

**DRAFT REPORT**

**REPORT OF THE COMMITTEE  
APPOINTED TO STUDY AND RECOMMEND ON  
SRI LANKA PRINCIPALS SERVICE**

*The Committee*

*Chairman*

Prof. Gunapala Nanayakkara  
Advisor to the Minister of Education

*Members*

Mr. M. A. Dharmadasa  
Former Director-General of Establishments  
Mr. S. W. Gamage  
Former Accountant, Ministry of Education  
Mr. B. Sanath Pujitha  
Former Commissioner-General of Examinations  
Mrs. Padma Siriwardena  
Former Director-General of Establishments

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Asst. Director of Education, Reforms Branch, MoE

**Ministry of Education**  
*Isurupaya – Battaramulla*

**April – Sept. 2023**

### *The Terms of Reference of the Committee*

Study and report on the Service Minute of the Sri Lanka Principals' Service (SLPS) (Gazette No. 1885/31 of 22.10.2014) , and examine and report on other matters connected to the further development of the Principals Service, including the following:

1. Employment/Service conditions of the principals and their relationship to those of other comparable/related Services in the Education system including Sri Lanka Teachers Service, Sri Lanka Education Administration Service, and Sri Lanka Teacher Educationists Service.
2. Recruitment, placement, remuneration, benefits, transfers, training and promotions in the SLPS;
3. Role of the School Principal in the context of the trends in education development, pending education reforms in Sri Lanka, and the conditions of the economy and national development environment;
4. The need for establishing and maintaining an efficient and effective school administration system;
5. Providing for the professional development of the members of the SLPS and recognition of such professional development achievements of principals; and
6. Any other matters that have a bearing upon any of the above.

## ***SUBMISSION OF REPORT***

Having studied the issues, problems and prospects of the Sri Lanka Principals Service after perusing and analyzing the legal and other documents pertaining to the ToR given to us and carefully reviewing and assessing the information and ideas obtained from the concerned parties and persons, we sign and submit this Report for the consideration of the Hon. Minister of Education and the Secretary of Education:

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*Chairman*

Prof. Gunapala Nanayakkara  
Advisor to the Minister of Education

*Members*

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Mr. M. A. Dharmadasa  
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Mrs. Padma Siriwardena  
Former Director-General of Establishments

Oct. 2023

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## ***SUMMARY OF RECOMMENDATIONS***

### ***I***

#### ***Professionalization of Sri Lanka Principals' Service***

- 2.1 A semi-professional service:* Develop SLPS in terms of international standards relating to professionalism so that SLPS members may represent a specialization-based authority to express an opinion that a court of law would recognize.
- 2.2 Professional Association:* Establish an “Association of Sri Lanka School Principals” of which all SLPS officers become registered members (similar to Sri Lanka Medical Association).
- 2.3 Statutory Amendments:* Introduce amendments to the SLPS Minute No. 1885/31 of 22.10.2014 providing for a supra-grade, re-definition of role, upgrading the salary code, increasing the cadre, and improving the method of recruitment.
- 2.4 Strengthen professional development:* Establish a Center for Professional Development, recognize professional development for promotions and salary increases, and improve induction and capacity building programs.

### ***II***

#### ***National Policy on School Principal Service***

- 3.1 National Policy:* The Committee recommends to formulate national policies in respect of the SLPS covering the aspects of structure of service, cadre, recruitment, placement and transfers, remuneration, role and responsibilities, standards and professional development, and performance-based pay and promotion.

### ***III***

#### ***Restructuring the Sri Lanka Principals Service and Amendments to the SLPS Service Minute***

- 4.1 The New SLPS Service Minute:* A new Service Minute shall be gazetted by January 2024.
- 4.2 Appointing Authority:* The Secretary of education shall be the Appointing Authority of the Sri Lanka Principals Service. In making appointments to the Supra-Grade of the

SLPS the Secretary shall do so according to a scheme of promotion and a selection board approved by the Public Service Commission.

*4.3 Cadre Revision:* The approved cadre as of 2021 is 16,433 of which 2,202 are national school posts. Revise the cadre in recognition of school administration needs under the forthcoming reforms in education administration, create Supra grade posts to provide leadership through School Boards and Lead Schools and consider allocation of posts to SLEAS as well.

*4.4 Qualifications to Apply:* Effective after 2 years from the introduction of the new Service Minute, require a bachelor's degree and age not more than 45 to qualify.

*4.5 Recruitment:* Introduce a new assessment method based on tests in five areas including modern and appropriate contents, re-structure the interview system, and recognize experience, performance and skills acquired by persons.

*4.6 EB I and II:* Revise EB I and II, and the current Capacity Building Programs. Introduce a Competency Development Program, Continuous Professional Development and conduct performance appraisal prior to promotion to next grade. A scheme of performance-based annual increments is proposed.

## IV

### ***Role of School Principal: Functions, Responsibility and Accountability***

*5.1 Functions and Responsibilities:* Re-define the role of principal in the Service Minute, issue comprehensive job descriptions to principals, VPP and APP, and introduce performance appraisal.

*5.2 Handbooks:* Draft and issue Handbook for Principals and Guidelines for School Management.

## V

### ***Remunerating to build a Professional SLPS***

*6.1 Salaries:* The proposed salary structure is as follows:

SLPS III:	- 46,325 - 6 x 1,335
SLPS II:	- 54,335 - 6 x 1,650
SLPS I:	- 64,235 - 6 x 2,170
Supra-grade:	- 77,255 - 10 x 2,485 - Rs. 102,105

- 6.2 Promotion from SLTS to SLPS:* Consider appointment of schoolteachers to SLPS as a promotion, and place the new recruits in the SLPS scale on one salary step ahead of the teacher service where the new recruit has been at the point of promotion.
- 6.3 The number of salary steps:* The number of salary steps shall be 30.
- 6.4 Other anomalies:* Take steps to prevent salary reductions, continue annual increments until retirement (based on performance appraisal), and rectify the determination of increment date.
- 6.5 Principal Allowance:* Four categories of schools by size of student population, and a monthly allowance of Rs. 15,000, 12,000, 10,000 and 6,000 to principals; accordingly, VPP and APP are also given an allowance of 60% and 40% of the principal allowance respectively. For Principals of difficult area schools an additional allowance of Rs. 4,500 recommended.
- 6.6 Benefits:* Positive recommendations are made in respect of communication costs, entertainment allowance, travel costs, removal of housing rent reduction, vehicle permit, admission of children, and repayment of CPD costs.
- 6.7 Pay-for-Performance: Scale of performance* – Outstanding (two additional increments), Very good (one additional increment), Average (annual increment) below average (withhold increment + inquiry)
- 6.8 Principals Continue to Teach:* All members of SLPS must teach a specified number of hours and participate in formative assessments (for which a rate of pay is recommended)
- 6.9 Long-term Solutions:*
- a. The Ministry shall appoint a Committee to formulate structural solutions to the problems of SLPS and propose amendments to the SLPS Service Minute
  - b. The Ministry shall appoint a Consultant to study restructuring of the Services in Education (SLTS, SLPS, SLTES, SLEAS and SLISAs) including the possibility of integrating them into one or more services, and also undertake a Job Evaluation on a professional basis and recommend on remuneration of these services.
  - c. The Ministry shall take administrative steps to consider the recommendations made in this report and take action to implement them as a matter of urgency.



## ***VII***

### ***Education Reforms and the Emerging Role of the Principal***

The Committee recommends a governing structure for the Education Development Boards (School Boards) that are being proposed under education administration reforms and specifies the role of the Board and members of the SLPS/SLEAS.

# Chapter 1

## INTRODUCTION

### 1.1 Background

The structure of the Sri Lanka Principals Service (SLPS), as constituted by the government on the recommendation of Dayaratne Salaries Committee on January 1, 1985 comprised of three Classes: III, II and I. Subsequently, the SLPS came under the Sri Lanka Principals Service Minute Gazette No. 426/11 of Nov. 06, 1986, and Gazette No.1086/26 of July 02, 1999. At present the SLPS is governed by the main statute of Service Minute in Gazette No. 1885/31 of Oct. 22, 2014 as amended by four gazette notifications: No. 1- 2004/59 of Feb. 02, 2017, No. 2 – 2076/14 of June 19, 2018, No.3 – 2208/18 of Dec. 30, 2020, and No. 4 – 2255/55 of Nov. 26, 2021. At present, the consolidated number of cadre posts is 16,512, and it is divided into the three grades as: Gr. III – 6,868; Gr. II - 6,112 and Gr. 1 – 3,532.

The Committee recognizes that the SLPS is the backbone education service that shoulders the responsibility for the management of a system of schools to meet national expectations. It is noted that the Service Minute of 2014 stated the Role of the Principal as follows:

*The officers of the Principals Service should carry out all the functions concerning school administration and management including the duties that are assigned in connection with the conduct of national level examinations and other examinations relating to the education of the government schools under the administration of the line Ministry and Provincial Education Ministries in conformity to the National Education Policy in addition to the duties involving education as decided upon and required by the government for implementation through schools towards strengthening of the sports activities and other subject related work in schools as well as the process of learning and teaching.*

The role of the principal must be re-visited to provide the focus it deserves in view of the evolving national task of education.

## **1.2 The Procedure**

In the process of study, the Committee undertook the following:

- i. Study of documents and information relevant to the SLPS as provided to the Committee by the Ministry;
- ii. Interview of 18 registered staff associations/unions of SLPS; (Annex 1) and
- iii. Interview of 15 persons of concern in education and administration (Annex 2)

## **1.3 Key Issue Areas**

The Committee observed that the issues of SLPS revolved around a number of key areas of decision-making including:

- a. Role of the School Principal: Functions, Responsibilities and Accountability
- b. Need for the professionalization of SLPS
- c. Cadre, Recruitment, Selection, Placement and Transfers
- d. School Management Facilitation of Principal to Perform
- e. Remunerating the Job of Principal
- f. Promotions and Performance Management
- g. Professional Development of Principals
- h. Education Reforms and the Emerging Role of the Principal

The study revealed that members of the SLPS have been continually suffering from an array of grievances relating to the above areas, represented by such manifestations as inefficiencies, inadequacies, anomalies, miscommunications, maltreatments, injustices and repressions that should not be present in a public service.

## **1.4. Our Commitment**

The Committee is of the view that the role of SLPS should be envisioned in such a way that its members are well qualified, competent and motivated to perform their instructional role. Their responsibility is to make schools fully committed to providing a joyful and resourceful learning environment so that our future generation of talent can

make well informed choices in school and gear their education efforts to developing a productive career of choice.

The Committee views that recruitment of best talents to SLPS, provision of structured and challenging tasks to them under regular supervision of education administrators, and regular and objective assessment of their performance for professional and career promotions are the key to establishing an effective Principals Service. We the Committee, emphasize further, that the engagement of teachers in teaching-learning roles, delivering course syllabi effectively and enabling the school to achieve higher levels of educational performance depend largely on the competencies shown by school principals.

The Committee makes its recommendations with the firm commitment to the objective of elevating the standards of an occupation to the level of a semi-professional body in order to enhance the quality of education. We consider certain objectives such as preservation and promotion of self-interests of various groups as their exclusive rights are secondary and perhaps parochial. They should not prevail over the more effective options for achieving the objectives of quality education.

