



ANGLO AMERICAN CHAIRMAN'S FUND PARENT PROJECT

An NPO Collaboration

Compiled and edited by Giulietta Harrison

VOLUME 2



ELRU - info@elru.co.za



Lebone - g.gush@kingswoodcollege.com



Gadra - kelly@gadraed.co.za



CSD- g.harrison@ru.ac.za



Angus Gillis - lucy@angusgillisfoundation.co.za



Famsa - famsa@imagnet.co.za

NPOs INVOLVED IN THIS COLLABORATION

INTRODUCTION

The main objective of the Anglo American Chairman's Fund Parent Support Programme is to educate and empower parents to effectively support the education and healthy development of their young children (age 0 to 5 years). As a collective, the NPO's involved in developing and piloting this programme believe that in order to transform the educational, and resultant life-long, opportunities of South African youth, it is essential to empower and mobilise parents. In order to reach this goal parents need to not only be aware of their responsibilities and rights with respect to education but also have the knowledge to make necessary changes. With this knowledge parents are given the tools to become more actively and positively involved in their children's education. This programme has been developed with the belief that schools, teachers and children can be transformed by the involvement, support and mobilisation of parents.

This programme is designed to help parents to better understand their relationship with the school their child attends and, how they can support the learning process through their involvement. Parents' rights and responsibilities with regards to their children's education as well as the importance of good governance and the benefits of parental involvement.

The programme should be facilitated by experienced field workers who have an existing relationship with the school, institute or area where the parent group is based. The programme should be run in the home language of the intended audience in order to ensure that all parents have the opportunity to actively engage and participate.

The programme has been designed to runs over 5 sessions. The topics of each session build on one another providing both basic understanding and practical implementation tools. Each session should be no longer than 1 ½ hours.

Topics covered:

The role and responsibilities of parents engaged in governance.

Financial management and governance.

The development of policies and SGB/MC constitution.

Communication.

Conflict resolution.

This document outlines the content covered in each workshop as well as useful additional resources and suggestions for practical application. All workshop beneficiaries receive a resource pack at the conclusion of the workshop series to enable implementation at schools regardless of economic status.

This programme has been piloted at five separate sites in the Cacadu District in the Eastern Cape and the outcomes have been used to further develop this document. None of this would have been possible without the support of the Anglo American Chairman's Fund.

NPOs Involved in this collaboration	i
The role and responsibilities of the parent engaged in governance	4
What is a school governing body or body of governance?	4
Why should parents get involved in the school governing body/ body of governance?	4
Who participates in a school governing body or Management Committees?	5
Why is it important to define the parent's role?	5
What is the parent's role?	6
What are the parents' responsibilities?	9
Elections for the governing body?	11
Threats and challenges for the SGB/MC	12
Useful Resources	13
Financial management and governance	15
The importance of raising funds and the parent's role	16
The role of the treasurer	17
Diagrammatic Representation of a Financial Statement	18
Tasks of the treasurer	18
What would the treasurer look for when evaluating a school's financials?	19
The Development of Policies and SGB/MC Constitution	21
Constitution	21
Resources	27
Communication	28
Who do we communicate with?	28
Why is it important to communicate?	28
What type of information should be communicated?	29
Outside communication	31
Basic communication protocols	32
Resources	32
Conflict Resolution	33
Resources	48
Non profit organisation Annual Report guidelines	39

Director: Narrative Report for NPO	40
Sample of Language policy	45
SAMPLE 2 - DISCIPLINE POLICY	54
Layout of a letter	60
Sample logos for discussion	62
References	63



The role and responsibilities of the parent engaged in governance.

The time is always right to do right”

Nerlson Mandela

The first workshop in this programme deals with the roles and responsibilities of the parents when serving on a board or body of governance at a school or Early Childhood Development (ECD) Centre.

What is a school governing body or body of governance?

Prior to democracy, educators, learners, parents and communities were excluded from school governance, however with the advent of the South African Schools Act of 1996, all public schools were required to have a democratically elected School Governing Body or Management Committee (SGB/MC). According to the Act, the SGB/MC is mandated to set the policies and rules that will allow the school to flourish. The implementation of the policies are the responsibility of the SGB/MC and the staff of the school. Owing to the malfunction of many SGBs in the early years of democracy, the label ‘School Governing Body’ acquired some negative connotations and some schools, especially in the Early Childhood Development sector, have chosen to use the label ‘Management Committee’ instead of SGB. For the purposes of this training manual we have used both terms as the SGB remains relevant but we feel it is appropriate to allow facilitators to choose which label best suits their contexts of training.

As a parent, your relationship with the school starts on the day that you decide to register your child with a particular school. This relationship is defined by a set of rights and responsibilities towards the school. The SGB/MC stands in a position of trust towards the school and is a statutory body of parents, educators, non-teaching staff and community members. These parties seek to work together in order to promote the well-being and effectiveness of the school community and thereby enhancing teaching and learning. The SGB/MC exists independently of its members which means that even if all the members were to resign, the SGB/MC would be responsible for any existing contracts. Section 20 of the South African Schools Act 84 of 1996 determines the various functions applicable to all school governing bodies or management committee.

Why should parents get involved in the school governing body/ Managing Committee?

As parents, this is an opportunity to promote possibilities and opportunities for all the learners that are at your child’s school. It is the responsibility of every parent to take

an interest in and have a say in the running of the school. Thereby ensuring that the school provides the best possible quality education to all the learners. Experience has shown that schools with a high level of parental involvement are often the schools that perform well above average both academically and socially. The reward for the parent is an improvement in their child's education and therefore a potentially better future.

Who participates in a school governing body or Management Committees?

A parent can represent other parents on the governing body if they are nominated and voted for by the parents at an AGM. Traditionally the school governing body /Management Committee consists of the following:

- School principal
- Elected representatives (parents, educators, other staff and community members)
- Optional co-opted members.

The majority of voting members must be parents who are representing the rest of the parents in the school. The SGB/MC may co-opt members with expertise in areas that may benefit the SGB/MC and the school. Any member of the community who can offer particular skills, creativity and a passion and commitment to quality education. The Principal or Supervisor must provide parents with information about the next annual election in order for them to nominate candidates and follow due diligence.

You are not eligible to serve on the SGB/MC if you are mentally ill; have a criminal record or have been on the SGB/MC for more than one term. An SGB/MC member's term may not exceed three years. For office bearers, the term of office is one year. Office bearers may stand for re-election once that one-year term has expired.

Why is it important to define the parent's role?

Clearly defining the role of the parent is essential to the success of governance in a school or Early Childhood Development (ECD) centre. If parents are not made aware of what their role is and how to meet the expectations of that role, they will make assumptions that can lead to tension between the parents and the school/ECD centre or the parents and the teachers/staff of the school/ECD centre. Examples of this could include making the assumption that the parents have the right to 'fire' a teacher they dislike or to dictate how the Principle/supervisor should perform their role. It should be noted that the Principle is answerable to not only the SGB/MC but also to their employer namely the Education Department. The result of this sort of assumption is that the relationship between the parents and the school/ECD centre becomes strained with neither party benefiting from the collaboration.

What is the parent's role?

The South African Schools Act gives the SGB/MC the responsibility to strive for the development of the school. The parent's role on the SGB/MC is multifaceted:

- to represent all the parents in the school;
- to make sure that they play a role in improving the quality of education in their chosen school/ECD Centre;
- to measure accountability on the part of both the parents and the staff;
- to assist in raising funds to improve the schools' resources and the needs of the pupils;
- to help in the decision making processes of the school;
- to encourage transparency between the parents and the staff;
- to assist in the drawing up of a constitution for the management body;
- to assist in the development of school policies;
- to monitor discipline issues/conflict resolution;
- to encourage parents, learners, educators and other staff to render voluntary services to the school;
- to open and maintain one bank account for the school;
- to prepare an annual budget and submit it to parents for approval;
- to draw up and submit audited financial statements to the provincial department of Education;
- to decide on applications for exemptions from school fees.

The Schools Act also makes provision for SGB/MCs to apply for additional responsibilities, such as determining the subjects taught and an extra-mural curriculum.

Activity:

Discuss some of the suggested roles with your group giving each group of parents one of the roles. Ask them to come up with ideas of how they would see themselves achieving the role they have been given.

Possible structure of body of governance.

The number of parent members must be one more than the combined total of the other members of an SGB/MC who has voting rights. Each province has prepared a schedule determining the number of members in each component of the SGB/MC, based on this criterion and on the learner enrolment of the school. An SGB/MC must elect office-bearers, including a Chairperson, Treasurer and a Secretary. The Treasurer should have some financial expertise and experience. The Treasurer's duties include overseeing and advising on financial matters; helping to draft the quarterly financial report and monitoring income and expenditure on the budget. The role of the treasurer will be outlined more extensively in another workshop.

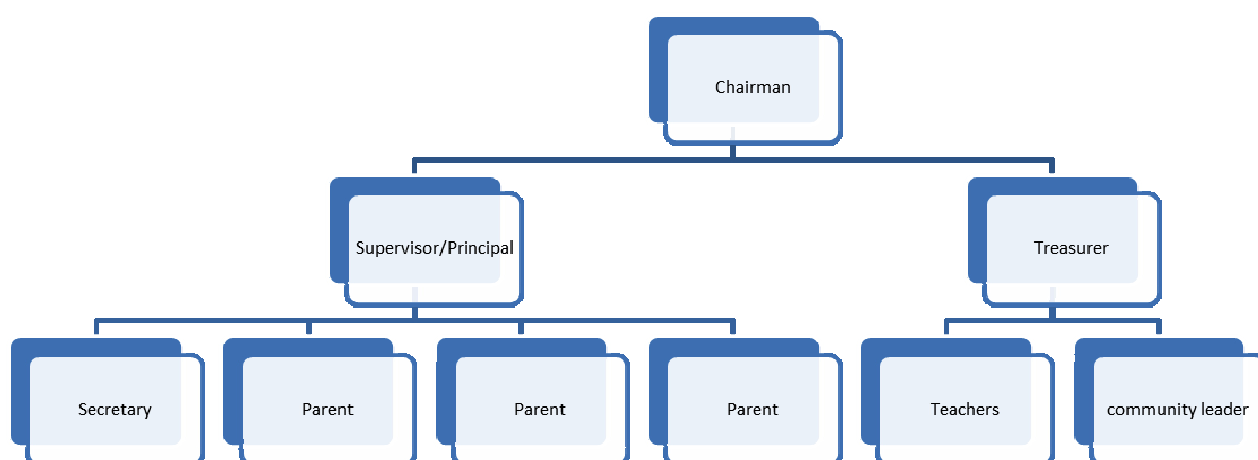
Chairperson

Only a parent member may serve as Chairperson of the SGB/MC. The Chairperson is elected to lead the activities of the management committee and is mandated to lead the ECD centre. The Chairperson needs the support of all the members of the SGB/MC. The Chairperson's responsibilities are as follows:

- To chair all management committee meetings and general meetings. They may be asked to attend isolated meetings for special reasons e.g. a general staff meeting to give feedback to the staff about an AGM.
- The chairperson must ensure that all meetings follow protocol and that each party has the opportunity to voice their opinion.
- To make sure that the secretary prepares the Agenda and sends to all the members of the SGB/MC. All items on the Agenda must be approved by the Chairperson before being issued.
- To make sure that any decisions made at a meeting are carried out and followed up. This does not mean that the Chairperson must personally do all the work but rather that they delegate and follow up with the relevant people to make sure a task is completed.
- To present an Annual Report that must cover the performance of the school or ECD centre for the duration of the year.
- To represent and speak on behalf of the school or ECD centre at public meetings or whenever considered necessary.

