow the governing body to direct or authorize them (or the staff) to administer any admission test

### What can we expect from them? They must:



Do's

- Attend all meetings of the SGB
- Implement the decisions of the SGB (or ensure they are implemented by management), as long as these decisions are legal and proper
- Be involved in the discussions around school improvement and school development.
- Report on professional management issues
- Report on school performance
- Help the SGB to handle disciplinary matters (learners and staff)
- Let the SGB know about changes to policy and the law

## Skills

The Principal should:

- Be a good manager
- Be a clear communicator
- Be trustworthy
- Be informed about policy and legislation
- Have a clear understanding of how to do the management tasks
- Have a clear understanding of learning and teaching processes in the school.



Do's

### What does the principal need from his / her SGB?

- Trust
- Support
- Encouragement
- Motivation
- Expertise – especially in areas where he/she might lack expertise e.g. finance; building maintenance, legal; HR; IT
- Efficiency
- Income stream: school fee payments are up to date (if applicable), fundraising etc.



Don'ts

### What the principal does not need from his / her SGB?

- Undermining
- Taking over of roles
- Unnecessary interference
- Illegal decisions or requests
- Self interest
- Other agendas
- Wanting special treatment because they are a governing body member



Hear This

A forceful principal was appointed at a suburban school located near to, but outside, a township. Many township learners attend the school. The school has good facilities, but has very little cash. Many of the parents are hard-working factory or domestic workers. They have very little time to spare for school activities. The principal does not respect the skills of the parents, even the chairperson, treasurer and the secretary. Because of this he makes decisions, tells the SGB what needs to be done and does not allow for different opinions or input.



Think

How should an SGB respond to such a principal, ensuring that you maintain a co-operative and working relationship with him?





**Physical Address:**

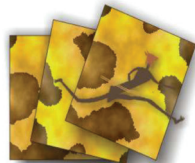
40 Hull Street  
Vrededorp  
Johannesburg  
South Africa

**Tel:** +27 (11) 830 2200

**Fax:** +27 (11) 830 2201

**Postal Address:**

Postnet Suite 161  
Private Bag X9  
Melville  
2109  
South Africa



**Matthew Goniwe**  
SCHOOL OF LEADERSHIP & GOVERNANCE

[www.mgslg.co.za](http://www.mgslg.co.za)