As such, the Committee views that the recommendations it makes should be taken by the government into its early consideration in policy and decision making, assign high priority to allocating required resources and making enabling rules and regulations necessary for implementation.

## **1.5 Acknowledgments**

We gratefully recognize the deep commitment to educational development that the Hon. Minister of Education Dr. Susil Premajayantha has shown in appointing us to a special committee to study the issues of SLPS and make recommendations. The Committee was inspired by his visionary leadership and the guidelines provided in the process of Committee work.

The Secretary of Education Mr. Nihal Ranasinghe, who is fully concerned with the need to find amicable solutions to the issues of school principals as well as the

effective and efficient management of schools, instructed us on the way forward, and we fully appreciate his leadership.

The Committee appreciates the services and assistance extended to it by Addl. Secretary of Education Services Mr. I. M. K. B. Illangasinghe, Mrs. Radha Nanayakkara, Senior Asst. Secretary, and Mrs. Buddhika Silva, Asst. Secretary of the Principals Branch. We recognize the extensive preparations of the SLPS staff unions to brief the Committee with valuable written proposals and oral presentations, and the ideas given by those in the list of concerned persons who took their time for a useful dialogue.

We thankfully note the help received from Mr. Hemantha Premathilake, Private Secretary of the Hon. Minister and Mr. Nandasena Madavanarachchi, Coordinating Secretary of the Hon. Minister for coordination work and information gathering.

A special word of thanks goes to Mrs. Priyanga Pullaperuma, Asst. Director of Education, for assisting the deliberations of the Committee and working on the documents to support report drafting.

The Committee received assistance in various ways from the staff of the Minister's Secretariat including Mrs. Hiruni Vithanage, Mrs. Sajeewani Ajantha, Mrs. Dinushi, Mrs. Shamali, Mrs. Dilrukshi and staff of the Secretary's Office including Mrs. Sudarshi Wanigasinghe, Coordinating Secretary, and Mrs. Mekala for collating data, documentation and facilitating meeting arrangements.

## Chapter 2

# NATIONAL POLICY ON SCHOOL PRINCIPALS SERVICE

### 2.1 Introduction

What is a policy? Is there a definition of policy that guides the crafting of policy content? According to *Wikipedia*, “Policy is a deliberate system of guidelines to guide decisions and achieve rational outcomes. A policy is a statement of intent and is implemented as a procedure or protocol. Policies are generally adopted by a governing body within an organization. Policies can assist in both *subjective* and *objective*. Moreover, governments and other institutions have policies in the form of laws, regulations, procedures, administrative actions, incentives and voluntary practices. Frequently, resource allocations mirror policy decisions.” In the absence of an authoritative definition and guideline, it is proposed to adopt the following schema:

- Policies specify goals, beliefs, and values relating to the subject area;
- They recognize the preferred ways of achieving the goals;
- They appear as a framework for decisions; and
- They give a common message to all stakeholders.

*Illustrating an organization’s policy on recruitment:*

“All having a stake in our organization must be aware (*common message*) that our recruitment policy is to attract at least 30% of the personnel required for the higher positions from outside of the organization (goal), in the belief that they would bring in new blood to the organization (belief), by way of head-hunting, bio-data assessment, work simulations, and selection interviewing (preferred ways), conducted in that order for screening, short-listing and final selection decisions (decision making).”

A set of national policies regarding the design, administration and development of SLPS is necessary for many reasons. School principals today face many and diverse demands which require considerable administrative, managerial and pedagogical skills and competencies. They must be visionary leaders who can inspire, motivate and develop their staff; experts in the latest teaching, learning and assessment practices; and sensitive and adept human resource managers who are able to provide feedback to staff

that encourages them to grow. In addition, today's school principal must be able to bring together parents, community stakeholders, students, teachers and support staff into a community dedicated to the well-being of the school's students.

The leadership and actions of school leaders and teachers can shape effective learning environments. Even though the research evidence on the impact of training and development on school leaders is limited, the effective preparation and ongoing training of school leaders is essential to enable school principals to be successful in such a challenging role. Considering the small number of individuals in school leadership positions in most situations, it is often possible to train large proportions of school leaders and principals. And since school principals can have a large impact on teaching and learning, principals leadership development can constitute a highly cost-effective investment in human resources in education.

## **2.2 Policies for SLPS**

### *2.2.1 Structure of Service*

(a) The Structure of Service must provide for a profession in which gradual, and progressive advancement is guaranteed. The structure must comprise of 4 Classes, the highest being a Supra-class, having prescribed qualifications and training to fulfill. Professional guidelines shall pave the way for progression through the hierarchy.

(b) The SLPS is a continuation of service from the teacher service.

### *2.2.2 Cadre*

Cadre must be developed from time to time to provide SLPS members to the school system effectively allowing a legitimate presence of members of other services. Allocate 20% of posts of principal, DP, and AP of national level schools to SLEAS, while the rest and all cadre positions in provincial schools are reserved for SLPS. Cadre creation and allocation decisions shall be made by the MoE. Both the MoE and the Provinces may consider maintaining a group of SLPS members earmarked to meet emergency requirements of school posts. Members of such a group could be attached temporarily to perform the functions of the Boards of Education Development/Education Zones.

### *2.2.3 Recruitment*

- (a) Recruitment procedures must ensure attraction and retention of the best possible talent to SLPS. Recruitment must be made from SLPS and, a number of places not exceeding an agree smaller percentage of the total cadre may be open to qualified applicants from the private sector schools and other public services. Decisions in this regard shall be made in the opinion of the MoE in consultation with other stakeholders.
- (b) Prior to appointment to positions of principal in schools, they must possess qualifications and training covering education, educational leadership, education management, law relating to education, and professional ethics.
- (c) On appointment, officers shall become members of ASLSP by paying a membership fee and an annual fee.

### *2.2.4 Remuneration*

Remuneration of SLPS, including salary scale, allowances, benefits, incentives and other perks shall be attractive for the best possible talent to compete for SLPS. The total remuneration/the system of remuneration shall be formulated after giving attention to the system of remuneration of SLTS and SLEAS. While decisions regarding the SLPS are made steps may be taken to review and revise the remuneration and benefits of other parallel services in education.

### *2.2.5 Role and responsibilities*

- (a) School principals, DPs, and APs must give priority focus on education quality and academic administration. School administration, community relations and development work must be considered as means to providing quality education. Decisions must be guided by the principle that quality education is first.
- (b) All members of SLPS must directly contribute to the learning-teaching process in the school they work, by such means as teaching (e.g. minimum 4 periods per week) and/or participation in formative assessment work (e.g. minimum 4 hrs. per week).
- (c) Promote collaborative learning and work performance among members of SLPS to achieve higher results at school level and at personal development level.



(d) Members of SLPS must acquire competencies of working in diverse environments across economic, social, ethnic, cultural, and geographic differences.

#### *2.2.6 Standards and professional development*

(a) SLPS is a profession governed by a statute, having qualifications and training to fulfill, and maintaining professional standards. There shall be a professional body called “Association of Sri Lanka School Principals” (ASLSP) of which all officers of SLPS are members. There shall be a Code of Conduct for the members of ASLSP. Enforcement of the Code of Conduct must be undertaken by the MoE with the advice of PSC. The MoE/Provincial Departments of Education shall provide office and support for the conduct of the affairs of the Association.

(b) SLPS members in general must possess qualifications higher than those of teachers. While teachers on average have a bachelor degree/postgraduate diploma, Principals must have a higher level of average academic credentials. Continuous professional development is compulsory for SLPS.

(c) Create and foster incentives for continuous professional development that are attractive and connected to professional advancement decisions.

#### *2.2.7 Placement and transfers*

Placements and transfers must make sure that persons are positioned to suit the conditions in schools without creating unwarranted conflicts in schools. Placements and transfers must be made after considering the factors relevant and in consultation with appropriate stakeholders. Placement and transfer decisions must be guided by appropriate bodies such as the Association of Sri Lanka School Principals.

#### *2.2.8 Performance and promotion*

SLPS members are guaranteed a fair and motivational scheme of promotions. Make promotions according to a scheme based on service and performance, judged in a fair and transparent manner. Decisions are made according to the scheme, on a regular basis.

## Chapter 3

# PROFESSIONALIZATION OF SRI LANKA PRINCIPALS' SERVICE

### 3.1 Introduction

In view of the growing importance of the work of the school principal, the Committee feels that the time has come to examine the occupational status of the Sri Lanka Principals Service. At present, SLPS is in the category of occupation where the person is doing a job as a career during the working life. With retirement, the occupation comes to an end. According to the sociologist H. L. Wilensky (1964), a profession, in contrast, requires special education and preparation to be entitled to perform a job which the person shall continue to undertake over the lifetime. In this sense, school principals are not professionals at present. It is time that the SLPS works towards becoming a profession, at least partially. Consider the essential characteristics of a profession listed below:

- Members are recruited formally to a corporate body instituted under public law,
- Membership is given upon completion of a lengthy process of educational and training leading to a specialization,
- Members acquire both intellectual abilities and practical skills to perform a specialized service to society with personal authority sanctioned by the corporate body, and
- Members adopt a code of ethics/conduct approved by the corporate body and share a distinctive culture supportive of the field of specialization.

Further, the corporate body has the authority to remove the membership of a person who does not meet the requirements prescribed by the body, especially in the code of conduct.

Historically, professions have evolved in such a way to acquire power, prestige, high income, high social status, and privileges. Their members soon come to comprise an elite class of people, cut off to some extent from the common people, and occupying an elevated station in society. The professionalization process tends to establish the group norms of conduct, and qualification of members of a profession and tends also to insist

that they abide strictly with the established procedures and any agreed code of conduct, which is policed by professional bodies.

### 3.2 Current Issues

The following issues were brought to the attention of the Committee:

- a) ***Respect and dignity of a service:*** Principals are not treated with respect and the dignity due to a public service which delivers a service to society that is of fundamental value. School is a social institution or an academy that prepares citizens for society. Therefore, the roots of strengths and weaknesses of society are extended to the school where the child learns early socialization, capacity building, and character development. It was pointed out that in other countries where education systems are developed, school principals are held in high esteem.
- b) ***Undue delays in conducting capacity building programs:*** There has been a long delay, due to justifiable reasons such as the intervention of COVID -19 Pandemic, in conducting capacity building programs prescribed by the Service Minute for members in the various Classes, pending their promotions. Often, capacity building programs are not designed in conformity with the legal provisions. For example, the Basic Principals Program (BPP) and Advanced Principals Program (APP) which are designed for different purposes have been substituted to capacity building programs, violating the requirements of content and time periods specified in the Service Minute. Even though this issue has now been resolved, the actions taken to substitute BPP has caused inconveniences to members, the Unions have pointed out. It is also observed that the quality of the training conducted on-line is questionable, while the scheduling of timetables had caused inconveniences to participants.
- c) ***Length of training period:*** The Unions pointed out that the capacity building training time duration for the SLPS is much longer than that is prescribed for SLEAS, which is a parallel service. It was argued that, in this case, the length of training must be justified by need as well as by equity – treating fairly and equally.

- d) ***Incentives for professional development:*** It was pointed out that members of SLPS are not presented with a scheme of professional development, and currently they do not have any incentives to work toward professional development by themselves.
- e) ***Enriching experience:*** Members of SLPS are denied of opportunities to enrich their experiences by having training overseas, by attending professional and international workshops, or gaining new exposures to other work environments, technology and learning systems, etc.