Some useful advice for the Chairperson when running a meeting.
(adapted from Meier & Marais Educational management in ECD)

Dos	Don'ts
Set a date for a monthly meeting e.g. the first Wednesday of every month the SGB/MC will meet. Diarize these dates ahead of time at the beginning of the year.	Avoid holding sudden meetings unless it is an emergency. In this way you will ensure all members of the SGB/MC can attend.
Always start a meeting on time. Be at the meeting 15 minutes before the start and if members come late, put their reason in the minutes to avoid a repeat. Clearly if the reason for their delay is a sensitive one, then it should not be minuted. Note which members make a habit of being late and call them aside to discuss it.	Don't start later than the appointed time. This wastes everyone's time and sets a bad example to other members of the SGB/MC.
Be sensitive to each members needs and guide the meeting in such a way as to ensure everyone has a chance to speak.	Don't dominate the meeting or allow anyone else to dominate. The idea behind a group of people meeting is to exchange ideas and to come to constructive decisions.
Be well prepared for the meeting. Know what is to be discussed, have all necessary documents handy and think through some possible solutions before the meeting. Know what outcome you want to achieve.	Don't come to the meeting with a hasty agenda, vague ideas and without having done the background work. This will waste people's time and make them reluctant to attend future meetings.
Limit the time of the meeting. Longer than 2 hours and the members of the SGB/MC will lose interest or become unproductive.	Don't allow anyone to talk for too long on any point and be firm but polite about moving the meeting along.



Structure of a SGB/MC

ROLE	RESPONSIBILITIES	HOW
1. Improve the standard of schooling.	<p>1. Parents have a responsibility to make sure the teachers are adhering to the curriculum, school hours and levels of assessment.</p> <p>2. Parents must be responsible for helping with fundraising that will improve facilities and resources that can raise the standard of education.</p>	<p>1. By making it their business to be informed on what is happening in the classrooms through talking to teachers and the Principal/Supervisor and requesting to see timetables/work-schedules.</p> <p>2. By volunteering their time and skills to help with the school/ECD Centres' fund-raising activities.</p>
2. Draw up a constitution	<p>1. Parents have a responsibility to work with the other members of the governing body to develop a constitution that meets the unique needs of the school/ECD centre.</p> <p>2. Parents have a responsibility to read the constitution and familiarize themselves with it in order to help implement the vision and mission statement of the school/ECD centre.</p>	<p>1. Attend meetings with the governing body to discuss and formulate the constitution. Read drafts of the constitution and comment on the drafts. Think about what they would want in their constitution.</p> <p>2. Have a copy of the constitution available and be sure to ask questions about any aspects that are not clear.</p>
3. Draw up policy documents	<p>1. Parents have responsibility to assist the governing body with the development of policy documents that meet the needs of the school eg language policy, religious instruction, school fees and code of conduct for learners.</p>	<p>1. Attend meetings with governing body where the types of policy documents are discussed and decided upon. Look at other school/ ECD centres' policies to get an idea of what is possible.</p>
4. Decision making	<p>1. Parents have responsibility to assist in the decisions that the school/ECD Centre make e.g. how to spend funds that have been raised; whether to close early on a Friday; what improvements should be made to the school building.</p>	<p>2. By talking to other parents they can come up with suggestions on what the parents would consider appropriate.</p>

ROLE	RESPONSIBILITIES	HOW
5. Establish lines of communication between the parents and the staff at the school in order to run the school effectively.	<p>1. Parents have a responsibility to provide feedback to the rest of the parents in the school about decisions made in the running of the school.</p> <p>2. Parents have a responsibility to bring areas of concern to the body of governance in order to resolve them and find a workable compromise.</p> <p>3. Parents have a responsibility to behave professionally and respectfully when communicating with all stakeholders.</p>	<p>1. By issuing a newsletter or placing information on a school website or facebook page.</p> <p>2. By providing items for an Agenda for a body of governance meeting. By talking to parents and listening to their concerns, pressing items can be raised.</p> <p>3. By respecting the boundaries of their roles and responsibilities the parents will be both heard and have the opportunity</p>

What are the functions of the school governing body or Management Committee?

The SGB/MC is charged with the task of deciding the following:

- Decide on an admissions policy for the school.
- Decide on the language policy of the school.
- Decide on what religious practices will be followed at the school.
- Adopt a code of conduct for learners which sets out disciplinary procedures.
- Adopt a constitution setting out how the school/ECD centre will operate.
- Adopt a school mission statement setting out the values and beliefs of the school.
- Maintain and improve the school's property, buildings and grounds.
- Buying books, educational materials and equipment for the school.
- Fund-raising for specific projects.
- Employing additional educators.

- Help the principal, educators and other staff perform their professional functions.
- Decide on school times, which must be consistent with the employment agreement with the staff.

Activity:

As a group discuss and design a vision and mission statement for your school and then look at how this might affect how the governing body works.

Elections for the governing body?

The Principal of the school is required by law to provide all parents with information about the election of parents onto the SGB/MC. This traditionally takes place every three years at the school's Annual General Meeting (AGM). The school's electoral officer should issue notices of the nomination process and the nomination and election meeting, in which date, time and place of meeting must be stated. These should be distributed at least 21 days before the meeting. A hard copy of this notice should be handed to every learner at least 14 days before the meeting and passed onto parents.

How do I nominate a candidate for the SGB/MC?

A quorum of 15% of parents on the voters roll is needed for the election and nomination meeting to proceed, if not the meeting must be rescheduled. A nomination form, completed by the nominator, candidate and seconder must be handed to the electoral officer not more than seven days and not less than 24 hours before the election meeting. A member can be proposed during the nomination section of the meeting, provided that another person from the same category seconds the nomination and the correct forms are completed on the night.

How do I cast my vote?

Voting takes place by means of a ballot paper. Each ballot paper should have the school stamp on it or some other distinguishing feature to prevent tampering. A person with the right to vote must record their vote secretly and deposit it into the ballot box. Eligible voters may request help from electoral officers if they are unable to do it on their own.

After the votes are counted, each elected SGB/MC member must be informed in writing that they have been appointed. The School Principal then convenes the first SGB/MC meeting which must take place within 14 days of the election. At this meeting the specific roles are assigned and the Principal notifies the District Manager of each member's role and name.

The SGB/MC and whoever serves on it is accountable to the members of the school community. It must call meetings to inform parents and to ensure that any decisions around fee increases or other important education decisions are democratically supported by the majority of parents.

Parents are often reluctant to get involved in the SGB/MC because they believe that they cannot combine it with a full-time job. This is not necessarily true as the times for meetings can be negotiated to accommodate working and non-working parents.

The South African Schools Act, section 19 states that the Provincial Department of Education is responsible for providing training to the SGB/MC. It is the responsibility of the SGB/MC to identify where they need support and training. The HOD of the Provincial Education Department liaises with Principal and members of the SGB/MC to decide on the areas of need and then conveys this to the Provincial Department of Education to organize appropriate training.

Threats and challenges for the SGB/MC.

- SGB/MCs have been forced to focus primarily on budgets and the collection of school fees rather than teaching and learning because of the decline in availability of state funds.
- SGB/MCs have been given the responsibility of fund-raising resulting in unequal funding for schools coming from impoverished communities as opposed to wealthier communities.
- SGB/MC training has been substandard and therefore has not prepared members for dealing with the complexities of governance and their respective roles.
- Serving on an SGB/MC is entirely voluntary but some members may expect payment/ it may be difficult to get expert input when no payment is involved.

What happens if the SGB/MC fails to perform its functions?

If for any reason the governing body fails to carry out its functions, the Principal must appoint people to perform the functions of the governing body. These people may be appointed for three months at a time with each three month cycle calling for a review of the situation. By the end of a year a new governing body must be appointed.

What support can SGB/MC expect from the Department of Education?

Section 19 of the South African Schools Act states that the Provincial Department of Education is responsible for providing training to the school SGB governing bodies/MC. The Department has an obligation to either provide the actual training or the resources for schools to be appropriately trained. The school must however take the initiative in asking for the training, identifying which areas need support (eg. Financial management) and approach the district office if no training is forthcoming.

Useful Resources

USEFUL CONTACTS

Associations of School governing bodies

Federation of Associations of governing bodies of South African Schools (FEDSAS)
National – (051 522 6903)

National Association of School Governing Bodies, National – (011 403 6131)

Government contacts

National Department of Education School governance Hotline (toll-free) 0800 202 933
Provincial Co-ordinators

Provincial Co-ordinators		
Eastern Cape Tel: (040 606 4205) Private Bag X0032 Bisho 5608	Limpopo Tel: (015 297 0895) Private Bag X9489 Polokwane 0700	Free State Tel: (051 407 4041 /051 4002) Swarts Building 55 Elisabeth Street Bloemfontein 9300
Mpumalanga Tel: (013 297 633) The Oaks Building Long Street Middelburg 1050	Gauteng Tel: (011 355 0511 /011 355 0476) 111 Commissioner Street Johannesburg 2000	North West Tel: (0140 873 428/9) Private Bag X2044 Mmabatha
KwaZulu-Natal Tel: (0358 874 3594 /0341 32200) P O Box Dundee 4001	Northern Cape Tel: (0152 970895) Private Bag X5041 Kimberley 8306	Western Cape Tel: (021 403 6236) Private Bag X45 Parow 7500

Training Organizations

Khanya College Tel: (011 832 24 47/011 8341609) P O Box 5977 Johannesburg 2000	Matthew Goniwe School of Leadership and Governance Tel: (011 830 2200) Postnet Suite no. 161 Private Bag X9 Melville 2109
Management of Schools Training Programme Tel: (011 403 1614) P O Box 633 Auckland Park 2006	Institute of Training and Education for Capacity building (ITEC) Tel: (043 743 8333) 8 Park Avenue P O Box 549 East London 5200
National Centre for Human Rights Education and Training (NACHRET) Tel: (011 484 8300) Private Bag 2700 Houghton Johannesburg 2014	Schools Development Unit (SDU) Tel: (021 650 3276) School of Education University of Cape Town

Useful websites

www.managementhelp.org/boards/brdrspn.htm

www.education.gov.za/Documentslibrary/Policies/tabid/390/Default.aspx

www.education.gov.za/Parents/NoFeeSchools/tabid/408/Default.aspx

Outcomes:

At the end of this workshop the parent should know the following:

- What a SGB/MC looks like
- What a SGB/MC does.
- Why they should serve on their schools SGB/MC.
- What the parents' roles are on the SGB/MC.

Financial management and governance.



*“Do your little bit of good where you are;
it’s those little bits of good put together
that overwhelm the world.”*

Desmond Tutu

THE financial management of the school is key to the schools survival, success and integrity. It is the role of the Treasurer and a finance committee to monitor the school’s income and expenditure. For this reason it is very important to assign the role of Treasurer to someone with solid knowledge of finances for example an accountant. This way the parents can be assured that the finances are being carefully scrutinized on a regular basis. If you are a parent with skills in finances, it is advisable to offer your services or to serve as part of the finance committee. The SGB/MC can develop sub committees who are made up of a group of parents or skilled co-opted members who assist with a particular aspect of the school such as the financial report or fund-raising.

The school’s financial records should be made available to the Treasurer and finance committee. Together with the SGB/MC decisions should be made about the annual budget which include the following:

- What should school fees look like
- What percentage of the fees have not been paid.
- What should be done to rectify this?
- What percentage of the school income should be spent on maintaining/upgrading the school building?
- What resources should the school purchase?
- Who should be exempt from fees and how?
- How much money does the school need to raise in their fund-raising for the year?

Activity:

Parents break into small groups and talk about what sorts of projects should their school raise funds for and how would they raise those funds. How would the parents go about setting up a fund-raising event and what sort of money would be realistic.

The importance of raising funds and the parent's role.

