



DIE VERANDERING IN ONDERWYS
THE CHANGE IN EDUCATION



MINI-MBA VIR SKOOLHOOFDE

THE DIFFERENCE BETWEEN MANAGEMENT AND
GOVERNANCE



JUDGE MUSI SAYS THE FOLLOWING



- *Judge Musi says the following in the Grey verdict:*
- [1] When power, competency or authority is not properly delineated, circumscribed or exercised, dysfunctionality will reign supreme. Schools are not exempt from this truism. Schools need to pay careful attention to these issues if the democratisation and participatory management of schools are to survive. A partnership such as that envisaged for public schools in the South African Schools Act (the Act) can only flourish when there is mutual respect, trust and cooperation.

AN ATTEMPT AT A PRACTICAL DEFINITION



- The overall governance of the school rests in the SGB. The SGB has a fiduciary (trust) relationship towards the school. In other words the SGBs role is to **support the school administratively** so that educators may concentrate on their teaching. The SGB has to perform all duties and obligations placed on it in terms of the SASA. The SGB essentially:
 - ❖ **assists** the school with matters of administration, finance, discipline of the learners, etc. and
 - ❖ **develops** school policies aligned with the legal requirements of provincial and national policies.

AN ATTEMPT AT A PRACTICAL DEFINITION



- **Its work can be divided into six key functions**
 - ❖ **Steering:** Developing a **vision and mission statement** for the school; **setting policies** (extra-mural curriculum, subjects choice, codes of conduct, special educational needs, etc.), **drawing up budgets**; ensuring that **school fees are paid** by the parents; **keeping the financial records** of the school; starting and **administering a school fund**; approving school **developmental plans (SIP)**; **responding to whole school evaluation reports**; publishing improvement or post-evaluation plans; and **buying textbooks, educational materials and equipment** for the school
 - ❖ **Monitoring (SIM):** Making sure that the school **adheres to** its own and provincial **policies , budgets and plans**; keeping informed about the **education standards** in the school, including **learner achievement (TARGETS)**; control and **maintenance** of school property, **buildings and grounds**

AN ATTEMPT AT A PRACTICAL DEFINITION



- ❖ **Support:** Supporting and advising principals, e.g. by giving **financial management** advice, and by encouraging **community involvement**
- ❖ **Executive:** Taking **direct** responsibility for **recruitment of staff** and for **disciplinary matters involving SGB appointees**, while **recognizing the principal's responsibility** for managing the school; contributing to the **admissions policy** and to the school's **complaints and appeals system**
- ❖ **Accountability:** Ensuring that **parents are kept informed** about what is happening in the school as regards governance (newsletters, quarterly financial statements, budgets, etc.) and that **parents' views are taken into account**
- ❖ **Discipline:** together with the principal, educators and broader parent community, is responsible for **maintaining a disciplined school environment**.

AN ATTEMPT AT A PRACTICAL DEFINITION



- **Role of school governance vs. professional management**
- There should be a **good partnership** between the **School Management Team** and the **Governing Body**. Their roles should **complement** each other and it is important that they do not usurp each other's functions. If there is conflict regarding usurping each other's functions they should try and resolve the conflict themselves. If this is not possible then they have to call upon the Circuit Manager to act as a mediator.
- The Governing Body must take responsibility for **governing the school**. It must ensure that its functions in terms of Schools Act is carried out in an effective and ethical manner, that school policies are properly drawn up and that the school's grounds, buildings and funds are properly administered and accounted for. In other words, the governing body is responsible for school governance. **Governance means the act of governing; guiding or ruling an organization.**
- In terms of section 16 paragraph 3 of the SASA the **professional management** of a public school must be undertaken by the principal, under the authority of the Head of Department.

AN ATTEMPT AT A PRACTICAL DEFINITION



- As IJ Oosthuizen and others so rightly say in the authoritative work “Aspects of Education Law:” ... although governance and management both refer to control and administration functions, there is a fundamental difference between the two concepts. In the education context, school governance refers to the specific functions prescribed and allocated to Governing Bodies in terms of the SA Schools’ Act. All the other functions not specifically mentioned in the Schools’ Act remain the functions of the department of Education and in particular the principal as professional manager.”