### 3.3 Analysis

The guiding principles for assessing the issues and reflecting from a futuristic viewpoint are: (i) desirability of transforming the SLPS into a semi-professional body of public officers, (ii) desirability of establishing a competent, motivated and committed Principals service in Sri Lanka and (iii) attracting and retaining talent to establish a strong public service in education.

It is highly undesirable to continue with a set of school leaders who are not committed to school development and improving education quality because their service grievances continue to be unattended. Education being the most valuable path to both individual and national development in Sri Lanka, priority attention must be given to instructional leadership and school management.

The responsibility for providing training and development programs on time seems to be dispersed in the decision-making system. While correcting this, we must pay attention to developing the institutional and human capacity to provide quality training on a continuous basis, both at central and provincial levels of administration.

We need to recognize the importance of attracting talent with different school management experiences to the Principals Service. Private and International Schools in Sri Lanka are sources which can supply school principals, with dynamic and foreign-systems exposure, to public schools.

Attention must be given to the evolving school and system of school administration under the forthcoming education reforms. Under a system of School Development Board and school clusters, the general system of school administration, financing, and development is poised for a significant transformation. The role of the

principal and the way school boards are constituted will have implications for the professionalization of the Principals Service.

New education reforms are likely to demand visible change in classroom management, role of teacher, assessment of learning, and role of parents. School principals must prepare themselves before reforms are introduced to school. In this process, independence of the school principal to act with authority must be ensured by a scheme of empowerment. School management must be guided by a new *Handbook of School Management* and its implementation shall be the responsibility of the principal.

The Committee has given attention to the fast-evolving educational technologies in relation to curriculum design, curriculum delivery, assessment, and connectivity in school systems and their implications for school management, infrastructure, training of principals for new skills, monitoring and evaluation of school level performance.

Increasingly, the public-school system is coming under various kinds of pressure resulting from private sector competition on the one hand and societal changes on the other. While the private and international schools continue to be attractive places for general education due to appropriate syllabi, teaching quality and opportunities overseas, the organized private tuition industry has made significant inroads to public schools. As a result, school principals have to face new challenges of retaining students and keeping them engaged in the school.

In the same way, schools are coming under various pressures exerted by associations of parents/old boys(girls) in such areas as school development priorities, school administration (for e.g.: appointments to school administration), and school admissions.

The social environment of schools is increasingly characterized by the illegal operations of drug dealers, organized crime, organizers of business operations targeting school children. Setting up a strong barrier around school and fighting against intruders are tasks that require special preparation by school principals who are required to coordinate with providers of law and order.

### **3.4 Recommendations**

#### **3.4.1 Professionalization of SLPS**

Well established and recognized professions such as medicine, law, engineering, and architecture, carry the authority and privilege of,

- a. Representing a specialization-based authority to express an opinion that a court of law would recognize as the final judgement/opinion on a matter the judges cannot form a candid opinion of their own (for e.g.: a court of law will accept the verdict of a coroner in case of a death; licensed surveyor's plan in case of land dispute, etc.), and
- b. Those professionals may carry on their specialized functions/services after retirement from a paid job.

In our professionalization efforts, we must aim at (a) above where the principal's opinion on a matter of education administration is accepted by law defining institutions as valid opinions or judgments.

Achieving the privilege of (b) above, i.e. enabling principals to perform any of their occupational tasks after retirement, seems not possible. Therefore, making SLPS a fully professional service is not feasible. However, we must make every effort to achieve (a) above and make SLPS a semi-professional service in terms of international standards relating to professionalism. In view of this background, the following recommendations are made:

##### *3.4.1.1 Professional Association*

Establish an "Association of Sri Lanka School Principals" of which all SLPS officers become registered members. It shall be framed after well-established professional bodies such as the Sri Lanka Medical Association. It may have branches established on a provincial basis and the MoE and Provincial Departments of Education must provide office and operational support for the Association to function effectively and efficiently.

All members shall abide by a code of ethics framed by the MoE in consultation with the Association. Eventually, the Association shall replace the current system of trade unions.

*3.4.1.2 Statutory Amendments:* (See Chapter 4 for details)

Introduce the following amendments to the SLPS Minute No. 1885/31 of 22.10.2014:

*0.3 Categories of Service:* Add a Supra Grade above Class 1. The exercise of cadre posts creation shall be performed by a committee appointed to amend the Statute.

*0.4 Role:* Re-define the role to capture the central functions of the principal.

*0.5 Salary:* Within Salary Code GE – 4 – 2006, place recruits in an attractive position, giving attention to teachers’ salaries.

*0.7 Method of recruitment:* Consider open recruitment and allocate 02% of the total number of posts for applicants outside the SLPS to enter Gr. III and Gr. II. These applicants must possess qualifications equivalent to those relevant to applicants from the limited stream. The open recruitment will pave the way for new talent from other public services and the private sector schools to enter the main stream state school administration.

*0.7.2.4 Method of recruitment:* Improve the selection procedure to attract better talent and make selection decisions valid, as proposed under sections 4.8 and 4.9 in Chapter 4 of this report.

### **3.4.2 Professional Development**

Professional development is continuing education and career training after a person has entered the workforce in order to help them develop new skills, stay up to date on current trends, and advance their career. Many professions require members to participate in continuing education and ongoing learning, sometimes as a prerequisite for keeping their job or to maintain their license, designation, or certification. In these cases, the field likely has specific continuing education (CE) or continuing professional education (CPE) requirements which must be completed through an approved continuing education provider.

Professional development is a right of self-improvement and seeking self-advancement. From an organizational perspective, it enables obtain better productivity

from employees while identifying talent to meet specific organizational needs, and hence professional self-development constitutes an essential component of organizational performance. Therefore, we recommend that,

- a. Schemes of professional development activity are designed and implemented,
- b. Schemes of recognition of professional development are adopted, and
- c. Mechanisms are established in order to implement the above.

In recognition of the above, we make the following specific recommendations which can be further improved in consultation with relevant officers and representatives of the SLPS:

#### *3.4.2.1 Establish a Center for Professional Development*

Given the large size of membership and the seriousness of development gaps recognized across the Service coupled with the needs of school management improvement, pending education reforms, and issues of education quality needing solutions, a long-felt requirement is to have a center dedicated to Principals professional development. In the world, some of the leading professional development opportunities are provided at Leadership Institute for School Principals, Kentucky, USA; Principal Leadership Institute at Berkley School of Education, USA; Principals' Training Center, Florida; Principals' Institute Australia; and The Principals' Center at Harvard University. We propose that a Center for Principals' Professional Development be established at a suitable venue, and the following are some guiding ideas:

- a. Set up the Center at Meepe, with branches in all provinces,
- b. Set up as part of the Postgraduate Institute of Education & Research of the proposed Sri Lanka University of Education, or
- c. Set up the Center at a hired facility in Colombo/suburb.

The Center shall, initially, be under the direction of the MoE/new Sri Lanka University of Education. It shall have an organizational structure that provides a role for the Association of Sri Lanka School Principals. It must attract qualified and experienced resource staff who can design and deliver suitable programs/certificates for principals in all three national languages. A provincial delivery system supported by e-learning would



enable the Center to reach large number of participants. The Center must collaborate with suitable institutions overseas and consider offering joint programs of training etc. The MoE shall seek funding through donor agencies to commence with and adopt a policy of cost recovery through charging fees where feasible.

#### *3.4.2.2 Recognition of Professional Development*

Professional development efforts of principals must be recognized as part of the management of the SLPS. Professional development should contribute to efficiency and effectiveness of the management of education and schools, and such contributions must be assessed periodically. Principals will be motivated to improve themselves and contribute to service when their achievements and performance are recognized. Therefore, the following scheme of recognition of professional development is proposed for consideration:

*Table 3.1: Scheme for Recognition of Professional Development*

<b>List of Professional Development Work</b>	<b>Maximum Marks</b> <b>100</b>
Certificates of training	10
Diploma – duration minimum 9 months	10
Postgraduate diploma	20
Masters’ degree	20
PhD degree	20
Documentary evidence of research/studies	10
Self-report on contribution to education (6-8 pp)	10

It would be necessary to spell out the details of the items in Table 1 above by circular or other means to clarify the standards, content limits and relevance, etc. It is proposed that the evidence of professional development, assessed on a scale of 0 to 100, shall be recognized as follows:

(a) *Promotion from Gr. III to Gr. II:*

- (i) *Exempt* from second language/link language requirements [Service Minute 10.1.1 (iv) and (v)] and capacity building training course I [Service Minute 10.1.1 (viii)] and efficiency bar examination I [Service Minute 10.1.1 (iii)] *provided* that the content of a Certificate of training, a Diploma, a Postgraduate Diploma or a higher degree mentioned in the List of Professional Development Work, as certified by the approving authority of such certificates/diploma/degree is sufficient to meet the requirements.
- (ii) *Accept Self-report on contribution to education* as a measure of satisfactory or higher-level performance required by Service Minute 10.1.1 (vi).
- (iii) *Qualify* for promotion to Gr. II with a total length of service of 5 years in Gr. III provided that one obtains at least 30 marks from professional development work, other than those that may have already been counted for exemptions under (i) and (ii) above or retained by the officer to be considered in Gr. II to Gr. I promotions under 10.2.1 (v) and (vi).
- (iv) *The method of promotion* (Service Minute 10.1.2): The promotion board shall make the decisions based on proper assessment of professional development work and an oral presentation made by the applicant using the self-report on contribution to education.
- (v) *Foreign training*: Programs of foreign training/scholarships will be arranged by giving priority to those who have obtained higher marks for professional development work.

(b) *Promotion from Gr. II to Gr. I:*

- (i) *Exempt* from capacity building training course II [Service Minute 10.2.1 (vii)] and the efficiency bar examination II [Service Minute 10.2.1 (ii)] *provided* that the content of a Certificate of training, a Diploma, a Postgraduate Diploma or a higher degree mentioned in the List of Professional Development Work, but not counted under 10.2.1 (v) and (vi), which has been certified by the approving authority of such certificates/diploma/degree is sufficient to meet the requirement.

- (ii) *Accept Self-report on contribution to education* as a measure of satisfactory or higher-level performance required by Service Minute 10.2.1 (iv).
- (iii) *Qualify* for promotion to Gr. I with a total length of service of five years in Gr. II provided that one obtains at least 30 marks from professional development work, other than those that may have already been counted for exemptions or qualifying as specified under 2.4.2.2 (a) and (b) above.
- (iv) *The method of promotion* (Service Minute 10.2.2): The promotion board shall make the decisions based on proper assessment of professional development work and an oral presentation made by the applicant using the self-report on contribution to education.
- (v) *Foreign training*: Programs of foreign training/scholarships will be arranged by giving priority to those who have obtained higher marks for professional development work.

### 3.4.2.3 Skills Development (Service Minute 13)

#### (a) *Induction Training*

In view of the need to have a standard and uniform induction program over time, we propose to amend the provisions under 13.1 by specifying the content of training, expanding the duration of training and assessment of training completion as follows:

*Duration is 3 months*: Newly recruited principals, prior to assuming duties in a school or elsewhere, must complete a three-months induction training program, [not one-month program as at present], as outlined below.