The South African Schools Act states that the SGB/MC may have to find additional funds to improve the quality of education. This places a responsibility on the SGB/MC to raise extra money for the school. The SGB/MC may organize fund-raising activities including asking for donations from the public or business sector which will supplement the subsidy provided by government and school fees provided by parents. Being part of a team of parents who help to raise funds for the school gives the parent the opportunity to make a lasting contribution to their child's school and the community. Raising funds allows the school to improve the standard of education that is offered. For example by raising funds to build more classrooms, smaller class numbers become possible. By providing the learners with a computer lab, they are able to become computer literate. By planting a vegetable garden the school can ensure that the learners have a good meal every day and are better able to concentrate on their studies. These things become possible with extra funds that are generated by fund-raising. Being part of a fund-raising team is not however only about raising funds for the school. It should also be about providing opportunities to build the community of the school through events that allow everyone to participate.

Fund-raising committee

The fund-raising committee should begin by putting together a fund-raising plan. The SGB/MC would be part of the development of the plan which should be spread across the annual calendar. The plan should include one main fund-raising activity per term together with other minor fund-raising activities that might be linked to key dates on the calendar e.g. Africa Day/Arbor Day/Valentine's Day. It is important for parents to think creatively about possible events and to consult with other schools about ideas they might have used that work effectively e.g. a moonlight market/fashion show/beauty contest/civvies day. Regular minor fund-raising activities such as a 'hot-dog Friday' or 'R2 Civvies day every Wednesday' provide regular growth of the fund-raising account. In order for a fund-raising activity to be successful, it needs to be well publicized. This can be done by distributing pamphlets; posters; radio; internet; face-to-face and sms factory. The chosen fund-raising activity needs to be carefully monitored with minor targets set along the way. After the event it is always a good idea to reflect on how effective the event was in order to learn from it and plan the next event to optimize success.

Possible members of the fund-raising committee

Name of delegate	Duties
Petty Cash Officer	Make sure there is petty cash available; record of transactions are kept and money is stored in a safe when not being used.
Asset Register Manager	Make sure that all school assets have been assigned a number and placed on a register. Keep register up to date i.e. if an item is newly acquired, it should be added.
Tuck Shop Co-ordinator	Make sure that all money from the Tuck shop is handled appropriately and records are kept.
Manager of Keys	Make sure that someone other than the Principal has keys to the safe where the financial records are kept and petty cash is housed.
Chairperson of fund-raising committee	Make sure records are kept showing funds raised; drives fund-raising activities; reports to treasurer on how much money has been raised.

The role of the treasurer

The governing body must establish a school fund into which any money that has been raised through fund-raising activities, can be placed. The money must be used for the purposes for which it was raised and to cover the costs of the governing body. It is the role of the treasurer to make sure that the funds are appropriately used.

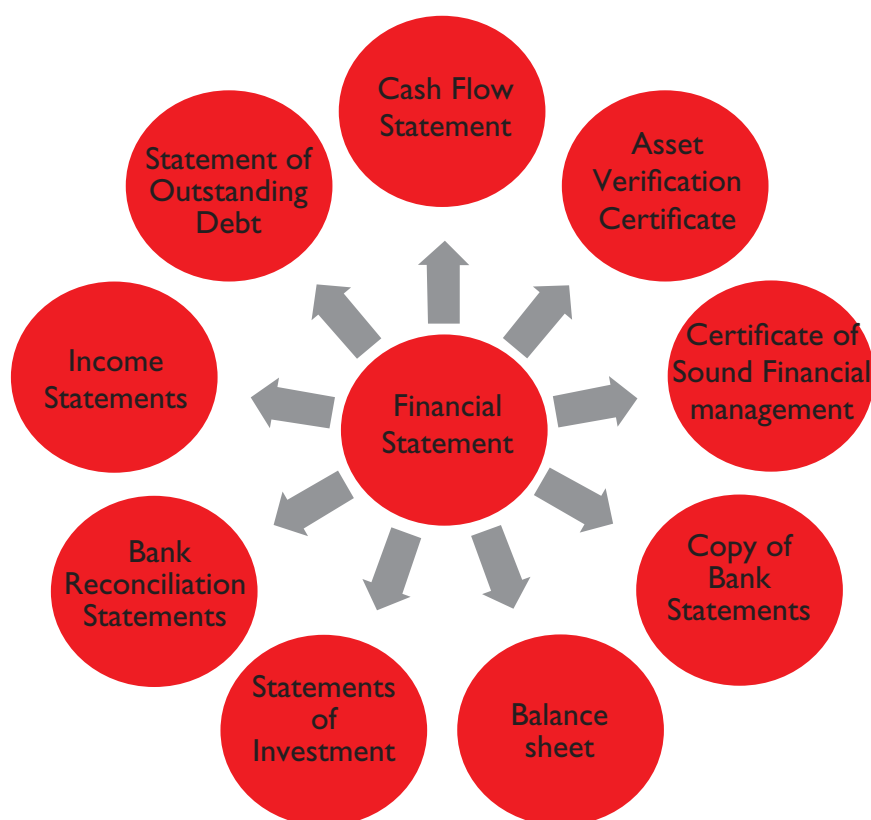
The treasurer on the SGB/MC performs an important role when helping the Principal to manage the school's finances. They are the school's financial 'watchdog' and help the school to manage their finances in a transparent and effective manner. They are an extra pair of eyes to monitor the schools income and expenditure, making sure that the parents have a vested interest in how the school fees and fund-raising account are spent. The treasurer may be part of a finance committee or simply one person on the SGB/MC. Their role is to prepare a quarterly report on the school finances and help determine how money resulting from fund-raising activities, is spent. The SGB/MC must open a bank account with the treasurer maintaining the account through sound book keeping practices. Signatories of the account and who has power of attorney should be decided by the governing body as a whole.

In addition the governing body has a responsibility of making sure that the financial statements of the school are audited and to submit audited reports to the Principal within six months of the end of the every financial year. The objectives of a financial statement are to provide guidelines to the finance committee as to how money has been

spent and what is available; what the nature of the cash flow is; how money should be spent and to be useful to a wide range of users.

It should be noted that the treasurer should be advising the school to create an emergency fund that will cater for events such as a school roof blowing off; flooding; fire or simply extra funds needed to cover an additional educator. By building the schools' foundation funds the treasurer can ensure the school's ability to survive and to meet unexpected eventualities. For all of the aforementioned reasons, it is essential that the person who is given the portfolio of treasurer, is someone who has both knowledge and experience working with budgets and finance. Finally it is essential that the treasurer ensure that the whole of the management committee and the principal understand the finance system they are using in order that all members of the SGB/MC can read financial statements and understand how transactions were calculated.

Diagrammatic Representation of a Financial Statement



Tasks of the treasurer

The treasurer has the following tasks:

- Monitor the schools' income and expenditure in relation to the school budget;
- Report irregularities to the governing body;
- Execute duties according to sound accountancy principles;
- Liaise with the finance officer on all financial matters;

- Determine the accuracy of the financial records;
- Ensure timeous settlement of all expenses incurred by the school.

Adapted from Financial School Management Explained 2009

What would the treasurer look for when evaluating a school's financials?

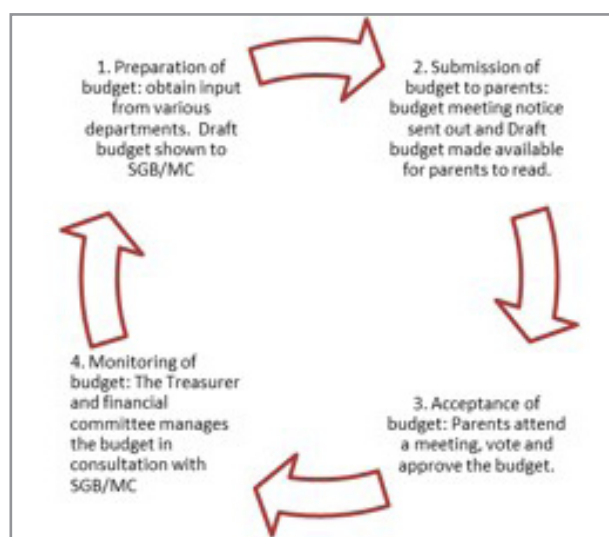
- Do the books balance
- Are all expenses relevant
- Are all expenses accounted for
- What does the school have in their emergency funds
- Is the school raising sufficient funds to meet their needs

Drawing up a financial policy

Each SGB/MC should draw up a financial policy. This document should clearly indicate what the procedures and rules are for handling money in the school. The role of the Treasurer, Finance Committee, Principal and other members of the SGB/MC should be clearly defined with their specific tasks outlined.

Preparing an Annual budget

The treasurer helps to prepare the Annual budget which shows the estimated income and expenditure of the school for the following year. The majority of parents must agree with the budget at a general meeting organized by the governing body. The parents' agreement with the budget will be shown by the votes of the parents present at the general meeting. Parents must be given a minimum of 30 days notice before the general meeting is held.



Benefits of budgeting

A budget serves as a control measure to monitor current expenditure against projected expenditure. It can serve as a way of helping to meet savings goals. A realistic budget can improve cash flows as it helps the school to keep within the parameters of their spending. It can help the staff to focus on common goals such as raising funds for a special project. Regular budgeting helps reveal areas that are problematic and prevent over-spending.

Case Study:

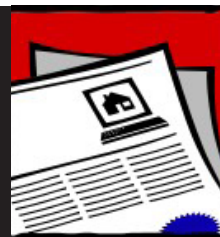
It has come to the treasurer's attention that the Principal has been taking cash for school fees and not putting it through the school books. How would the parent's handle this and what steps should they take to put the SGB/MC back on track?

Outcomes:

By the end of this workshop the parents should understand the following:

- They should understand why the finances of the school need to be managed.
- They should understand how to manage the school finances.
- They should understand who should manage the school finances.
- They should understand that parents have an important role in the schools financial well-being.

The Development of Policies and SGB/MC Constitution



“The one who adapts his policy to the times prospers, and likewise the one whose policy clashes with demands of the times does not”.

N. Machiavelli

The parents should work collaboratively with the SGB/MC to design the constitution and policies of the school and its management. The policies and constitution should meet the specific needs of that particular school. This does not mean however that the SGB/MC cannot look at other school's policies and constitution. Furthermore policies and the constitution should be reviewed to make sure that they continue to meet the needs of the school. Any changes should require a high level of participation and approval from its members. Membership and participation should be documented on a regular basis to determine levels of participation.

Constitution

The schools' constitution is the founding document of the organization and is necessary to determine their system of beliefs or laws by which the school will be run. The Constitution establishes the organization legally and allows the school to open a bank account and decide who will have signing power. In this way it helps to run the school more efficiently. The school's vision and mission statement frequently helps to shape the thinking behind the development of the constitution. It should include the following:

- Name of Organization
- Vision, mission and objectives
- Statement of Purpose (which must include language confirming that the organization is a school)
- Requirements for membership / membership practice
- Qualifications for holding office and methods of selecting and replacing officers
- Elections
- Committees
- Meetings / Record and Minutes

- Financial records

- Advisors

- Amendments

- Penalties for misconduct

Name of the organization

This is a section that simply states the name of the organization and any relevance to the history of the name and its origins. For example 'Ubunye' which means 'to work together' and has links to the African concept of 'Ubuntu'.

Vision, Mission and Objectives

Every organization has a culture and set of beliefs that are shared by everyone. The culture can be sub-conscious or intangible but nevertheless is governs how the staff, children and parents respond within the community that is their school. The purpose of the Vision, Mission and Objective is to bring that culture out into the open and use it to define how everyone wishes to see their school (Vision) ; what the schools' role should be (Mission) and how the school intends to achieve that vision and mission (objective). The Vision is usually broad and far reaching so may include goals that cannot be achieved over night. For example, the school will create a learning environment that promotes excellence in education. The Mission is more specific and addresses what the role of the school is in educating the learners. For example, the school will provide quality education for preschoolers based in rural areas together with providing a teaching environment that facilitates experiential learning. The Objective is also specific but is more practically based e.g. the school will educate preschoolers in order to prepare them for Grade One. Part of developing the Vision and Mission statements involves looking at the school as a whole and imagining what the best case scenario for that school would be. Added to this can be the designing of a logo that will capture what the school is about – its spirit. These things help to project an image of the school that tells people what sort of place it is. The Vision, Mission and Objectives should be clearly written up in the Constitution but this does not mean that they cannot be revisited or modified as the school changes.