SPECIFIC TASKS ATTRIBUTED TO THE SGB BY SASA



- SECTION 5 : ADMISSION
- SECTION 6 : LANGUAGE
- SECTION 7 : RELIGIOUS OBSERVANCE
- SECTION 8: CODE OF CONDUCT
- SECTION 9 : SUSPENSION AND EXPULSION
- SECTION 15: EMBODYING THE 'JURISTIC PERSON'
STATUS OF THE SCHOOL
- SECTION 16 (2) POSITION OF TRUST

IT'S A MATTER OF TRUST



- In practice, the SGB should support the school management to do their work, help shape the policies within which the school should function and help ensure that the money paid by the parents and the state is properly applied.
- The SGB should also ensure that the full spectrum of education remains the priority of the school. An SGB is not there for running the day-to-day management tasks of the school, with hundreds of committees peeking over each teacher's shoulder.
- An SGB helps establish and preserve a space / culture within which a principal and his management team must and can function. The SGB must ensure that the school remains relevant and adheres to its community's needs.

IT'S A MATTER OF TRUST



- The SGB helps the Department select the persons to be appointed to manage the school, and he also introduces a few extra persons (sometimes even more than the state provides) to serve the school under the management of the principal and management team.
- An SGB thinks about where a school and the school community are heading.
- An SGB that tries to take over the school management and circumvents fair processes, does not have good advisers and does not act in the best interest of the school and its learners.

SPECIFIC TASKS ATTRIBUTED TO THE SGB BY SASA



- SECTION 17 : AN SGB GOVERNING 2 OR MORE SCHOOLS
- SECTION 18 : CONSTITUTION
- SECTION 18A: CODE OF CONDUCT
- SECTION 20: FUNCTIONS OF ALL SGB'S
- (a) PROMOTE BEST INTERESTS
- (b) ADOPT A CONSTITUTION
- (c) DEVELOP A MISSION STATEMENT
- (d) ADOPT A CODE OF CONDUCT
- (e) SUPPORT PRINCIPAL AND STAFF IN THE
PROFESSIONAL MANAGEMENT

SPECIFIC TASKS ATTRIBUTED TO THE SGB BY SASA



- (eA) : ADHERE TO ACTIONS OF HOD WITH TO ADDRESS INCAPACITY OF HEADMASTER OR TEACHER
- (f) DETERMINE TIMES OF SCHOOLDAY CONSISTENT WITH EMPLOYMENT CONDITIONS
- (g) ADMINISTER SCHOOL PROPERTY
- (h) ENCOURAGE PARENTS TO DELIVER VOLUNTARY SERVICE
- (i), (j) & (jA) & 4-11 ASSIST HOD IN APPOINTMENTS
- (k) & 2. ALLOW REASONABLE USE OF SCHOOL FACILITIES
- (l) & (m) DISCHARGE ALL FUNCTIONS OF APPROPRIATE ACTS
- (3) MAY JOIN ASSOCIATION REPRESENTING SGB'S

SPECIFIC TASKS ATTRIBUTED TO THE SGB BY SASA



- SECTION 21
- (a) SCHOOL PROPERTY
- (b) DETERMINE EXTRAMURAL CURRICULUM AND SUBJECT CHOICE
- (c) PURCHASE LTSMA
- (d) PAY FOR SERVICES
- (dA) PROVIDE ABET CLASS OR CENTRE
- (e) OTHER FUNCTIONS CONSISTENT WITH THE ACT
- 2-6 CONDITIONS GOVERNING SECTION 21-APPLICATION
- 22, 25 , 36 – WITHDRAWAL OF FUNCTIONS, FAILURE TO PERFORM, SUPPLEMENT STATE RESOURCES

SPECIFIC TASKS ATTRIBUTED TO THE SGB BY SASA



- 37 SCHOOL FUNDS ADMIN OF SCHOOL FUNDS – ONE BANK ACCOUNT, ALL MONEY MUST GO INTO IT, USED FOR EDUCATIONAL PURPOSES
- 38 BUDGET
- 38A – PROHIBITION OF EXTRA PAYMENT
- 39 SCHOOL FEES
- 42 KEEPING FINANCIAL RECORDS
- 43 AUDIT

HAPPY BUS? SAFE?





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