*Table 3.2: Induction training*

Total hours: 240
Interactive: 90 hrs
eLearning: 30 hrs
Field project: 120 hrs (School boards/MoE/DoE/Zones etc.)
Venues of interactive training could be organized to include, for example: NIE: 1 week; Province: 1 week; ITDLH Centers: 1 week, etc.

Groups of 50 participants are recommended per program.	
Assessment: 2 assignments including a field project	
Written test: 2hrs	
Interview: An executive presentation of field project	
Guidelines for the Field Project will be issued.	
<b>CONTENT:</b>	<b>%</b>
Trends in Educational Development	20
Education, role of the principal, and school management (including management of learning-teaching process/assessment)	30
Leadership and community relations and discipline in schools	10
ICT skills and distance learning	10
Finance and accounting in schools	10
Communication skills (report writing and executive presentations)	10
Legal environment of education	5
Other	5

*(c) Capacity Building (Service Minute 13.2)*

The Committee observes that the Service Minute does not adequately prescribe the capacity building program requirements and hence make the following recommendations.

*Table 3.3: Capacity Development*

CAPACITY DEVELOPMENT TRAINING PROGRAM FOR PRINCIPALS GR. III - FOR PROMOTION TO GR.II
1. <i>Duration:</i> 1 month. 120 session hours.
2. Completion requirements: Minimum of 75% attendance, and satisfactory completion of the two assignments required.
3. Mode of delivery: Interactive (50%), Online (50%)
4. Organized by HRD division of the Ministry, and delivery with the participation of the NIE/Provinces where necessary.
5. Faculty: To be selected by HRD division. They should have completed a train the trainer (ToT) program conducted by the Ministry of Education.
6. Issue a training program Brochure.

7. Proposed key content areas (8):
<i>i. Responsibility and accountability of the school principal – as instructional leader and as Administrator of the School</i>
<i>ii. Leading and developing schools under the programs of education administration</i>
<i>iii. Research methods in education</i>
<i>iv. Methodology of the learning-teaching process and measurement of learning</i>
<i>v. Planning, managing and developing the school</i>
<i>vi. Information systems, data and office management</i>
<i>vii. Managing Discipline: students, teachers, employees, and human relations</i>
<i>viii. Managing school finance and accounts - I</i>
Assignments: Select two from the following
(1) Trends in education
(2) Student's learning and future careers
(3) School planning and development
(4) Innovations in education quality improvement
(5) Education reforms and their implementation
CAPACITY DEVELOPMENT TRAINING PROGRAM FOR PRINCIPALS GR. II - FOR PROMOTION TO GR.I
1. Duration: 1 month. 120 session hours.
2. Completion requirements: Minimum of 75% attendance, and satisfactory completion of the two assignments required.
3. Mode of delivery: Interactive (50%), Online (50%)
4. Organized by HRD division of the Ministry, and delivery with the participation of the NIE/Provinces where necessary.
5. Faculty: To be selected by HRD division. They should have completed a train-the- trainer (ToT) program conducted by the Ministry of Education.
6. Issue a training program Brochure.
7. Proposed key content areas (8):
<i>i. Instructional leadership</i>
<i>ii. Leading and developing schools under the program of education reforms</i>
<i>iii. Innovations in education and promotion of creativity</i>

<i>iv. Schemes of school supervision and evaluating teacher performance</i>
<i>v. Research methods and undertaking research projects in education</i>
<i>vi. Advanced skills in information technology</i>
<i>vii. Teacher training: methods, programming and impact assessment</i>
<i>viii. Mobilizing resources and managing school finance, assets and accounts - II</i>
<i>Assignments: Select two from the following</i>
(1) Research project proposal
(2) Evaluating teacher performance
(3) Analyzing education data/survey data using Excel/SPSS
(4) Comparative education: Learning from other country systems and innovations
(5) Formative assessment: analyzing the evidence of achievements

## **Chapter 4**

# **RESTRUCTURING THE SRI LANKA PRINCIPALS SERVICE AND AMENDMENTS TO THE SLPS SERVICE MINUTE**

### **4.1 Introduction**

From committee deliberations it emerged that the time has come to review the SLPS Service Minute of 2014 in order to develop a better professional service, to respond to the emerging trends and reforms in education and to benefit from the emerging markets such as private sector/international education and communication technologies invading the system of education. While reviewing and proposing a way of restructuring the Service, the Committee is mindful of the need to professionalize the SLPS and adopt the policies that have been outlined as a framework for change.

The SLPS Minute No. 1885/31 of Oct. 22, 2014, as amended by four gazette notifications: No. 1- 2004/59 of Feb. 02, 2017, No. 2 – 2076/14 of June 19, 2018, No.3 – 2208/18 of Dec. 30, 2020, and No. 4 – 2255/55 of Nov. 26, 2021 governs the Service at present. The Minute of 2014 provides for:

- Structure of the Service, including appointing authorities, role definition, number of posts and salaries,
- Recruitment, promotions, EB, and appointments and service conditions,
- Skills development and capacity building, and
- Appendices showing examination details and English Language requirements.

The First Amendment provided for absorption of certain groups of Principals from the previous Service Minutes to Class I of the present Service Minute by giving certain benefits to them. The Second Amendment provided for transitional promotions to Class II and Class I, while the Third Amendment reduced the academic/professional qualifications required to be promoted from Class II to I. Amendment No. IV provided further concessions in the list of recruitment qualifications and conditions for making permanent in service and transfers/release from the service. Altogether, the amendments

to the Minute have been concessionary, without contributing to the quality and professional character of the Service.

The Committee's considered opinion is that the Ministry of Education shall draft a new Service Minute as a matter of priority, obtain the contributions of the stakeholders, and enact during the year 2023. We present our views and recommendations below, after giving our thoughts to the ideas presented by various groups and persons to the Committee.

#### **4.2 Effective Date:**

The amended SLPS Service Minute shall come into effect from January 01, 2024

#### **4.3 Appointing Authority:**

##### **4.3.1 *The Issue:***

According to the service minute, the appointing authority is two-fold:

*Section 2: Appointing Authority:*

1.1 PSC in case of Class I officers appointed as Principals of National Schools, and

1.2 Secretary of Education: Other officers of Principal Service 3, 2, and 1.

The issues revolve around the uniformity of appointment, line of commend and allegiance and the evolving needs of education administration under the forthcoming reforms. Lack of professionalism in the procedures followed as well as undue delays in decision making have been pointed out.

##### **4.3.2 *Analysis***

This provision requires review for several reasons. The first reason is the desirability of having one appointing authority so that the personnel decisions made in respect of members of one Service are taken with uniformity and fairness. Two Authorities mean two ways of approaching personnel issues of the same Service without adhering to the same set of principles. A second reason is that National Schools are likely to undergo a



change of positioning where the National Schools becoming Lead Schools under School Development Boards. School Boards will have a supervisory role over the principals of Lead Schools. There for the line of authority becomes important in implementation work and allegiance to an authority other than the line ministry may become problematic.

#### **4.3.3 Recommendations**

(a) The Secretary of the Ministry in charge of the subject of education shall be the Appointing Authority of the Sri Lanka Principals Service Gr. III, II and I. The Authority for appointment of Principals to Supra-Grade shall be the Public Service Commission.

(b) The Secretary of the Ministry in charge of the subject of education, in making appointments to the Supra-Grade of the SLPS shall do so according to a scheme of promotion and a selection board approved by the Public Service Commission.

We also recommend that the Ministry of Education, in consultation with professional bodies in human resource management and development formulate procedures and schemes for recruitment, especially for the conduct of interviews in a professional manner.

### **4.4 Categories of Service**

#### **4.4.1 The Issue:**

Service Minute 3.2 Number of classes: Increase the number of classes to 4 to add a Supra-Grade Class.

#### **4.4.2 Analysis:**

Adding a supra-grade is justifiable in terms of the large size of SLPS Cadre which stands as 16,512. The SLEAS, with a smaller cadre of 2,691 already has four classes including a comparable grade.

A Supra-grade is required to prepare officer of SLPS I to undertake new and higher functional responsibilities that will be assigned to the new posts of Head of School Development Boards to be created under the forthcoming education reforms.

#### **4.4.3 Recommendation:**

We recommend the creation of a Supra-Grade in SLPS to which officers are promoted from SLPS Class I. The functional responsibilities of posts allocated to Supra-Grade shall include:

##### *Clause 6.1 Posts belonging to the Service - Duties*

Add: (i) To supervise implementation of education reforms within Board of Education Development, (ii) To plan, budget and supervise allocation of resources to schools, (iii) To organize and implement school supervision programs, (iv) To help design and oversee implementation of education development programs within the Board, (iv) To organize and implement education measurement and quality improvement programs and (iv) To Administer the work of the school clusters, and (v) To perform other duties as the head of the Board of Education Development and undertake responsibility and accountability for the governance of the Board of Education Development.

#### **4.5 Issue: The Role**

The Role of SLPS as defined in the Service Minute is rather incomplete and narrow to cover the current and the evolving roles and responsibilities of the SLPS.

**4.5.1 Analysis:** A detailed analysis of the role of principal is provided in Chapter 5 of this Report.

#### **4.5.2 Recommendation:**

Under section 5.4 in Chapter 5, our recommendation to amend the Service Minute has been made.

## 4.6 Salary and Remuneration

### 4.6.1 The Issue: *Principals as Staff Grade Officers*

An issue that requires clarity is whether SLPS officers are Staff Officers or not. It has been pointed out that Principals are not considered as Staff Officers in practice today and hence they are denied many benefits that are given to that category of officers in government.

According to Public Administration Circular No. 32/2017 of 07.12.2017 on *Classification of Staff Grade Officers and Non-Staff Grade Officers in the Public Service and the Provincial Public Service*:

“11.2: The staff officer shall mean an officer recruited to a post belonging to tertiary and senior level.” and the Tertiary levels jobs are illustrated as follows:

“*Tertiary Level*: Field/ Office Based Officers, Management Assistant – Supra Grade, *Sri Lanka Principles’ Service (sic. Principals’)*, Special Grade of Nurses’ Service/PSM Service/Para Medical Service Registered/ Assistant Medical Officers, Inspector of Police/ Chief Inspector of Police in Police Service, and other regulatory services and posts equivalent to the status of the same.”

### 4.6.2 Analysis and Discussion

Given the above PA classification, the Sri Lanka Principals’ Service is in the Staff Officer classification. The definition says “*staff officer shall mean an officer recruited to a post belonging to tertiary and senior level.*” and principals are *recruited*, according to the Service Minute in Gazette No. 1885/31 of Oct. 22, 2014, from the Sri Lanka Teacher Service to Sri Lanka Principals Service. This is similar to recruitment to Management Assistant – Supra Grade, where recruitment to the latter is from the former.

Further, it has been pointed out that school principals, in comparison to many categories of Staff Officers, perform a fundamentally important and highly significant role in society that qualifies them to be considered Staff Officers. The following points were highlighted to suggest that school principals perform a serious and significant task:

- They oversee the schools where the future of today's children is prepared.
- The number of students in a school is large, *averaging* around 500, and the number of teachers that defined the span of control, averaging around 25 persons. However, there are 2,309 schools with over 500 students, of which 103 schools have over 3,000 students in each with over 200 teachers in staff.