Statement of purpose

This section of the constitution out lines what the school's role is and clarifies how it sees its role. It needs to be specific in itemizing what it's roles are e.g. The school will be responsible for following the CAPS curriculum and providing every preschool learner with appropriate grounding for Grade One.

Requirements for membership/participation

In this section of the constitution, it is outlined that the governing members/learners/ staff etc need to be part of the school community. It includes the processes necessary

to join the school such as a nomination process if you are joining the governing body or admission forms if you are a learner being signed on to join the school. Consequently the process may be complicated or simple depending on who is joining. The benefits and responsibilities of each member/learner/staff, should be clearly defined. For example a governing body member is required to attend the AGM on an annual basis and receive a copy of the school budget. The rights of the relevant stakeholders should be listed e.g. the right to vote at the AGM.

Qualifications for holding office and methods of selecting and replacing officers

In this section the constitution addresses what qualifications the office bearers should hold. For example it may be stipulated that the Treasurer should have knowledge of finance and a formal qualification such as a BComm. This section would additionally entail the steps that should be taken in the event of an office bearer leaving the MC/SGB. These need to be addressed in order to provide for sufficient time to replace an office bearer.

Elections

The constitution must outline how often elections should take place, when in the year and what the procedural steps would be when electing office bearers. This type of outline allows for consistency and transparency.

Committees

As already mentioned before, the MC/SGB may appoint sub-committees to help address more complex or difficult projects. For example a fund-raising activity may fall under the work of a finance committee who are responsible specifically for raising funds for the school. A committee may be formed to work on other areas such as the maintenance or up grading of the school or the provision of educational resources. When choosing members to serve on a committee it is important to state what strengths or skills you are looking for. This would be described in the constitution and can serve to guide a new Principal or SGB.

Meetings, records, minutes

The constitution must emphasize the need to keep a 'paper trail' that will record what happened at meetings, when they took place and who was present. This provides valuable evidence that can be used when there is a dispute or simply when the Department of Education wishes to see the workings of a school. They can also provide a framework for future work and something that can be built on. The constitution allows the school to specify what kinds of formal meetings should be held and how often. For example the Annual General Meeting (AGM). Points to consider placing in the constitution would include: notice period of an AGM; who will chair the AGM; what business should be covered; voting procedure and if parents should be involved.

Financial records

The constitution stipulates the need to keep credible financial records that will allow transparency and an ethical approach to the school's finances. The type of records and how they should be kept must be stated in the constitution.

Advisors

The constitution may suggest key stakeholders that should be on the advisory board for the school. This may be past parents, influential business people, government officials or individuals who are seen to have experience that can be beneficial to the school. It is a way in which past parents may continue to give back to their child's school.

Amendments

The constitution can be amended at any given time. This would take place when the constitution is reviewed and seen to be lacking or no longer relevant to the needs of the school. Sections of the constitution would then be re-written to bring it in line with the needs of the parents and the schooling community.

Penalties of misconduct

This section of the constitution pertains to when office bearers behave inappropriately and the consequences attached to the described misdemeanors. The constitution gives the SGB/MC the power to impose penalties on the SGB/MC members who fail to adhere to the policies of the school e.g. not turning up for SGB/MC meetings.

This includes things like the fraudulent use of school funds; not following protocol for elections; nepotism or something as simple not attending M C/SGB meetings.

Activity:

In groups go through your school's constitution and design a vision and mission statement with a school logo. Discuss how this might shape the activities at the school.

Policy documents

The policy documents help the school to have a framework within which they can make decisions on particular topics that effect the school. The policies are a documented record of definite actions pertaining to various aspects of the school and how to promote the best practice in order to achieve a desired result. The number of policies and what they contain may vary depending on the needs of the school but there are some standard policies. The most commonly used policies include the following:

- Language policy – used to determine what the medium of instruction is.
- Finance policy – used to make decisions around the fee structure of the school.

- Religious policy – used to determine if the school should have a particular religious framework/tolerance.
- Health and Safety policy – used to ensure the safety of the students in the event of an emergency or ongoing health issues eg. Aids.
- Admission policy – used to determine who should attend a school and why.
- Discipline policy – used to provide agreeable consequences to inappropriate behavior.

It should be noted that it is advisable to revisit policies to make sure that they remain relevant and in order for parents to remain informed on the school policies. Schools frequently give the parents the Discipline policy at the beginning of the year and ask the parents to go through the policy with their child ending with them signing a consent form. This strategy is adopted to help ensure that parents can enforce the school rules and make sure that the child understands the consequences of deviant behavior. Although parents are supposed to be part of policy making and to know what policies the school has, it is not uncommon for parents to not be privy to this information and for some schools to not have policies in place. If the parents are part of the development of policies it allows them to develop policies that they can agree with.

Language policy

The language policy of a school must address the needs of the school. It should include topics such as use of mother tongue; the medium of instruction; support for second language learners and language choice for official notices or documents. Parents frequently put pressure on schools to make English the medium of instruction which can result in teachers then needing a policy of when learners may use their mother tongue on school premises. This type of decision should be part of the discussions that the MC/SGB engage in to ensure that the school meets the needs of its parents and their children.

Finance policy

The finance policy should clarify topics such as school fees, when fees might be increased and by how much; who is exempt from school fees and a possible bursary system. The finance policy can also address fund-raising, record keeping, systems of financial management, and savings schemes. Like most policies this one should be tailored to the specific needs of the school and should be reviewed regularly.

Religious policy

Some schools choose to have a clearly defined policy regarding religion. This can include religious instruction, prayers before a meal, prayers or hymns at school assemblies; nativity plays and religious tolerance. If the community that is served by a particular school is located in the heart of a particular religious doctrine e.g the school is part of a church or is held in a church hall, this may require the school to make a decision on this

topic. As religion can be a contentious issue, it is very important that parents participate in drawing up this policy and are aware of the outcome.

Health and safety policy

The safety of learners is very important to parents and therefore this policy needs to be comprehensive. Some of the topics it should address are: security around the school e.g. locks on school gates/monitors at gates at set time; scholar patrol to assist learners crossing busy roads; where learners may wait to be collected or dropped off; maintenance of school equipment to prevent accidents; availability of first aid kits; training of staff in first aid; strategies for dealing with learners who are sick. The drawing up of this policy may involve a number of discussions in which different scenarios are addressed in order to potentially cover all possible eventualities. It is essential that the teachers, learners and parents are made aware of what the policy entails.

Admission policy

This policy is usually present to protect the learners and the parents who are already present in the school. If the school did not have a limit to the number of learners that they allowed to enter the school, then class numbers would be inappropriately high and learners would not benefit from the teaching. Schools can be guided by the Department of Education guidelines on zoning when it comes to admitting learners but frequently these guidelines can be alienating and lead to conflict. The admission policy must clarify when parents will be notified if their child has been accepted to the school, if present parents are given preference when learners are chosen and if the school will interview families before choosing which learners will be accepted. This policy can be problematic as parents often feel very strongly about who should be allowed to attend a school, if someone who omits to pay fees should be allowed to continue to be admitted and how many learners should be included. For this reason it is essential that this policy be well thought out and that all parents have a stake in its development.

Discipline policy

Whilst schools accept that some form of discipline is necessary it is challenging to provide consequences that will have an impact. The discipline policy should never include the use of corporal punishment or any form of humiliation for learners. Rather a discipline policy should encourage positive responses to problems and allow the child to learn from the experience. The discipline policy should be transparent and ideally signed by both parents and learners at the beginning of every year. In this way all parties are aware of consequences to inappropriate behavior and parents can support the school's policy.

Resources

Sample vision and mission statement

Sample of policy (Language)

Sample of minutes from a meeting.

Outcomes:

By the end of this workshop the parents should understand the following:

- They should understand the difference between a Constitution and policies.
- They should understand the vision and mission statement of a school and how it shapes the school.
- They should understand the importance of having policies and a constitution.

NOTES

Communication



*“Honest communication is built on truth and integrity
and upon respect of the one for the other.”*

Benjamin E. Mays

The way in which the MC/SGB communicate with one another and with the parents is important because it is this communication that is the foundation for a positive working relationship. At the heart of good communication is the ability to listen to the other person and to respectfully allow them the opportunity to voice an opinion. Within the MC/SGB the members must be able to make important decisions about the effective running of the school. This becomes difficult if member do not listen to one another and prefer to disregard each other's points of view. Members would become frustrated and disengage from the process of leadership. Beyond the committee members the parents need to be informed about what is decided by the committee. Finding ways to communicate those decisions effectively should be handled with respect and consistency.

Who do we communicate with?

The MC/SGB represents the needs of the parents, learners and staff of the school. Each of these parties plays an important role in the successful running of the school but they would not be able to do so in isolation. For this reason communication between them is essential. Meetings form the usual way of communicating together with notices, newsletters and sms's. Much of the communication between the MC/SGB and parents and or staff at a school takes place within the confines of a meeting. For this reason it is important to call regular meetings of the MC/SGB and to make sure that the correct protocol is adhered to. By this it is meant that there needs to be a Chairman who will make sure that everyone has the opportunity to voice an opinion and that the meeting is conducted in an orderly fashion.

Why is it important to communicate?

At the heart of successful leadership is positive communication. It is the responsibility of the MC/SGB to make sure that they communicate effectively with the members of the committee, parents, staff and learners. Communication takes place in a number of ways e.g. through meetings, school newsletters, smses, letters and notices. Many schools have facebook pages and use these to keep parents informed of changes to school arrangements. The more varied the forms of communication, the better the chances are of reaching all the stakeholders and of avoiding disappointment, frustration

or assumptions being made. Communication is about trust and this trust can be easily broken if the approaches to communication are poor and inefficient. Parents will only participate in the school activities if they feel valued and if they are informed with sufficient time to make arrangements to attend meetings or activities. It is therefore essential that communication be positive and effective.

What type of information should be communicated?

In order to run a school successfully, meetings are a frequent occurrence, for this reason parents need to be notified whenever a meeting is to be held. Schools should be taking their learners on outings once a quarter and this type of information needs to be given to parents well ahead of time and then followed up by a reminder closer to the date of the event. Making use of a facebook site allows the school to show parents where the learners went and how successful an outing may have been.

As schools are heavily dependent on fund-raising in order to improve their facilities and resources, they usually need to notify parents of upcoming fund-raisers, what they may involve and what parents are expected to contribute. Fund-raisers often require a number of levels of communication as multiple parties are involved. This means that communication needs to be well managed.

As mentioned earlier in this document, the school has a vision and mission statement that projects what the school is all about. This type of information should be clearly displayed in the school foyer, letterhead and websites. Where possible a school magazine allows interested parties to learn more about the school and can be placed in a waiting area where parents might be able to read it. If a school is unable to afford the cost of printing a school magazine, then a regular newsletter on ordinary A4 paper can be a good alternative. Again keeping copies of the newsletters, in the waiting area, provides opportunities for parents and outsiders to learn more about the school. The benefit of this is that it can attract funders and learners to the school. A weakness of the newsletter system of communication can be that learners fail to give it to their parents and that it may not be in a language that is familiar to the parents e.g. English.

Weekly Parent Newsletters

These are notices that are sent to parents on a weekly or monthly basis. They are meant to be used to inform parents about what their child has been doing at school, activities that are taking place at the school and how parents can get involved. These letters can be either general or class specific.