#### 4.6.3 Recommendation

Thus, the case for placing SLPS in the Staff Classification of Tertiary level is clear. We recommend granting all the benefits and privileges of that category of Staff Officers to SLPS with immediate effect. We also recommend considering the placement of the SLPS at a further higher level of the Staff Classification given in PA Circular No. 32/2017.

#### 4.7 Cadre and Cadre Allocation

##### 4.7.1 The Issue: The Cadre and Its Allocation

Clause No. 06 of the Service Minute deals with the Cadre of SLPS. Trade unions assert that the main cadre issue is the allocation of cadre posts to SLEAS by neglecting the rights of the SLPS. Unions interpret the SLPS Service Minute 1885/31 (11) to suggest that the head of all schools including national schools must be an officer of SLPS. However, according to SLEAS Service Minute 1828/28, 168 national schools, 44 provincial schools of the Western Province, and 12 provincial schools of the Southern Province are reserved for SLEAS.

*Table 4.1: Posts Belonging to SLPS (Clause 6 of Service Minute) and SLPS Cadre*

Approved titles	Approved grade	Approved cadre
<b>Principal</b>	Gr. I	2,205
	Gr. II	2,716
	Gr. III	4,891
<b>Deputy Principal</b>	Gr. I	1,327
	Gr. II	2,495

	Gr. III	1,467
<b>Asst. Principal</b>	Gr. II	901
	Gr. III	510
<b>TOTAL</b>		16,512
SLPS	CLASS I	3,532
SLPS	CLASS II	6,112
SLPS	CLASS III	6,868
<b>TOTAL</b>		16,512
<i>SLEAS</i>	<b>TOTAL</b>	<i>2,691</i>

***Table 4.2 Approved Cadre for National Schools (396) (Edu. Cir. No. 06/2021)***

<i>Designation</i>	<i>Sinhala</i>	<i>Tamil</i>	<i>English</i>	<i>Total</i>
Principal	304	92		396
Deputy Principal	624	158		782
Asst. Principal	787	237		1,024
Sub totals	1,715	487		2,202
Close span of control for a principal *	4.6	4.3		4.6
Teachers	30,559	7,938	3,384	41,881
School Org. Span of Control for a	105	86		106
- principal **	22	16		21
- Principal +VP+AP ***				

\*Number of DPP/APP under a Principal (Average) \*\*Number of DPP/APP/Teachers under a principal in a school (average) \*\*\* Number of teachers under the Principal/DPP/APP (average)

#### ***4.3 Approved Cadre by Province 2021***

<b>Province</b>	<b>Principal</b>	<b>Deputy Principal</b>	<b>Asst. Principal</b>	<b>Total</b>
Western	1267	646	515	2,428
Uva	842	203	91	1,136
North Central	796	225	97	1,118
Eastern	1066	315	150	1,531
Southern	1029	309	185	1,523
Sabaragamuwa	1069	239	145	1,453
Central	1451	410	250	2,111
NWP	1204	362	228	1,794
Northern	920	154	63	1,137
Total	9,644	2,863	1,724	14,231
National schools	396	782	1,024	16,433

*Source: Department of Management Services letters at MoE*

#### **4.7.2 Analysis**

The total approved cadre of SLPS as of 2021 stood at 16,433 according to the Department of Management Services. Of this cadre, 2,202 or 13% of the posts belonged to the national schools, and the rest to various provinces as shown in Table 4.2 above.

The Committee is of the view that in considering the developments and changes in education since the Cadre has been gazette in 2014 and in view of the reforms in education pending particularly the formation of School Management Centers (Clusters, approximately 1,220) and School Development Boards (approximately 520) by grouping the clusters under School Development Boards SLPS cadre must be reviewed. With the reforms, the present classification of schools (IAB, IC, etc.) is likely to be substituted

with a simpler classification of Primary, Junior Secondary and Senior Secondary. In the newer classification, the cadre posts for schools would be reconsidered as to the number of principals, deputy principals and assistant principals. The roles of deputy and assistant principals are likely to be recast to give priority attention to education delivery at all the three levels: primary, junior secondary and senior secondary.

#### **4.7.3 Recommendations**

- (i) SLPS Service Minute Clause 03 – Category of Service: Add to 3.2: *Supra-Grade*
- (ii) We recommend that a review of cadre must be undertaken in view of the pending reforms. As a guideline, it is proposed here that in the creation of Supra-grade Principal posts attention must be given to cater to needs of the proposed reforms in education administration including School Development Boards and School Management Centers (Clusters). It is also suggested to give attention to the role of SLEAS in the creation of new cadre posts.

#### **4.8. Method of Recruitment to Service**

##### **4.8.1 The Issue: Improving Recruitment in View of Professionalization of SLPS**

Clause 07 of the Service Minute describes the method of recruitment to service. Current provisions are as follows:

*“7.2 Limited Recruitment:*

*7.2.1 Class to which recruitment is made: Class 3 of the Sri Lanka Principals Service*

*7.2.2 Qualifications:*

*Teachers of The Sri Lanka Teachers Service who possess following qualifications and who are confirmed in the service are eligible to sit the limited competitive examination.*

*7.2.2.1 Educational and Professional Qualifications:*

*(i) Bachelor of Education Degree obtained from a university recognized by the University Grants Commission or from the National Institute of Education. OR (ii) Degree in any area of subject recognized by the University Grants Commission WITH Post Graduate*

*Diploma in Education. OR Trained Teacher Certificate. OR (iii) National Diploma in Teaching / Trained Teacher Certificate.*

#### *7.2.2.2 Experience*

Should be an officer who has completed Five (05) years of satisfactory service in the Sri Lanka Teachers Service in which he fulfilled qualifications under (i) or (ii) of 7.2.2.1 or Six (06) years of satisfactory service in the Sri Lanka Teachers Service in which he fulfilled qualifications under (iii) of 7.2.2.1 and earned all salary increments due to him during such period.

7.2.3 Age: Maximum age will be 50 years.”

### **4.8.2 Analysis**

Qualifications to enter the Service is an important consideration in making the Service a Profession. The length of educational and training periods as well as the depth of education are considered here. The provision to accept *National Diploma in Teaching / Trained Teacher Certificate* weakens the case for professionalization and hence an upgrading of the qualifications would be desirable. With the establishment of the National University of Education, Sri Lanka, the current Diploma program of NCOEs will be revised to offer a bachelor’s degree in education and hence, in the long-run there is a solution to this issue. The new University, we propose, may offer One-Year Diploma to those who possess only the *National Diploma in Teaching/Trained Teacher Certificate* starting in 2024 so that all teachers are given opportunity to upgrade their basic qualification.

The maximum age of entry is also a matter for consideration in professionalizing the Service. The current limit of 50 years obviously does not provide adequate time for a teacher to fulfill the requirements of a profession and serve the school system sufficiently prior to retirement at the age of 60 years.



### 4.8.3 Recommendations

(a) We recognize the importance of having a university degree or equivalent qualification for entry. Therefore, we recommend that applicants having *National Diploma in Teaching / Trained Teacher Certificate* must have at least a One-year Diploma in Education (such as the Diploma in School Management offered by NIE) to qualify to apply.

(b) Should be an officer who has completed eight (08) years of satisfactory service in the Sri Lanka Teachers Service and earned all salary increments due to him during such period.

(c) Age of Applicant: Not more than 45 years.

(d) The Committee considers that the implementation of the above recommendations shall commence after giving sufficient time to teachers to respond, and hence the effective date for these recommendations shall be a date after the date of enactment of the new Service Minute by Gazette Notification.

## 4.9 Method of Recruitment

### 4.9.1 The Issue: Validity of the Method of Recruitment

The method of recruitment in force has questions of validity in terms of content, duration, and assessment. Let us first look at the current method.

*“7.2.4.1 Written Examination: A written examination comprising three (03) question papers will be held. The syllabus for the written examination is at Appendix A.”*

*Table 4.3: Recruitment Examination*

<i>Subjects</i>	<i>Max. marks</i>	<i>Pass mark</i>
<i>Comprehension</i>	<i>100</i>	<i>40</i>
<i>Case study on school administration</i>	<i>100</i>	<i>40</i>
<i>Aptitude and general knowledge</i>	<i>100</i>	<i>40</i>

The first weakness of the current system is in the content, where the main components are comprehension, case study, aptitude, and general knowledge. After perusing the past examination papers, it has become clear that measurement of comprehension in this case is rather inappropriate because this aptitude has been measured at various levels in the past of these applicants. Comprehension is an aptitude, and the designers of this method of recruitment apparently had not been aware of it! Next, the case studies in education. The review revealed that the so-called case studies are well below the standards of case studies in education which require the application of advanced methodology of case development. In Sri Lanka, this ability is rare, and standard cases developed in education are very rare. Paper setters are not expected to write imaginary ‘cases’ of their own and include in examination papers. They must select cases that are standardized from a pool of cases maintained by the Department of Examinations. The skills that cases intend to identify also vary from case to case, except a few such as problem recognition and alternative analysis.

Aptitude testing is a serious measurement exercise that requires depth in psychology. It is not clear which aptitude of applicants is being focused, and why. Usually, aptitudes are measured by using specifically developed instruments for the purpose, quite different from the ways used in the present case. The other aspect is general knowledge: why general knowledge is required and what in the candidate is being predicted is not clear. Most of the general knowledge questions observed are matters of memory, while such awareness is not seen closely related to what a school principal must do well.

What is missing sadly in the current method is valid content by which the knowledge and skill of the candidate can be estimated. It is the intention of the Committee to professionalize the method by including knowledge and skills relevant to the job of the principal.

In the current method, assessment is on a scale of 0-100 where the pass mark is 40, which means that the applicant is suitable for the job even though he fails 60% of the time! This old method of measurement must be done away with.

#### 4.9.2 Recommendations

- (a) *Tests*: Assessment tests in five areas of knowledge, aptitudes and skill is recommended. The syllabus/method of assessment shall be developed by the Ministry of Education. The proposed subject content of Principles and Trends in Education intends to measure candidate's preparation in terms of knowledge relating to the role of principal.

*Table 4.4: Recruitment Tests\**

<b>Subjects</b>	<b>Max. marks</b>	<b>Pass mark</b>
Principles and Trends in Education – 1 hr.	100	60
Aptitudes incl comprehension – 1 hr	100	60
Information and Communication Technology – 1 hr.	100	60
Second Language Skills (Sinhala/Tamil) – 1 hr.	100	60
English Language Skills – 1 hr.	100	60
<b>Total</b>	<b>500</b>	<b>60%</b>

\*Conducting Authority – Commissioner General of Examinations

Those who join the principals service must have ICT skills to manage the affairs of future schools and therefore, they must be motivated to acquire them prior to entry. At present, the second language requirement is included in the scheme of promotion from Gr. III to II. This is not satisfactory because without second language skills, they cannot be effective from day one of entry. Therefore, we propose that applicant acquire skill in second language (Tamil or Sinhala) and the link language (English) prior to entry. These skill area tests are to be measured in 1 hr. tests which carry 100 marks each.

At present, applicants with GCE (OL) credit pass in English are exempted from the Link Language requirement in Grade III promotion scheme. We consider that this level of English skills is inadequate for principals to function smoothly in system and therefore, it should be removed from the Service Minute. Whatever the qualifications in English/Tamil applicants possess, except in case of Tamil medium applicants, second language skills assessment shall be made compulsory. We propose that 60% of the

assigned maximum mark shall be the pass mark, and candidates to be successful at the written examinations, should obtain pass mark in each area of assessment.