When planning a newsletter it is important to keep the following in mind:

- Keep it short
- Pay attention to language and spelling. Remember this is something that is often read by people outside of the school.
- Inform parents of learner achievements and school activities

- Have a section dedicated to how parents can support the school
- Have a section where you acknowledge those parents who are already involved
- Inform parents of any theme for the week/month and what they can contribute to the theme
- Have a section with activities that parents can do with their children at home.

Notebooks

Many schools make use of learner notebooks as a means of maintaining a line of communication between the parent and the teacher. The parent can write a message in the note book which is checked every day and the teacher has the responsibility of checking the book and responding. Equally so the parent must check the message book at the end of the day and see if the teacher has written a message or if a school newsletter is inside the book. The type of messages that are conveyed can be about who is fetching the child; how the teacher feels a child may have performed or a reminder of an upcoming theme and if the child needs to bring something for the theme. It is important for the school to make every effort to train the child to take out the message book in the morning and give it to the teacher and to give it to their parent in the afternoon. The teacher should be aware of the benefits of giving positive feedback to the parents and not only writing in the message book when there is a problem.

Notice boards

Notice boards in the entrance to the school or in the corridors can be useful ways of communicating with parents and the public at large. They can be used to remind parents of upcoming events and important school rules. They can also be a means of educating parents of topics that may be considered relevant e.g. immunization reminders; EQ reminders such as 'did you hug your child today?'; where the nearest library or internet café is situated. It is very important to keep a notice board 'fresh' and colourful. There is nothing more disheartening than a dull notice board with notices that are out of date or broken. It suggests a school that is poorly managed and ineffectual.

Sms

There is no doubt that cellphones have changed the way in which people communicate. They are a very valuable way of maintaining contact with parents particularly for short reminders of upcoming events. They can also be used to build positive relations between parents and the school by sending words of encouragement; birthday wishes for a learner and comment when a learner has achieved something significant. Messages can be more personalized in order to build a sense of community. A word of caution to teachers however, is to never give out their personal cellphone number to a parent as this can easily be abused.

Website

A school website is a way of sharing a large amount of information about a school. Useful information can be shared via links together with photographs of school activities. It is something that can be used to advertise what a school is like as well as providing space to validate those parents and learners who are actively involved in the school. Making use of IT students at a university is an inexpensive way of getting a website designed. It is however very important that someone be trained to manage the site or the contents will quickly become out of date and be more of a negative view than a positive view of a school.

Telephone/cellphone conversations

Telephonic communication is often a quick way of contacting parents about a particular issue. The negative aspect of this type of communication is having a record of what was discussed. For this reason it is advisable to follow up a telephonic conversation with an email describing what may have been decided and obtaining confirmation that this was what took place. This type of communication is most often used to communicate negative aspects of a learner's behavior or to ask a parent for their support at a fund-raising event. It is preferable for telephonic conversations to be geared around positive feedback about a student or event.

Parent evenings

A parent evening is usually specially arranged by the school and is an opportunity to inform parents on a particular issue e.g. How to help your Grade 1 learner with homework. It is a good idea to couple this type of evening with a MC/SGB AGM as this will improve the chances of parents attending such a meeting. Parents will benefit from the information evening and be able to attend to their voting obligations without having to take two evenings out of their working week. This type of planning is very important as most parents are working and getting babysitters is problematic. Some schools provide babysitting facilities at the school by opening up a classroom for the evening and assigning a teacher to the job. By hosting parent information evenings, the school gives the message to the parents that they are important and that they hope to keep them informed in order for them to do the best possible job.

Outside communication

Apart from using a website or facebook page which communicates to the outside world what a school is all about, schools do have to communicate with people who may have made donations to the school; people they wish to ask for sponsorship of fund-raising events and official government organizations such as the Department of Social Development or the Department of Education. Many of these communications start with emails but need to be followed up with official letters. The Department of Social Development requires a narrative report in order for a school to maintain its NPO status. This report is obtainable from their website and from the schools district official. It is important to understand who is responsible for filling in such a report in order to make sure that this type of documentation is submitted on time and NPO status

is maintained. It is usually the job of the Principal of the school but it can also be the Chairman of the MC/SGB's job.

Communication between schools can also be beneficial as schools have the opportunity to learn from one another. A good idea is to have a quarterly meeting between local ECD centres/schools where a theme is set and it is hosted on a rotational basis. Each school can then share information on common concerns and benefit from those schools that have found solutions. Attending one another's fund-raising events can be another way of building capacity. Set up a means of notifying one another of up-coming events e.g. through an email/sms/website.

Basic communication protocols

How we communicate will determine the reaction that we receive. It is therefore really important to be respectful and to use language that is easily understood. In schools where English is the medium of instruction but the majority of parents speak an African language, it is advisable to issue two newsletters e.g. one in English and the other in the African language. This way the school can be sure that parents will be able to read the letters. When communicating something official e.g. the appointment of a new Principal/board members, it is advisable to use the school logo on a letterhead. The letter should be signed by the Principal or Chairman of the MC/SGB. If your school does not have a logo or letterhead, it is a good idea to design one. The internet can be a great source of examples for this type of activity.

Activity:

Parents will work in groups to design a school logo and to write a one page newsletter of the terms events.

Resources

Example of narrative report

Example of logo

Layout of a regular letter.

Example of a newsletter

Outcomes:

At the end of this workshop the parent should understand the following:

- They should understand why communication is important.
- They should understand different ways of communicating.
- They should understand what should be communicated.
- They should have examples of typical forms of communication to use as templates.

Conflict Resolution



*“Above all we owe it to the children of the world
to stop the conflicts and to create new horizons for them.”*

F.W. de Klerk

In this section we are addressing the issue of conflict resolution. Schools are complex organizations which involve the co-operation of many people at different levels of the organization. Each person is an individual with their own points of view and have the right to express their view respectfully. It is important to note that the SGB/MC not only carry the responsibility to govern the school or ECD centre effectively but need to model appropriate behavior to the school as a whole. In order to govern correctly each member of the SGB/MC must be prepared to co-operate. It is however inevitable that there will be differences of opinion. It is under these circumstances that a clear protocol is particularly important. Here the Chairperson plays a vital role in ensuring that all members of the SGB/MC follow the protocol and remain respectful at all times. As parents serving on the SGB/MC, it is essential that your voice be heard but that it is done with all the facts present and appropriately submitted to the SGB/MC. For example it is not acceptable to march into a teacher's classroom uninvited and demand to speak to the teacher because you are unhappy with how she treated your child. This type of behavior on the part of a parent will alienate teachers and prevent a positive outcome. The person who would then suffer the most would be the child. Unresolved conflict with a teacher should be brought to the attention of the SGB/MC with specific facts and dates provided. This matter should then be discussed in a calm manner and a plan of action determined. The teacher concerned must have had the opportunity to defend herself and all other avenues for a resolution should have been explored before the matter is brought before the SGB/MC.

If a parent is in disagreement about a decision or action taken by either a staff member or the SGB/MC, they are expected to follow the appropriate line of action. This includes first setting up a meeting with the teacher concerned. If this meeting is unsuccessful the parent can arrange a meeting with the Head of a phase or the Principal. The Principal should then be given the opportunity to discuss the matter with the SGB/MC and only if this does not result in a solution, should the parent take the matter to the Provincial Department of Education.

Staff serving on the SGB/MC may have a difference of opinion as to how a fund-raising activity should occur. Each party should have the opportunity to state what they feel is correct and then it is up to the SGB/MC to make a decision. Sometimes it is easiest if a 'vote' is taken and that is the deciding factor. By this it is meant that each member of

the SGB/MC is asked to decide for or against something and this is either written on a slip of paper or done by means of a show of hands, which are counted. The majority in favour of a particular point have their idea implemented.

What causes conflict?

Conflict can arise whenever people disagree about how they see something, have differing needs, ideas or values. These differences can be very small issues or much more significant disagreements. Regardless of the content of the disagreement, conflict can stir up strong feelings. Disagreements can lead people to express anger and hurt. This is aggravated by misconceptions about our emotions e.g. that feeling angry = being out of control. Anger is a normal emotion to feel but it is how you express the anger that is key.

Communication styles

We all have different ways in which we communicate. We may not be aware of our dominant style of communication but it helps to identify it in order to raise our awareness of whether we communicate effectively or not.

Parent Activity:

Parents discuss the table on pg 35 and identify how many of the communication styles they show.

Discuss when they show those styles and if they have a combination of the different styles.

Which style is their most dominant and how does it make them feel.

Useful tool for conflict resolution

A useful technique to use when helping people to calm down in the event of a heated exchange is the traffic robot.

The red light = STOP
which suggests pausing to take a deep breath –
Think! Breathe! Think!

The orange light = LOOK
at the problem and try to understand the nature
of the problem.

The green light = ACT CAREFULLY
which means to ask what is the best way to resolve
the problem? What practical steps should be taken?



	Aggressive	Assertive	Non-Assertive
Non-verbal Behavior	<ul style="list-style-type: none"> • Shouts • Loud voice • Points and shakes finger • Fold arms • Frowns, stares down. • Squints eye critically while glaring. 	<ul style="list-style-type: none"> • Calm and controlled voice • Direct eye-contact • Relaxed body posture • Upright • Attentive and interested facial expression. 	<ul style="list-style-type: none"> • Whining voice • Clenched wringing hands, fidgets • Shuffles feet • Eyes downcast • Always smiles, even when angry
Beliefs and attitudes	<ul style="list-style-type: none"> • I've got rights and you don't. • I know what's best! • Everyone should be like me! • I'm never wrong. • Do what I ask, without questioning me! • Behave the way I think you should. 	<ul style="list-style-type: none"> • It's OK to make mistakes and learn from them. • I believe that I am valuable and have worthwhile contributions to make. I also believe that other people are valuable and have worthwhile contributions to make. • Encourages/ supports and praises self and others. 	<ul style="list-style-type: none"> • Don't express your true feelings. • Don't make waves – if you do you won't be liked. • Avoid conflict at all costs as it is harmful. • Be nice, be liked, be polite, be friendly. • Pretend that you agree even if you don't. • People get hurt easily, so don't say what you really think.
Key words & Sentences	<ul style="list-style-type: none"> • I won't do it! • You do it! • You better watch out! 	<ul style="list-style-type: none"> • Let's discuss it. • I feel like.... • I see the situation like this..... 	<ul style="list-style-type: none"> • I'm sorry. • Okay, I'll do it. • Whatever suits you.

Discipline issues

Perhaps one of the most difficult areas for a school is that of discipline. It is often in this area that there can be conflict between parents-children; parents-teachers; parents-principle and parents-parents. This means that there is a strong likelihood that it will come up as a topic at least once during an SGB/MC meeting. Emotions frequently run high when parents are talking about the discipline of their children. For this reason having the school's discipline policy clearly stated and made available to parents, can save a lot of conflict. It is important to review the Discipline policy on an annual basis in order to keep it current and to assess if the present policy is working.

Parent Activities: Build a tower.

Divide the group into two and ask each group to assign a leader.

Give each group some newspapers, parcel tape and pins.

Instruct each group to build a table top tower.

They need to notice how they work together to achieve the goal of building the tower.

Focus on the leader and the way everyone worked/didn't work together.

Procedures to follow in the event of conflict

Some of the most basic services are often the source of conflict at schools. This can be centred around issues such as no water or electricity. The availability of basic services effects the general running of a school and can result in heated emotions. The official channels have to be followed before extreme action can be taken. It is here that the SGB/MC play an important role. This may be a combination of drafting a letter to the governmental or municipal parties concerned or simply holding a meeting to address the issue and finding a solution at the meeting. If all avenues have been exhausted then the SGB/MC can look at alternatives such as engaging in a peaceful march, taking legal action or going to the media. In every instance it is essential that all action is ethical and respectful.

Rules for conflict resolution

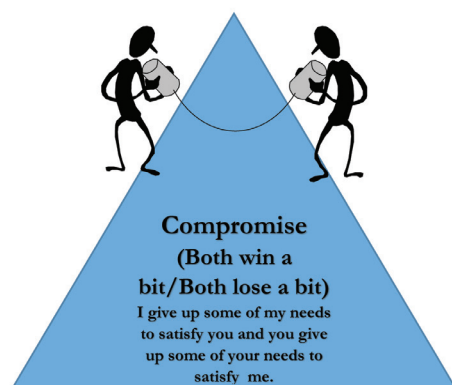
The success of conflict resolution lies in everyone following the same rules of behavior. Below are the basic steps for conflict resolution and can be applied to any potentially volatile situation.

- 1.) Set a TIME for discussing conflict when you are both calm (not when angry/tired). Talk about things that upset you (don't store them up till you burst with anger).
- 2.) RESPECT: Listen to each other (each have a turn). Talk respectfully (No shouting, swearing or name calling).
- 3.) Focus on ONE ISSUE at a time. Decide together which issue to focus on and be specific.
- 4.) Focus on the PRESENT issue and avoid bringing up the past.
- 5.) Focus on the ISSUE/BEHAVIOUR. Do not attack the person (i.e. don't hit below the belt)

- 6.) Look at **OPTIONS** available for doing things differently. Choose an option to try together.
- 7.) **EVALUATE** your efforts. Set a time to discuss 'what is working?'/ 'what is not working?' / 'What could be done differently?'



Five basic styles in conflict situations



Resources

Example of a school Discipline policy.
Five basic styles in conflict situations.

Outcomes:

At the end of the workshop parents should have a clear understanding of the following.

- parents should have a clear understanding of what conflict is;
- parents should understand how they communicate;
- parents should know the basics of how to resolve conflict;
- parents should appreciate how to behave in relation to the school and all of its members.

ABC Centre for Early Childhood Development

Address
Telephone number
Fax number
E-mail address

NEWSLETTER

March 2012

FROM THE OFFICE

Annual General Meeting 2012

A huge thank you to everyone for their input in making this evening a very productive and successful occasion. Our speaker, Dr Smith, complimented the centre in general and especially mentioned how impressed she was by the number of parents attending and also our parent's positive attitude. This is surely proof of our parents' commitment in their little ones' lives.

On the financial side

Firstly, I would like to thank those parents who are prompt in paying their school fees and are always up to date. You really assist us in the smooth running of the centre.

There still seems to be confusion regarding a few payment arrangements. Please note the following:

- School fees are payable in advance by the 8th of each month.
- January school fees were payable in full and not only the difference from deposit, as was the case in the past.
- School fees are still only payable over 11 months and, therefore, as in the past you still don't pay for the month of December.

ABC Centre for ECD
Regards
Amy du Toit – Principal

Class News

[The teacher responsible for each class can include a welcome note and add any relevant information, such as birthdays, new babies in the family and excursions.]

Extramural activities

[Give information relevant to extramural activities.]

Education management in Early Childhood Development
Second Edition C. Meier and P. Marais
Van Schaik Publishers 2012



social development

Department:
Social Development
REPUBLIC OF SOUTH AFRICA

Private Bag X901, Pretoria, 0001, 134 Pretorius Street, HSRC Building, Pretoria
Tel: (012) 312 7500, Fax: (012) 312 7684, e-mail: NPOEnquiry@dsd.gov.za

NON PROFIT ORGANISATION ANNUAL REPORT GUIDELINES

The accompanying guideline will help registered nonprofit organisation to prepare and submit their Annual Report to the Department of Social Development.

This report describes your organisation's activities over the previous twelve month periods, and includes the following sections:

Section A: Basic details about the organisation.

Section B: The organisation's major achievements over the year.

Section C: List of important meetings held by the organisation during the year, and details of any changes to the constitution.

- Please follow the headings on the forms when preparing your reports, and answer all the questions. You can choose to add further information on separate sheets of paper.
- Receipt of these reports will ensure that the name of your organisation remains on the Department's Non-profit Organisation Register.
- Registration may also be removed should the Directorate discover that you have issued false reports on either activities or finance.

We hope that the guidelines and the forms will assist you in submitting your annual reports. Please contact the office of the Directorate if you have any questions.

With best wishes for your organisation and its work.

Yours faithfully

Director: Nonprofit Organisations

Please note that you can SUBMIT reports online by visiting www.dsd.gov.za/npo

Page 1

Narrative Report for NPO

1. SECTION A: BASIC DETAILS OF THE ORGANISATION:

1.1 Registration Number (NPO Number):.....

1.2 Organisation's name:

1.3 The twelve-month period this Report covers (please state the beginning and ending of the Financial year.
E.g. 01 April to 31 March):

1.4 Contact person (nominated by the Organisation):

Name of contact person:

Contact person's position in your organisation:

Telephone number ()

Fax number: ()

Cell phone number:

E-mail address:

1.5 Organisation's physical address:

.....
.....
.....

Postal code

Province

1.6 Organisation's postal address (if different to physical):

.....
.....
.....

Postal code

Province

Please note that you can SUBMIT reports online by visiting www.dsd.gov.za/npo

Page 2

1.7 Organisation's Office Bearers. If the form does not have enough spaces for all your office bearers please add the rest on a sheet of paper, and attach. (*Office Bearers may be e.g.: Chairperson, Secretary, Treasurer, Trustees. etc*)

Portfolio	Name	Work or home address	Postal address	Telephone (include dialing code)	ID Number

Changes to the Office Bearers: please attach a copy of minutes where changes were made and attendance register

Activities (projects and programmes) for the reporting year	How beneficiaries benefitted

If the form does not have enough spaces for all your activities, please add the rest on a sheet of paper, and attach.

3. SECTION C: LIST OF IMPORTANT MEETINGS AND ANY CHANGE TO CONSTITUTION

3.1 Types and number of meetings your Organisation held during the past year.

Type of meeting	Indicate by ticking		No of meetings	Comments
	Yes	No		
Annual general meeting (AGM)				
Special general meeting				
Board meeting				
Others (specify)				

4. Did you make any changes to the Constitution during the past year:

YES	NO
-----	----

If YES, please attach the following:

- i. A copy of the resolution or copy of the minutes at which a resolution was taken to change the constitution.
- ii. A copy of the changed Constitution.

Please attach a copy of Annual Financial Statements, which include a Balance Sheet and an Income and Expenditure Report, to this Narrative Report

PARENTS AND GOVERNANCE Phase 2

Staff Meeting Minutes: 28/03/2014 Venue: Boardroom Time: 08:00
• Chairperson welcomed everyone present

No	Item	Action/Discussion / Feedback	Time Frame / Person responsible
1.			
2.			
3.			
4.			
5.			
6.			
7.			

CHAIRPERSON'S SIGNATURE

SECRETARY'S SIGNATURE

Sample of Language policy

1. The intentions of the policy

This policy is intended to be read by teachers, staff, parents and governors of the school, and also by LEA advisers, inspectors, support staff and any staff from other schools with whom we have links

2. How the policy was developed

In developing and writing this policy, the English Co-ordinator was allocated regular non-contact time between September and November 2001.

The whole staff was involved in meetings, phase and individual consultations, prior to, during and after completion of the document.

The following people were also consulted:

A.N. Other, Adviser, BASS

A.N. Other, Literacy Consultant

The policy was written with reference to the following QCA documentation and guidance:

- English in the National Curriculum
- National Literacy Strategy
- A language in Common: Assessing English as an Additional Language
- Curriculum Guidance for the Foundation Stage
- The National Framework for Baseline Assessment
- Assessment for Learning
- Time For Learning in the Primary Curriculum
- Curriculum Guidance for Pupils Achieving Significantly Below Age-Related Expectations
- Target Setting and Assessment in the National Literacy Strategy
- Teaching Speaking and Listening in Key Stages 1 and 2
- Using Pupil Performance Information to Set Targets for School Improvement
- Guidance on Teaching Able Children
- Supporting Pupils with Special Educational Needs in the Literacy Hour
- Guidance on the organisation of the National Literacy Strategy in Reception Classes
- Primary Schemes of Work
- The general teaching requirements for inclusion, use of language and use of information communication technology that apply across the programmes of study.

3. How our school views language

Our school's philosophy of language is that the teaching of English has a crucial role to play in equipping learners with the language skills they need to become effective members of their own communities, the world of work, and of society in general.

4. Entitlement

We believe that our English curriculum reflects the benefits of our cultural and linguistic diversity and provides learners with positive images through their reading of literature.

Every learner in our school is entitled to an experience of English that supports his/her development in areas of educational experience (particularly in aesthetic and creative, human and social, and spiritual and technological areas).

All our pupils, irrespective of age, ability, gender and ethnic origin are entitled to participate fully in, and benefit from a broad range of appropriate English teaching and learning activities at every stage of their education. They are entitled to experience success rather than failure from their English learning activities.

5. Attitudes and competencies to be developed

The importance of English

English is a vital way of communicating in school, in public life and internationally. Literature in English is rich and influential, reflecting the experience of people from many countries and times. In studying English pupils develop skills in speaking, listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively. Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts. The study of English helps pupils understand how language works by looking at its patterns, structures and origins. Using this knowledge pupils can choose and adapt what they say and write in different situations.

English in the National Curriculum 1999 p.14

By our own attitudes towards our pupils as language users, we endeavour to foster within them respect for each other's language. We do this by:

- building on the successful language learning which pupils have already accomplished in their own homes and communities
- providing pupils with the best possible learning opportunities matched to their individual needs
- providing an apprenticeship approach to acquiring oral, reading and written language in which "the adult represents the success the child seeks and yet offers endless help"
- maintaining a constant respect for the pupil's language
- enabling pupils to reflect on themselves as language users

6. Key experiences

We guarantee to provide the pupils of our school with the following key experiences:

For all pupils:

- access to a Book-Fair each term
- the opportunity to purchase books from the school's book club
- access to a range of fiction, non-fiction and multi-media based materials from the school's library and classroom stocks
- access to texts from the School's Library Service, through the Teacher Book Loans
- free access to choose, browse and read from a range of texts housed in an attractive

- and welcoming class book and ICT area
- access to a wide range of writing materials and implements, including ICT in the class writing area, for self-motivated and teacher directed writing
- access to a variety of radio, television, and ICT program(me)s including tapes and CDs, to extend their language experiences
- the opportunity to make a book (as a class, group or individual) for a know audience every year and for the books to be displayed and read by the school community and visitors
- the opportunity to present writing in a variety of formats each year e.g. plays, posters, information leaflets, menus, comic strips etc.
- the opportunity to engage in whole class, guided, paired and individual reading activities
- the opportunity to visit the theatre at least once during Key Stage 1 and Key Stage 2
- the opportunity to engage in various forms of drama and role play as a tool for learning and for presentation to a wider audience

FOR KEY STAGE 1

- the opportunity to take part in a performance for parents and the wider community

SPECIAL EDUCATIONAL NEEDS

- once identified, pupils with special educational needs in speaking and listening, reading or writing will have their needs assessed and appropriate action taken in line with the “Code of Practice” (see school’s Special Needs Policy).

7. Planning including cross-curricular opportunities

Every learning experience is a literacy experience. We think through language. We speak and listen through language. We read through language and we write through language. Every aspect of our lives is governed by language.

Each curriculum area has its own specialised language, e.g. investigations of a scientific or mathematical kind give opportunities for speaking and listening in discussion, for planning, for making suggestions, asking questions and reporting results. There are specific formats of reading and writing e.g. non-chronological reports, explanations and instructions. History gives the opportunity for developing research skills, chronological and story writing. Every subject within the curriculum contains opportunities for speaking and listening, reading and writing.

These opportunities are clearly identified within the NLS Medium Term Planning and the school’s Curriculum Map. Clear links are made with the schemes of work provided on the DfEE Standards Web Site. Guidance for planning speaking and listening is taken from ‘Teaching speaking and listening in Key stages 1 and 2’ (QCA 1999).