#### **4.10 General and Structured Interview**

##### **4.10.1 The Issue: The Present Scheme is Structurally Weak and Operationally not Motivating Candidates to Prepare Ahead**

The present system has the following features:

“7.2.4.3 General and Structured Interview:

7.2.4.3.1 General Interview:

Based on the aggregate of marks obtained at the written examination, candidates constituting twice the number of vacancies in the order of merit of the highest marks will be called for the general interview. Those who are found to be eligible from such interview will be called for the structured interview.

Objectives to be achieved: To ascertain as to whether the qualifications referred to in 7.2.2 above and the basic qualifications referred to in the notification published for recruitment have been met and to determine on the competency concerned.

7.2.4.3.2 *Structured Interview:*

A presentation outlining topics with regard to Role of the Principal has to be made.

25 marks will be awarded for it.

(Criteria of assigning marks at this structured interview are given in 4.2 of Appendix A.”

#### **Appendix A:**

4.2 *The Structured Interview:*

A presentation on a topic concerning the role of the principal should be made. Criteria of assigning marks for the presentation –

1. Introduction - 04 Marks
2. Presentation layout - 04 Marks

3. Presentation skill - 08 Marks
4. Knowledge of the Subject - 05 Marks
5. Time Management - 04 Mark

#### 4.10.2 Analysis

The current system suffers from three weaknesses. The first is that it does not recognize candidate's teaching experience in terms of length of service. Secondly, the candidate's performance in teaching, school management and development work, and academic and innovative work are not recognized. Thirdly, the so-called structured interview format does not fit the category of 'structured' interview method in global practice. However, in the absence of professionally skilled personnel in Sri Lanka in this area of interviewing, we consider that continuation of the executive presentation assessment method is feasible. The total marks allocated to this interview assessment is 25 which is divided in to five components: 04, 08, 05 etc. These low value scales do not provide for a fair assessment of skills and it should be expanded to 100 marks.

#### 4.10.3 Recommendations

We recommend a broader framework of assessment by interview which would be motivational for applicants to prepare well in advance of interview time and capture a range of applicant's characteristics that are relevant to success in a career as principal. The framework, divided into 04 categories, will have a maximum of 100 marks:

*Table 4.5: Assessment of Candidates*

Categories	Max Marks
Length of experience of candidate	15
Performance of candidate	40
Skills of candidate	30
Personality of candidate	15
Sub-Total	100
Tests	500
<b>TOTAL</b>	<b>800</b>

*Experience of candidate:* Since the teaching experience in the teacher service is relevant to the role of principal, the length of service must be recognized. It is proposed that an applicant is given 1 mark per year of service up to a maximum of 15 marks.

*Achievements of candidate:* Past performance of a person is a valid predictor of the future performance of that person. We propose the following scheme of assessment:

*Table 4.6: Assessment of Performance of Candidates*

Contribution as teacher to academic performance of students	10
Contribution to management and development of school	10
Publications, research, and seminars/workshops attended	10
Innovative/creative work	10
<b>TOTAL</b>	<b>40</b>

The applicant will prepare a self-report which will be assessed first by school principal and then by the School Board. The MoE will have an assessment board to finalize the marking. The MoE may issue a circular in describing the details of preparation and assessment of this document.

*Skills of candidate:* The structured interview intends to identify the skills of writing reports, designing PowerPoint presentations, making oral presentations, rational argumentation and time management through a 10 minutes long executive presentation by candidates on a *theme* selected for the purpose, followed by 10 minutes of discussion. A theme is defined here as an argument or statement of an issue, rather than a *topic*. The following scheme of marking shall be adopted:

#### 4.7 Assessment of Presentations

○ Introduction and relevance of the theme	05
○ Analysis and practical/decision focus	15
○ Professional skills in communication including management of time	10
Total	30

*Personality of candidate:* At the interview, identify and assess the following: Clarity of thought process, emotional stability, consciousness, and assertiveness.

#### 4.11 Efficiency Bar

##### 4.11.1 The Issue: Relevance and organization of the contents of examinations

The term ‘efficiency bar’ is a concept that denotes a level of efficiency required in order to reach a salary level. This is a rather narrowly conceived concept and it requires expansion to include the present-day professional development requirements of a public service/officer.

##### 4.11.2 Analysis

In this context, what is necessary in a professional service is two-fold: preparation to perform and assessment of performance:

- (i) Prepare officers immediately after entry to a given class of the service to enable them to perform in their job well, and
- (ii) Assess the performance of the officers in that class over the years and make judgments about their promotability to next class in service.

In terms of the timing of present EB tests, officers in a given class (II or III) are required to complete the EB within 3 years of that class, i.e. before half of the time is passed in that grade. There is no rationale for this that the Committee can understand. It seems that the timing is only a technical one. If the so-called EB is taken as a preparatory exercise, then it should come in the first year of the service in that grade.

What should be covered in these tests is also a matter of serious consideration. At present, the first EB contains the Establishment Code and Financial regulations, to be completed in the first 3 years of Class III. Does this mean that SLPS officers in Class III perform primarily administrative and financial functions in schools? As Asst. Principals and Deputy Principals, do not they perform educational functions such as assessment, supervision and academic administration? The Committee does not see the connection between these tests and performance of officers in that class.

The second EB examination contains school administrators and supervision, school planning and modern trends and practices of education. These are directly related to educational administration, but surprisingly, they are tested at Class II level, and an officer who enters the Service must satisfy these vital requirements of knowledge and skill only within 9 years of service. A teacher who enters the Service at the age of 50 (which is permitted at present) has only one year of service before retirement to use such important knowledge and skill in schools. This is a situation far from satisfactory and it should be the case in a profession.

#### **4.11.3 Recommendations**

- a) We recommend revising the EB I and EB II examinations that are prescribed in the current SLPS Service Minute, because they fail to serve professional and educational administration needs on a rational basis.
- (b) We recommend revising the Capacity Building Programs I and II that are prescribed in the current SLPS Service Minute, because they are not built into professional development and development of educational administration in a satisfactory manner.
- (c) We recommend formulating a Competency Development Program for the SLPS officers to complete within two years of entry to Class III, Class II and Class I, as outlined in Appendix A of this Chapter.
- (d) We recommend formulating Continuous Professional Development courses for SLPS officers so that an officer meets Capacity Building training needs by taking at least one such course per year totaling 4 such courses during his/her each service period in Class



III, Class II and Class I (total of 12 courses prior to Supra Grade). See Appendix B of this Chapter.

(e) We recommend formulating a Performance Evaluation Scheme for the SLPS officers to complete during the last year of service in Class III, Class II and Class I, prior to entering the next Class of the Service. Appendix C of this Chapter outlines the proposed scheme.

## **4.12 Integration of Services in Education**

### ***4.12.1 The Issue: Integration of Services in Education***

Several unions have proposed an amalgamation of SLPS with SLEAS, and SLTES with SLISA, and making SLTS a closed service while making SLPS an *open service*. They have argued that many anomalies and issues of remuneration can be solved by such amalgamation, and making SLPS an open service. In fact, integration of all the five services in to one service with several specialized services has also been made.

### ***4.12.2 Analysis***

The argument for amalgamation of SLPS with SLEAS is supported by the existing similarities between the two services in certain areas such as:

- a. Similar qualifications to enter,
- b. Same period of teacher service – 6 yrs. – to qualify.
- c. Similar promotion requirements
- d. Induction and capacity building are required for both services.

The Committee considers that these proposals require detailed studies which this Committee finds not feasible within the timeframe given to it for completing the assignment.

### ***4.12.3 Recommendation***

Our Committee recommends that the above proposals shall be examined by another committee.

## APPENDIX A

### Competency Development Program

In 2017/18 the Ministry of Education (HRD Branch) and Faculty of Education Leadership Development and Management of NIE developed and launched the ‘National Competency Framework for School Leadership and Management’ to offer two programs: Basic Principalship Program (BPP) and Advanced Principalship Program (APP), each as 3-month full-time residential programs. It also offered certificate and continuing professional development programs in a number of areas ranging from Strategic Planning and Management through curriculum management to team building. Our Committee, taking the lead from this valuable work, propose to formulate a comprehensive Competency Development Program for SLPS in the following framework:

#### SLPS CLASS III

**CDP Program:** Basic Principalship Program (BPP) comprising the following six courses:

- (i) Educational theories, psychology of learning, counselling and career guidance,
- (ii) Management principles, best practices, and project management,
- (iii) Educational leadership and planning for quality in education.
- (iv) Administrative and financial management regulations for educational institutions
- (v) School management and supervision of learning-teaching processes
- (vi) English/Tamil language skills for communication

**Duration:** 20 days full-time and residential, plus 36 hrs. of e-learning, and 2-week field assignment.

**Competencies to develop:** School Planning; teamwork; supervision; counselling and career guidance; project formulation and implementation; school administration; English/Tamil language skills.

**Assessment:** Completion of 2 written assignments, field project, and one executive presentation.

## SLPS CLASS II

**CDP Program:** Advanced Principalship Program (APP) comprising the following six courses:

- (i) Leading and developing schools
- (ii) Strategic management and policy in education
- (iii) Education reforms and implementation of curriculum
- (iv) Research methods in education
- (v) ICT Skills and database management in education
- (vi) Comparative education systems and assessment of learning

**Duration:** 20 days full-time and residential, plus 36 hrs. of e-learning, and 2-week field assignment.

**Competencies to develop:** Leading school development; SWOT analysis and applications; Curriculum management; school administration; ICT and data communication; budgeting; implementation of reforms; English/Tamil language skills

**Assessment:** Completion of 2 written assignments, field project, and one executive presentation.

## APPENDIX B

### CPD COURSES FOR SLPS III, II, I

**Course duration:** Minimum 30 session hrs. Conducted and certified by an organization approved by the Ministry of Education.

Topics. Examples:

- (i) Curriculum development and assessment of learning
- (ii) Child psychology
- (iii) Activity-based learning
- (iv) School supervision and quality improvement
- (v) Learning-teaching methods
- (vi) Career counseling
- (vii) Using ICT in the classroom

- (viii) E-learning and assessment
- (ix) Procurement procedures
- (x) Creativity, inventions, innovations and entrepreneurship in education
- (xi) Research methods: Survey techniques
- (xii) Research methods: Data analysis
- (xiii) Research methods: Problem analysis and conceptualization
- (xiv) Research methods: Research communication
- (xv) Environment and education
- (xvi) Child protection
- (xvii) Health and nutrition
- (xviii) Technology trends and the 4<sup>th</sup> Industrial Revolution
- (xix) The role of parents in children's education

Reforms and transformations in education

## Chapter 5

# ROLE OF SCHOOL PRINCIPAL: FUNCTIONS, RESPONSIBILITIES AND ACCOUNTABILITY

### 5.1 Introduction

Today's school is the foundation of tomorrow's society. Stakeholder expectations about school performance are high: students to reach their dreams, parents to be happy and relax about their children's future, employers to satisfy their skill requirements for business, and educators to be motivated by productive work environments. School principals in search of success in their path to establishing achieving schools, will have to do two things well in particular. One is developing a school development strategy of his/her own, and the second is to transform the factors governing the situations towards his path of change. They must learn from other principals, leaders in organizations and business while learning and shaping his/her own style of school management.