The teaching objectives in the Medium Term Planning are given detail in the Short Term planning, showing how and what pupils will learn and also how they will take ownership of that learning. It is in the Short Term Planning that differentiation is evident.

Evaluation and assessment criteria are stated on the medium term planning.

Year group and phase group planning ensures that pupils within each year band experience similar activities. Whole school planning is monitored by the Language Co-ordinator and the Head Teacher to ensure range, continuity, progression, differentiation and entitlement.

8. Teaching styles

To enable access to the whole curriculum for every pupil, to cater for the variety of learning styles within each class, and to ensure progression and reinforcement of skills and concepts throughout the year groups, we employ a variety of teaching styles.

- Literacy is a basic skill and is key to creativity, imagination and critical thinking. We want our pupils to find learning exciting, compelling and intrinsically worthwhile. Therefore, we use a variety of interactive teaching and learning techniques so that pupils can respond successfully to their learning.
- We plan activities where pupils:
 - integrate prior and new knowledge
 - acquire and use a range of learning skills
 - solve problems individually and in groups
 - think carefully about their successes and failures
 - evaluate conflicting evidence and think critically
 - accept that learning involves uncertainty and difficulty
- We use questions as a tool for learning. Effective questioning models how learning evolves. Appropriately designed questions leads pupils from unsorted knowledge to understanding, teaching pupils how to use them for effective learning.
- We use a wide variety of materials to enable every pupil to access the planned learning experience and to achieve the planned teaching and learning objectives.
- We give pupils the opportunity to work in a variety of ways – whole class, groups (of differing sizes and composition), as pairs and individuals, according to their needs, the nature of the activity and the learning objectives.
- We build pupils' confidence and self-esteem, and enable them to become effective language users by:
 - sharing teaching and learning objectives and clarifying expected outcomes in a language that pupils can understand
 - teaching children to self-monitor
 - effective use of the plenary enabling children to demonstrate their knowledge, understanding and process of learning orally as well as by writing
 - encouraging children to learn from and support one another, and to realise that they do not all have to be at the same level or arrive at the same point at the same time. There are many routes to the same destination.
 - positive and constructive oral and/or written feed-back
- We create an environment where all children can make progress. We teach all children and ensure that all children know this.
- We enable pupils to develop written and spoken Standard English through the model we set as teachers, and through sharing and providing good quality reading and writing materials and texts.

9. Planning for progression and continuity

Teachers and Teaching Assistants work co-operatively to plan in phase groups and year groups:

Foundation Stage – Nursery and YR

Key Stage 1 – Y1 and Y2

Key Stage 2 – Y3 and Y4

– Y5 and Y6

Formative and summative assessment is used to inform all planning. Individual Education Plans (IEPs), planned and agreed with the SENCO are included in Short Term planning.

The Literacy Co-ordinator is released for half-a-day each week in order to support other class teachers. This support also includes evaluation and monitoring through team teaching and observation.

10. Rules and routines

- The school library is timetabled for class use.
- The central English and literacy resources are labelled and housed in the Resources Room. Staff are expected to remove the marker from the resource and place it in the envelope marked with their name, which is situated on the back of the door.
- Should there be a shortage of any materials, staff are expected to inform the Literacy Co-ordinator.

10a. Assessment

Assessment provides information about what a pupil knows, understands, is able to do and where they go next. It is part of the teaching and learning process, and as such is a part of everyday classroom practice. The majority of assessments are part of a continuous process rather than a separate activity requiring the use of extra tasks and tests.

On-going assessment is used to inform medium and short term plans and thus highlight pupils' strengths and areas for development.

We consider the following, when assessing a pupil's progress:

- the assessment technique must match the learning objectives and the activities designed to meet them
- key assessment opportunities must be included in the medium and short term planning
- we must be selective when deciding who and what to assess
- we must be clear about what we are going to assess, i.e. we must identify the key learning objectives (what we want the pupils to know, understand and be able to do); outcomes of the lessons (what the pupils will 'produce'); and assessment criteria (how we will know whether the pupils have been successful in achieving the learning objectives).

All records are updated at least once per term. Individual and group targets are set and reviewed at least one each half term. Information from these sources is then used to provide feed-back to children, to assist in refining target setting, to feed into teaching plans and to inform parents.

At the end of the year these records are passed on to the next teacher.

10b. Monitoring pupils' progress

Our school has a policy for marking and responding to pupils' work (see Assessment and Marking policy). The following forms the basis for the school's routines for marking pupils' written English work:

- response is made to content linked to the learning objective, first
- marking is matched to individual pupil's targets, age and ability
- the pupils should clearly understand what the teacher is looking for (assessment criteria). This helps them to focus on the kinds of things they need to look for when they check/evaluate their own work
- pupils and parents are informed that not all errors will necessarily be corrected
- at Key Stage 1, teachers mark selected spelling mistakes linked to spelling targets. At Key Stage 2 errors are signalled rather than corrected
- teachers read, or get pupils to read their work aloud with appropriate expression, to help them to punctuate correctly
- teachers aim to mark some work each week with the pupil
- a written comment is frequently used and teachers should remember that the audience for these comments will be wider than the pupil to whom it is directed
- teachers try to develop the pupil's own response to a piece of work
- teachers try to make constructive intervention e.g. by posing a question

10c. Assessing speaking and listening, reading and writing**Speaking and Listening**

The levels of attainment for speaking and listening, together with the exemplification videos produced by the School Curriculum and Assessment Authority (SCAA) in 1995, provide the basis for ongoing assessments in the classroom and summative judgements of levels achieved. The materials from the Qualifications and Curriculum Authority (QCA) for supporting teacher assessment in year 4 contain useful models for planning the assessment of speaking and listening.

- We need to be clear about what is being assessed. It is not the accent, dialect, length of contribution, opinion, confidence or leadership qualities. We assess:
 - the effectiveness of pupils' talk and its adaptation to purpose, context and audience
 - contributions to and within groups
 - clarity in communicating, including giving reasons, clear sequences of ideas and appropriate use of Standard English
- We make the assessment criteria clear to all pupils.
- We collect evidence in all subjects. For example, during the shared part of the Literacy Hour a Teaching Assistant could be assigned to focus on two or three children making notes of their specific contributions and detailing how well they listen. Or, pupils could be asked to give instructions during a geography, design and technology or science lesson, and the criteria would relate to the brevity and clarity of the wording, the sequence in which the instructions are given, and the choice of appropriate vocabulary to convey the technical information.
- Evidence takes the form of:
 - notes made by the teacher and/or Teaching Assistant(s)
 - notes made by the children in talk logs, group observations, notes for argument, discussion and presentation, and reflection on them
 - some taped work e.g. on video or cassette tape

- We collect evidence in specific drama and role play activities, class, group, paired and individual work.
- We collect evidence when it is recognised as excellent or significant for a pupil.
- We focus on two or three children each week.
- We use objectives for whole class monitoring.
- We integrate speaking and listening assessment into other records.

READING

Assessment can take place whenever pupils are engaged in reading activities and whatever type of text is being read. A note is made of anything that the pupil does which is new or significant to their learning, and/or anything which requires teaching.

Role play and early readers have individual reading conferences weekly. As children begin to read they have a running reading record once a week. As children become established readers individual reading conferences will take place once every half term. These assessments can take place during guided reading time.

Individual and guided reading sessions provide the main opportunities for monitoring pupils' progress and achievements in reading and for setting targets for future teaching. Monitoring involves both pupil reading and discussion. Note is made of:

- evidence that the pupil has early concepts of print – e.g. orientation of book, that print is read
- reading strategies that the pupil uses – the pupil should use a range of strategies to decode unknown words e.g. graphic, phonic, contextual
- level and sophistication of understanding – literal, inference and deduction
- confidence and independence
- response to book
- fluency
- intonation and expression
- awareness of audience
- attitude to reading

A written record is made of every individual reading conference and for pupils with whom the teacher works during guided reading sessions. These on-going records are summarised onto the Positive Statement Banks at the end of each half term. Each highlighted statement is dated, showing what the pupil can do without support. The statements that are not highlighted indicate the areas for development. The Statement Banks form the basis of reports to parents and are also passed onto the next teacher, along with the list of books read.

As soon as pupils are able they should keep their own reading logs. All pupils in Y5 and Y6 should keep their own reading logs. These supplement individual reading records and may form the basis of teacher/pupil discussions.

A National Curriculum level is awarded to each pupil in the Summer Term of Y2 and Y6 and is reported to parents with the End of Key Stage Task/Test Levels.

In each of the other years, statements should read that pupils are working within a

level with these focussed targets having been achieved, and the following targets for development. REMEMBER IT TAKES TWO YEARS TO ACHIEVE A LEVEL.

WRITING

Each teacher keeps (or makes a photocopy of) one sample of writing towards the end of each half term, linked to one of the key writing focuses for assessment. The key writing focuses for assessment are taken from the teaching objectives in the National Literacy Strategy. Across the year there must be a balance between fiction and non-fiction, and between the various genres and text types. The non-fiction samples of writing should have links to the cross-curricular schemes of work being studied within that half term.

Each sample is annotated to provide a cumulative record and may include comments on the pupil's:

- effective communication
- confidence as a writer
- independence
- persistence
- writing preferences
- approach to editing and re-drafting

Comments should also be made on:

- accuracy of spelling – common sight words, visual patterns, self corrections
- vocabulary choices
- punctuation
- appropriate grammatical construction
- paragraphing
- audience and purpose
- handwriting skills

Spelling is assessed in the course of children's writing linked to individual and group targets.

A National Curriculum level is awarded to each pupil in the Summer Term of Y2 and Y6 and is reported to parents with the End of Key Stage Task/Test Levels.

In each of the other years, statements should read that pupils are working within a level with these focussed targets having been achieved, and the following targets for development. REMEMBER IT TAKES TWO YEARS TO ACHIEVE A LEVEL.

In order to standardise assessments across the school, one staff meeting in each term is assigned for moderation of samples, with a mixture of teachers from across the school moderating one sample of work from various year groups.

For reference and support staff have access to 'Assessment and Achievement – English, Mathematics and Science Exemplification Materials to Support Consistency in Teacher Assessment at Key Stages 1 & 2' Birmingham Advisory & Support Service.

11. Links with parents

(see Homework policy and Home/School Links policy)

Parents are asked to share home reading books with children at least twice a week and to write appropriate comments in the home reading diary. Teachers monitor these diaries and respond in writing once a week.

There is regular support for parents in parental workshops. Parents are given a booklet on how they can support their child's development of language and literacy, including strategies for supporting the learning of spelling and how to help their children with handwriting.

12. Resources

The criteria for selecting and buying resources is matched to the demands of the National Curriculum, the National Literacy Strategy and the needs of the pupils and staff at the time of purchase. In addition we try to ensure value for money, that materials are free from bias - racial, cultural and gender, and that they reflect our policy on inclusion.

A list of resources is included in the appendices.

13. List of Contacts

A list of important contact is included in the appendices

14. Targets for Development

Targets for development are included in the Audit and School Development Plan

15. Evaluation of Policy

This policy will be reviewed by teaching and classroom support staff six months from its date of implementation. The following criteria will be used to measure its success:

- How has the quality of children's learning been enhanced/improved?
- How has the quality of teaching been improved?
- Can we identify a range of teaching and learning styles in each classroom?
- Are staff and pupils following routines and rules?
- Is there clear evidence of assessment informing planning?
- Do pupils know what they are learning and why?
- Has any part of the policy been difficult to implement, or been ignored?

Signed by:

Literacy Co-ordinator _____

Head Teacher _____

Literacy Governor _____

Date of implementation _____

Date for review _____

The CSD envisions vibrant communities that take responsibility for the early childhood developmental needs of their children, as a foundation for achieving human potential.

Our practice is based on a caring professionalism that builds relationships which affirm and support the ability of people to arrive at their own solutions.