The Ministry of Education will provide them with a new set of guidelines and a Handbook on governance and management of schools. While the enactment of them is the prime responsibility of the principal, the provincial administration and the new school boards will oversee and assist the principals to fully comply. However, this is not to say that the principal will not have freedom to excel on his own. The handbook will serve as *guidelines* with which the principal is expected work in an empowered environment to stamp his/her signature in the school's way forward.

### 5.2 The Issues

The role of principal as stated in the Service Minute is inadequate:

#### 04. The Role:

“The officers of the Principals Service should carry out all the functions concerning school administration and management including the duties that are assigned in connection with the conduct of national level examinations and other examinations relating to the education of the government schools under the administration of the line Ministry and Provincial Education Ministries in conformity to the National Education Policy in addition to the duties involving education as decided upon and

required by the government for implementation through schools towards strengthening of the sports activities and other subject related work in schools as well as the process of learning and teaching.”

The role of the principal is not well conceived. Attention to the core responsibility for ensuring academic achievement and personality development of learners is sidelined and subsumed in a marginalized consideration given to subject learning and sports etc. The entire statement of the role of the principal is framed in a bureaucratic approach to order and processes rather than to outputs and outcomes.

### **5.3 Analysis and Discussion**

In the absence of a proper description of school principal’s role and absence of an approved profile of competencies of a school principal seem to have resulted in, among other things:

- a) Lack of clarity of job functions and responsibilities resulting in difficulties of responsibility-fixing at school level;
- b) Absence of School performance management and appraisal of principal’s performance;
- c) Inefficiencies and corrupt practices in school management;
- d) Neglect of certain schools in terms of their development, resulting in greater disparities among schools;
- e) Creation of unfair competition among schools where certain principals working on their own platforms with the support of political and other sources of power;
- f) Demotivation among school principals due to lack of clarity of authority and absence of performance recognition;
- g) Poor initiative from school principals due to lack of support and protection of risk-taking activity; and
- h) Inability to delegate authority and assign tasks to lower levels due to lack of clarity of principals’ functions and delegation instructions/guidelines.

School principals raised the issue of their official work hours: are they doing an 8-hr job, can they be given a specific length of work hours and then pay for extra work hours; and in what ways can they be compensated for their full-time devotion to school

administration. Assignment of tasks to principal by Zonal Offices and Circulars often takes place without considering the work load of the principal and absence of administrative and other support services to undertake them. The assignment of the task of certification of students' NIC applications recently was cited as an example. This was a time-consuming task. When such assignment of extra work is considered education administration must consider system support as well.

School principals raised the issue of poor job status associated with the post of school principal. They pointed out a lack of proper recognition on the part of the administration. For example, it was pointed out that they are not issued with a proper Identification Card which can be used in official/legal instances for their identity.

The Committee discussed with union representatives the role of vice principals and assistant principals. It seemed that their roles are not properly defined and described and hence assignment of work to them depended largely on the discretion of the principal. The Committee considers this is an unsatisfactory situation that requires remedies.

## **5.4 Recommendations**

### *5.4.1 The Role and job description of school principal:*

In view of the importance of the role of the school principal, we recommend that a proper formal statement of the role of the principal must be included in the Service Minute by replacing the current statement with the following one:

#### **04. The Role:**

The School Principal is responsible for providing effective leadership to ensure the delivery of quality education while maintaining a positive learning environment and an efficient and effective system of management and development of the school including its learners, teachers, resource personnel, administrative and support staff, financial and other resources, committees of the school and parent/community relations. In doing so, the Principal shall aim at,

- a. ensuring that learners of the school are enabled to achieve higher levels of learning performance,

- b. ensuring that systems are developed and managed to provide an effective, safe and dynamic learning environment for the learners of the school.
- c. ensuring that all teachers, administrators and employees work as productive teams to support learners achieve their potential fully, and
- d. managing the school efficiently.

In order to achieve these objectives, the School Principal serves the dual role of the Educational/Instructional Leader, and Administrative and Development Manager of the School.”

#### *5.4.2 The Job of the School Principal*

The Committee recommends to:

- 1.1 Issue new job descriptions for Principals, Vice Principals and Assistant Principals. Develop the Description in recognition of the education administration reforms including the formation of School Boards (Education Development Boards) and School Clusters (School Management Centers). See proposal in detail in Appendix I.
- 1.2 Delegating functions to Deputy Principals and Asst. Principals. One objective of delegation of functions should be the reduction of time spent by Principal on less important routing administrative tasks and permitting to use more time on educational leadership.
- 1.3 Design and develop competency profiles for a school principal/VP/AP. See Appendix 2.
- 1.4 Issue a Handbook for school principals on school management. (revise the current one)
- 1.5 Introduce a performance appraisal system for principals/VPP/APP
- 1.6 Take early steps to decide on the ID card for principals, VPP and APP, and use an attractive design for it.



1.7 All Principals/VPP/APP must teach a minimum number of sessions/subjects in class each school term. Guideline for this requirement must be included in the Handbook for school principals.

We recommend consulting SLPS unions in taking decisions in the process of designing and implementing the above.

## **JOB DESCRIPTION**

### **Format for School Principals**

#### ***A. Identification Data:***

Position title:

Position holder:

School:

Education Zone:

Education Development Board:

Date of First Appointment to SLPS:

Date Assumed Duties as Principal in the Present School:

Reporting to:

#### ***B. The Job:***

The School Principal is responsible for providing effective leadership to ensure the delivery of quality education while maintaining a positive learning environment and an efficient and effective system of management and development of the school including its learners, teachers, resource personnel, administrative and support staff, financial and other resources, committees of the school and parent/community relations.

#### ***C. Objectives of the Job:***

- a. To ensure that learners of the school are enabled to achieve higher levels of learning performance.
- b. To ensure that systems are developed and managed to provide an effective, safe and dynamic learning environment for the learners of the school.
- c. To ensure that all teachers, administrators and employees work as productive teams to support learners achieve their potential fully.
- d. To manage the school efficiently.

In order to achieve these objectives, the School Principal serves the dual role of the Educational/Instructional Leader, and Administrative and Development Manager of the School.

***D. Functions:***

As Educational Leader, the Principal will undertake the following:

1. *Educational Leadership*: Provide visionary leadership to create and implement strategies that enhance the quality of education, align with national educational policies, and meet the specific needs of the school and its students,
2. *Curriculum implementation*: Device the system of learning/teaching process, and work with teachers and other stakeholders to implement the school curriculum and review its performance, ensuring the achievement of learning goals by all students. Take steps to organize and enrich extra-curricula activities so that each and every student has an opportunity to express their talents.
3. *Student Learning Assessment and Reporting*: Oversee student assessments, examinations, and reporting processes. Analyze student performance data to identify areas of improvement and implement strategies to enhance student achievement,
4. *Learning Environment*: Initiate, install, practice and communicate in a consistent manner to create a positive and dynamic learning environment both physical and psychological. Build accordingly a school culture, including the hidden curriculum, that makes the school a unique and attractive seat of learning for students.

As Administrative and Development Manager, the Principal will undertake the following:

1. *Responsibility and Accountability*: As the head of the school, the principal is responsible for the proper delivery of the functions of the job and accountable to the Zonal Director for the performance, and the lapses, inefficiencies, misuse and improper actions, if any,
2. *School Planning*: Plan for the systematic development of the school by effective utilization of resources according to policies and procedures, to reach the goals of education, quality standards and community expectations,

3. *Work Team*: Design the jobs of deputy principals/Asst. Principals, Section Heads, and teachers and delegate authority and assign duties for efficient administration of the school. While doing so, develop a working environment where all teachers and employees are motivated to work as a team and give their best to the school,
4. *School Administration*: Oversee the day-to-day operations of the school, including the implementation of policies, programs, and procedures. Ensure compliance with relevant regulations and guidelines set by the Ministry of Education while working with the School Education Development Board,
5. *Financial Management*: Develop and manage the school budget effectively, ensuring optimal utilization of resources and adherence to financial regulations. Seek additional funding opportunities through grants, sponsorships, or partnerships to enhance the resources available to the school. Maintain proper books of account, and documents relating to all transactions and property of the school.
6. *Staff Management*: Train the teaching and administrative staff for continuous improvement of productivity and provide guidance and professional development opportunities to enhance teaching practices and instructional delivery.
7. *Discipline*: Take action to ensure higher levels of order, discipline, safety & security, nutrition and environmental health for the students, teachers, employees and other stakeholders involved,
8. *Student Welfare*: Establish a safe, inclusive, and supportive learning environment for students. Implement measures to ensure student well-being, and academic progress. Foster positive student-teacher relationships and resolve conflicts effectively,
9. *Community Engagement*: Foster relationships with parents, community organizations, and other stakeholders to promote school initiatives, encourage parental involvement in school development and extra-curricula activities, and enhance community support for the school's goals and objectives.

***E. Key Result Areas (KRAs), principal functions, Key Performance Indicators (KPIs)***

<b><i>KRAs and Principal's Functions in Education</i></b>	<b><i>KPIs</i></b>
1.Ensure availability of teachers, learning resources, and students according to an annual Time table/Master Schedule of instruction and events.	1.1 Announce Annual Master Schedule by December 10 for the following year. 1.2 Implement the Schedule as announced.
2. Provide balanced education and opportunities for students to express their abilities and experiment	2.1 Number of students showing above average performance in multiple competency areas within the education Zone
3. Lead, motivate and facilitate teacher-learner activity, supervise class-room performance and curriculum delivery, and measure academic achievement	3.1 Rate of completion of curriculum delivery by teachers 3.2 Student performance according to curriculum
4. Organize programs and events with the support of stakeholders to promote student leadership, sports, creativity, and social harmony and social values	4.1 Number of programs/projects/events 4.2 Number of students shining as leaders and social workers among the schools/society (a survey will be done)
5. Organize training and awareness programs for teachers and employees	5.1 Number of events conducted
6. Follow-up teacher performance, keep records, do counseling, and appraise performance annually.	6.1 Annual performance appraisal evidence corroborated with teacher performance/behaviour
7. Organize meetings with parents and stakeholders to discuss issues, programs and awareness activity.	7.1 Number of activities organized and stakeholder satisfaction rate.
8. Improve and maintain laboratory facilities, Computing facilities, Internet access and other physical facilities for learning	8.1 Quality of lab facilities 8.2 Number of operating computers 8.3 Classroom furniture 8.4 Outdoor learning infrastructure

	including agriculture and food
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<b><i>KRAs and Principal's Functions in School Management</i></b>	<b><i>KPIs</i></b>
1. Prepare an annual school education, administration and development plan with the participation of key stakeholders	1.1 Announce the Annual Plan during the last school term of the current year. 1.2 Allocate resources to implement the Plan at the time of announcement.
2. Prepare annual budget and give implementation plan	2.1 Announce the Annual Budget for the next year during the last term of school. 2.2 Hold at least 4 meetings of the Finance Committee during the year
3. Functions of the School Development Society	3.1 Hold at least 4 meetings of the SDS during the year 3.2 Obtain approval of the SDS for Annual Plan and Budget 3.3 Conduct at least 4 progress reviews through sub-committees of the SDS
4. School accounting statements	4.1 Prepare annual statements of account, undertake Board of Survey and furnish documents for audit
5. School procurements	5.1 Undertaken purchases through the procurement committee and kept all records including vouchers, transaction evidence, and check books under safety.
6. Parents/Community and Stakeholder relations	6.1 Number of meetings/workshops/conferences held with parent groups/stakeholders to help develop the school
7. ICT: Maintain school information	7.1 Establish and maintain school database

databases and use ICT in school	as recommended by the MoE, 7.2 Give access to students and teachers to use Internet facilities in the school.
8. School Quality Standards	8.1 Maintain school quality data to support Quality Assessment exercises by the Zonal office. 8.2 Undertake internal assessments of School Quality in terms of MoE guidelines

### **F. Performance Appraisal of School Principal**

The performance of the principal will be appraised annually in terms of the Performance Appraisal Scheme of the Ministry. The following aspects of knowledge and competencies are highly relevant to the person holding the post of principal:

*Knowledge of Educational Policies and Law:* Familiarity with the national educational policies, laws and regulations, and curriculum frameworks in Sri Lanka.