SAMPLE 2 - Discipline policy

STUDENT BEHAVIOR CODE (Point System)

Most routine discipline problems at the _____ School will be dealt with using four steps. These steps may vary due to situations in individual classrooms.

- A. The first time a student breaks a rule; the staff member will give the student a verbal reprimand, or take other appropriate action.
- B. The second time the student misbehaves, the staff may decide to take away a privilege or take other appropriate actions.
- C. For the third offense, the staff will contact the parents telling them of their child's unacceptable behavior. The staff may also administer a consequence.
- D. On the fourth offense, the student will be referred to the assistant principal. The assistant will also administer a consequence ranging from detention to out-of school suspension, etc. If the student is kept after school, the parents will be notified in advance.

These routine steps will take care of most problems with misbehavior. However, steps have been determined for more serious or continued behavior.

The purpose of a discipline system is to:

- * Improve the educational environment for students, teachers, parents and staff. Inform students and parents of rules and policies.
- * Record discipline violations in a systematic way.
- * Predetermine disposition for violations, when possible.

Parents and students must be aware of school board policy and procedures concerning acceptable and unacceptable behavior in our schools, on our buses, etc. Progressive discipline is based upon the belief that an individual does not have the right to infringe upon the rights of others. Also, all people concerned with the school have the responsibility of creating a positive environment within the building, on school property, or at any school event.

The vehicle used to implement the discipline system is a point system. All points will be assessed by a building administrator or designee, as the result of behavioral referral. Teachers will try to resolve problems prior to referring a student to the office. The

student shall have the right of due process, including both a fair and impartial hearing on the merits and notice of the following:

- * The type of conduct which will subject the student to disciplinary action
- * Notice of the specific rule violation by the student and the nature of evidence supporting infraction.
- * Notice of the date of hearing sufficiently in advance to permit preparation of the defense where removal for more than ten days (10) is involved.
- * Notice of the student's procedural rights at the disciplinary hearing.

This policy applies to the entire academic year, all academic levels, and is the behavior code for our students at school and at all school sponsored events. Athletic codes of conduct may extend beyond the academic year.

A. Levels of dispositions are as follows:

At all levels parents or guardians will be notified by telephone contact, a copy of referral form to be signed and returned, or information mailed home informing parents or guardians of violations of this behavior code. Parental conferences may also be necessary at various times during the year to help modify behavior.

Whenever deemed appropriate, counselors, outside agencies, and law enforcement officials may be brought into the process.

Any points assessed during the last fifteen (15) days of school will be held over to the following year on the individual's point record.

1. At one (1) point the consequence will be from a warning to a detention.
2. At two (2) points the consequence will be a detention, 1/2 day in-school suspension, or a full day of in-school suspension.
3. At three (3) points the consequence will be from 1/2day in-school suspension to 3 full days of in- school or out of school suspension.
4. At four (4) points the consequence will be from 1/2day of in-school suspension to 3 full days of out of school suspension.
5. At five (5) points the consequence will be from 1/2day of in-school suspension to 3 full days of in-school or out of school suspension.
6. **At six (6) accumulated points a parental conference and a referral to a school counselor will be required for the student to return to classes and/or school.
7. At six (6) points the consequence will be from one (1) to three (3) full days of either in-school or out of school suspension.
8. At seven (7) points the consequence will be from one (1) to three (3) full days of either in-school or out of school suspension.
9. At eight (8) points the consequence will be from one (1) to three (3) full days of either in-school or out of school suspension.

10. At nine (9) accumulated points a certified letter will be mailed to the parent or guardian informing them of their student's status. The consequence at this level will range from one (1) to five (5) full days of out of school suspension.
11. At ten (10) points a certified letter will be mailed to the parent or guardian informing them of their student's status. The consequence may be from one (1) to five (5) full days of out of school suspension.
12. At eleven (11) points a certified letter will be mailed out to the parent or guardian informing them of their student's status. The consequence will be from one (1) to five (5) full days of out of school suspension.
13. **After reaching 9 to 12 points a parental conference will be held. The conference will include a member of the Board of Education and an administrator.
14. At twelve points (12) a certified letter will be mailed to the parent or guardian informing them of their student's status. The consequence at this level will be from one (1) to five (5) days of out of school suspension.
15. At thirteen (13) points a certified letter will be mailed to the parent or guardian informing them of their student's status. The consequence at this level will range from one (1) to ten (10) full days of out of school suspension.
16. At fourteen (14) points a certified letter will be mailed to the parent or guardian informing them of their student's status. The consequence at this level will range from a one (1) to ten (10) days of out of school suspension.
17. At fifteen (15) points the consequence is immediate suspension from school and recommendation to the Board of Education for expulsion from school.

NOTE: No credit will be given for daily assignments during time of suspension. Tests, projects, and long term assignments that occur, during the suspension but cover more than the days of suspension will receive credit.

B. Point Roll Backs

1. If a student accumulates zero (0) points for fifteen (15) school calendar days, their individual point total will be reduced by one (1) point by action of the building administrator, and every 15 school days thereafter.
2. When a student ends the current school year, all points will be rolled back to zero (0) for the next school year. However, any student who is given points the last fifteen (15) days of school or long term suspension issued by the Board of Education - those will be CARRIED OVER to the next school year.
3. Upon returning from an expulsion or long term suspension issued by the Board, the student will begin with zero (0) points.
4. All behavior points will follow students from grade to grade, if the points were given during the last fifteen (15) days of school.

POINT ASSESSMENT**C. One (1) to Three (3) Point Violations**

1. *Gambling (ex. Poker, pogs)*
2. Skipping one class
3. Leaving class without permission
4. Possession of toy guns, water balloons, pea shooters, spit wads and other non-weapon items, which when used create minor disruptions
5. Student in halls without a pass.
6. Disorderly conduct (snowballs, riding outside a vehicle, etc.), or physical contact (pushing, etc.).
7. Missing a detention without making alternative arrangements
8. Misuse of permits or giving false information (the act of illegally using writing, or displaying in writing the names of another person, falsifying times, grade, addresses, absence excuses, bus notes, or other information on school forms)
9. *Skipping school (per day)
10. Violation of closed campus
11. Cheating on classroom assignments or test (refer to teacher's class rules for effect on grade)
12. Being in an unauthorized area without a permit
13. Six or more 'late arrivals' to a class during one semester (persistent disobedience)
14. Violations of the school dress code
15. Displays of affection
16. Loitering in any area for other than intended purposes (bathroom, parking lot, etc.)
17. *Behavior that infringes on the rights and/or safety of others
18. *Obscene and/or lewd behavior and/or language (obvious suggestive sexual gestures exhibited in view of students or staff member: profane language - the act of swearing or cursing).
19. *Willful destruction or defacement of school property or the property of others (damage less than R100.00; restitution is expected)
20. Running in the halls

21. Possession of lighters, matches, or laser pointers
22. *Copying or tampering with another person's computer file or a school owned program/system or any school record.
23. Persistent classroom
24. *Possession of pocket pagers, or electronic communication devices
25. Disrespect to school official, teacher or staff employee
26. *Theft of school property or the property of others (value less than R100.00; restitution is expected)
27. Possession of a pocketknife (less than 3")

D. Five (5) Point Violations

1. *Use of or possession of tobacco (per offense)
2. Failure to report directly to the office for disciplinary action
3. Failure to properly identify yourself to any school employee when asked to do so.

E. Three (3) to Six (6) Point Violations

1. *Fighting or provoking a fight
2. *Physical attack/assault
3. *Unauthorized sale of items
4. Persistent disobedience

F. *Nine (9) Point Violations

1. *Willful destruction or defacement of school property of others (damage of \$100 or over; restitution is expected)
2. *Possession of firecracker or explosives of that nature
3. *False fire alarms

G. *Twelve (12) Point Violations

1. *Extortion or physical threats for favor or money

H. *Fifteen (15) Point Violations

1. *Arson (setting a fire)
2. *Bomb threats
3. *Unprovoked assault on a teacher, student, school employee, or any other person on school property or at school sponsored events
4. *Distributing controlled substance

5. *Possession or use of pepper gas, tear gas, smoke bombs or similar devices
6. *Unauthorized sale, possession, or use of illegal or dangerous weapons (knives, pipes, clubs, firearms, bombs, incendiary devices or any object which can cause bodily harm)

I. One (1) to Fifteen (15) Point Violations

1. *Sexual harassment (consistent with Board policy)
2. Verbal intimidating harassment directed at another person and witnessed
3. Lunchroom and bus rule violations
4. Disrespect
5. Hazing/harassment

J. *Three (3) to Fifteen (15) Point Violations

1. *Theft
2. *Insubordination (refusal to comply with reasonable request of school authorities or gross disrespect to school personnel)
3. *Unauthorized demonstration (boycotts, sit-ins, walkouts or petitions)
4. *Threat or implied threat to student/school employee or their property
5. *Inciting others to violence or disobedience
6. *Indecent exposure (flashing, mooning, etc.)
7. *Theft of school property or the property of others (value over \$1 00; restitution is expected)

K. *Nine (9) to Fifteen (15) Point Violations

1. *Use of, under the influence of, or in possession of alcohol, illegal, or non-prescribed drugs, inhalants, look-alike drugs, or paraphernalia on school property or any school sponsored activity
2. *Tampering with fire safety equipment

*Denotes - Possible Legal Action

This code may later be amended to include any other violation not specified.

All inappropriate violations or actions not covered in this code can be dealt with by the building administrator assessing from one (1) to fifteen (15) points depending on the severity of the offense.

NOTE: Out of school suspensions totaling no more than ten (10) days may be imposed on Special Education students under an exiting IEP. Each time a new IEP is held, a new ten (10) day “clock” begins. In the event that a longer term of suspension is sought for a special education student, an IEPC must be convened to determine whether the student’s program is appropriate, whether the student was aware of and understood the rules and whether the misbehavior was a manifestation of the student’s handicap. If the IEP established that the student’s program was appropriate, that the student was aware of and understood the rules, and that the student’s misbehavior was not manifestation of the handicap (and this determination is not appealed) then a suspension of more than ten (10) days may be imposed. However, even under such circumstances, the District is not permitted to terminate special education services, but must continue to provide special education services even during the course of a long-term (more than ten (10) days) suspension, it is appropriate that another IEPC be convened to determine what certain special education services will be provided to the student during the suspension term.

NOTES

Layout of a Letter

First and Last name of the person you are writing to

Their street Address

City

Postal code

Date

Dear Mr/Ms Full Name,

Topic of letter

You do not want to indent when you are using this format. This is the best format to use when you are writing a persuasive letter. You want to introduce yourself and the topic you are writing about to the reader. Remember that the first rule of writing is to know your audience. In a persuasive letter, you state your opinion or your feelings about something that is important to you after you have introduced yourself.

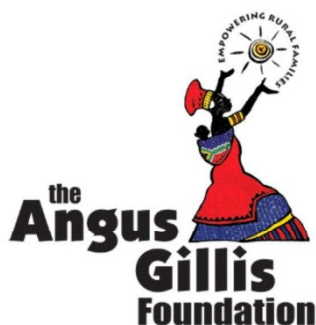
Your letter must have the facts, reason and examples to support your position. Address issues that your reader may have in their argument. Don't forget to remind the reader where they can contact you and to sign the letter below the 'Yours Sincerely'.

Yours Sincerely

Name of writer

(Position of writer)

Sample logos for discussion



References

Bisschoff, T., Maistry, R. (2009) Financial school management explained (2nd Ed)
Department of Social Development (2007) Guidelines for Early Childhood
Development Services: Every child has the right to the best possible start in life.

FAMSA website: www.edcc.edu/counseling/documents/conflict.pdf

Meier, C & Marais, P. (2012) Education management in Early Childhood Development.
(2nd Ed).

Mphela M. (2005) School Governing Bodies: Rights and responsibilities.
Soul City Institute Hands-on Parenting: Soul City Parenting Programme