*Leadership Skills:* Strong leadership and management abilities, with the capacity to motivate and inspire others. Demonstrated experience in strategic planning, decision-making, and problem-solving.

*Technology Skills:* Proficiency in using educational technology and digital tools for administrative and instructional purposes.

*Communication and Interpersonal Skills:* Excellent verbal and written communication skills in English and Sinhala/Tamil. Ability to effectively collaborate with teachers, staff, parents, and community members.

*Organizational Skills:* Strong organizational and time management skills to handle multiple responsibilities and meet deadlines.

*Cultural Competence:* An understanding and appreciation of the cultural diversity and unique challenges of the Sri Lankan education system.

*Integrity and Ethics:* Commitment to high ethical standards, professionalism, and confidentiality in dealing with sensitive matters.

**G. Other information**

*(Not covered above)*

**H. Statement of Understanding**

I fully understand the above information and conditions and I agree to abide by them while performing the functions of the post of school principal.

Principal's Name: .....

Signature : .....

Date: .....

Supervising Officer's Name: .....

Signature : .....

Date: .....



## COMPETENCY PROFILE OF SCHOOL PRINCIPAL

<b>Competency Category: <i>Generic Education Administration</i></b>		
<b><i>Competency Area</i></b>	<b><i>Key Competencies</i></b>	<b><i>Behavior Indicators</i></b>
<i>Figurehead of school</i>	<ul style="list-style-type: none"> <li>○ <i>Maintains high ethical/moral standards.</i></li> <li>○ <i>Maintains authoritative personality.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Receives appreciations of ethical behavior from community</i></li> <li>▪ <i>Respected among stakeholders.</i></li> <li>▪ <i>Represents the school in a dignified manner</i></li> </ul>
<i>Interpersonal relations</i>	<ul style="list-style-type: none"> <li>○ <i>Listen well</i></li> <li>○ <i>Positive attitude</i></li> <li>○ <i>Cooperative</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Accessible to stakeholders</i></li> <li>▪ <i>Popular</i></li> <li>▪ <i>Negotiates win-win</i></li> </ul>
<i>Communication</i>	<ul style="list-style-type: none"> <li>○ <i>A reader</i></li> <li>○ <i>A writer</i></li> <li>○ <i>A speaker</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Builds up library.</i></li> <li>▪ <i>Writes reports.</i></li> <li>▪ <i>Effective speaker.</i></li> </ul>
<i>Teamwork</i>	<ul style="list-style-type: none"> <li>○ <i>Understands diversity of team skills among persons</i></li> <li>○ <i>Promotes teamwork</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Takes note of different roles of persons in teaming up.</i></li> <li>▪ <i>Empowers teams.</i></li> <li>▪ <i>Conducts meetings effectively.</i></li> </ul>
<i>Information technology</i>	<ul style="list-style-type: none"> <li>○ <i>Mastered typing keyboard</i></li> <li>○ <i>ICT skills including Excel</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Prefers decisions based on information.</i></li> <li>▪ <i>Maintains school</i></li> </ul>

		<i>database</i>
<i>Time management</i>	<ul style="list-style-type: none"> <li>○ <i>Promotes time as a resource.</i></li> <li>○ <i>Punctual and time-driven</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Manages by time targets.</i></li> <li>▪ <i>Starts and finishes tasks on time</i></li> </ul>
<i>Setting priorities</i>	<ul style="list-style-type: none"> <li>○ <i>Assigns priority to important and urgent tasks</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Delegates well</i></li> <li>▪ <i>Follows up execution</i></li> </ul>
<i>School culture</i>	<ul style="list-style-type: none"> <li>○ <i>Embeds values.</i></li> <li>○ <i>Discipling</i></li> <li>○ <i>Gaining dignity</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Fights against illegal substances in school</i></li> <li>▪ <i>Adopts principles of discipline</i></li> <li>▪ <i>Repeats and upholds core values</i></li> </ul>

**Competency category: *Instructional leadership***

<b><i>Competency Area</i></b>	<b><i>Key Competencies</i></b>	<b><i>Behavior Indicators</i></b>
<i>Learning-teaching process</i>	<ul style="list-style-type: none"> <li>○ <i>Curriculum planning</i></li> <li>○ <i>Time-table management</i></li> <li>○ <i>Supervision of teaching</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Adopts curriculum policy and guidelines and gives opportunity for students to choose.</i></li> <li>▪ <i>Ensures teacher availability as per timetable.</i></li> <li>▪ <i>Have dialogue with teachers and gives feedback routinely on</i></li> </ul>

		<i>classroom work</i>
<i>Pedagogy and Technology</i>	<ul style="list-style-type: none"> <li>○ <i>Mastering teaching-learning methods.</i></li> <li>○ <i>Promotes ICT in classroom.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Demonstrates effective techniques.</i></li> <li>▪ <i>Teaching in classroom as a role model.</i></li> <li>▪ <i>Attends to uses and issues of ICT in school.</i></li> </ul>
<i>Assessment of learning</i>	<ul style="list-style-type: none"> <li>○ <i>Supervises formative assessment.</i></li> <li>○ <i>Administers summative assessments</i></li> <li>○ <i>Administers feedback to students/teachers</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Teachers complete assessments on a timetable</i></li> <li>▪ <i>Smooth conduct of tests</i></li> <li>▪ <i>No complaints from students about learning assessment issues</i></li> </ul>
<i>Learning environment</i>	<ul style="list-style-type: none"> <li>○ <i>Organizes physical environment of school according to quality standards</i></li> <li>○ <i>Develops the psychological learning environment of school according to principles of education</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Basic requirements of classroom learning equipment, library and other facilities are in place.</i></li> <li>▪ <i>ICT facilities are working and being used.</i></li> <li>▪ <i>Students and teachers alike are motivated to return to school</i></li> </ul>
<i>Teacher training</i>	<ul style="list-style-type: none"> <li>○ <i>Mastered training methods</i></li> <li>○ <i>Training needs identification and analysis</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Has obtained ToT certificate</i></li> <li>▪ <i>Need analysis reports</i></li> <li>▪ <i>Training materials developed and used</i></li> </ul>

	<ul style="list-style-type: none"> <li>○ <i>Conducts teacher training</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Teacher feedback reports</i></li> </ul>
<i>Education research</i>	<ul style="list-style-type: none"> <li>○ <i>Has research skills in conceptual, methodical and practical areas</i></li> <li>○ <i>Has skill in Action Research methods</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>School has a research plan for teachers</i></li> <li>▪ <i>School library has research methods materials to learners</i></li> <li>▪ <i>Research project findings available to share</i></li> </ul>
<i>Leadership</i>	<ul style="list-style-type: none"> <li>○ <i>Vision for school</i></li> <li>○ <i>Lead with knowledge</i></li> <li>○ <i>Lead by example</i></li> <li>○ <i>Innovation and dissemination</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Uses strategy to reach vision</i></li> <li>▪ <i>Has completed a leadership course.</i></li> <li>▪ <i>The principal is often cited for example/consulted by others</i></li> <li>▪ <i>Has promoted inventions and initiative in school</i></li> </ul>
<i>Extra curricula</i>	<ul style="list-style-type: none"> <li>○ <i>Excels in at least one sport.</i></li> <li>○ <i>Promoting sports</i></li> <li>○ <i>Promoting a variety of activity in school</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Take part actively in school extra-curricula activity.</i></li> <li>▪ <i>Raises funds and support.</i></li> <li>▪ <i>Participate effectively in inter-school competitions</i></li> </ul>

<b>Competency Category: School Management</b>		
<b>Competency Area</b>	<b>Key Competencies</b>	<b>Behavior Indicators</b>
<i>School planning and development</i>	<ul style="list-style-type: none"> <li>○ <i>Has skills in planning and project management</i></li> <li>○ <i>School infrastructure development planning</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>An active school plan</i></li> <li>▪ <i>Follow-up activity</i></li> <li>▪ <i>Infrastructure progress</i></li> <li>▪ <i>Clean and attractive school environment</i></li> </ul>
<i>Relating to students</i>	<ul style="list-style-type: none"> <li>○ <i>Regular, informative, motivating school assembly</i></li> <li>○ <i>Working with student leaders</i></li> <li>○ <i>MBWA – managing by walking around</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Productive assembly</i></li> <li>▪ <i>Creative and helpful prefects</i></li> <li>▪ <i>Principal walks around school 30 minutes each day.</i></li> </ul>
<i>Managing teachers</i>	<ul style="list-style-type: none"> <li>○ <i>Skill in conducting staff meetings</i></li> <li>○ <i>Skill in giving feedback</i></li> <li>○ <i>Fostering free exchange of ideas</i></li> <li>○ <i>Participative management skills</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Productive staff meetings solving problems</i></li> <li>▪ <i>Openness in communication</i></li> <li>▪ <i>Sharing of work among teachers</i></li> <li>▪ <i>Teacher volunteers</i></li> </ul>
<i>Financial management</i>	<ul style="list-style-type: none"> <li>○ <i>Resource mobilizing</i></li> <li>○ <i>Budgeting skill</i></li> <li>○ <i>Work for auditors</i></li> <li>○ <i>Cash management</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Has attracted resources from stakeholders/others</i></li> <li>▪ <i>Operating on a budget</i></li> <li>▪ <i>Few audit queries.</i></li> <li>▪ <i>No cash shortages</i></li> </ul>
<i>School accounting</i>	<ul style="list-style-type: none"> <li>○ <i>Skill in bookkeeping</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Complete and accurate</i></li> </ul>

	<i>and accounting</i> <ul style="list-style-type: none"> <li>○ <i>Maintaining assets well</i></li> </ul>	<i>records of transactions</i> <ul style="list-style-type: none"> <li>▪ <i>Timely preparation of accounting statements</i></li> <li>▪ <i>Complete inventory records</i></li> </ul>
<i>Students' welfare</i>	<ul style="list-style-type: none"> <li>○ <i>Health management knowledge</i></li> <li>○ <i>Food and nutrition knowledge</i></li> <li>○ <i>First aid skill</i></li> <li>○ <i>Student coaching and counselling skill</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Maintain school health service requirements</i></li> <li>▪ <i>An efficient food and nutrition program in place</i></li> <li>▪ <i>School counseling service in place</i></li> </ul>
<i>School website</i>	<ul style="list-style-type: none"> <li>○ <i>Has website monitoring skill</i></li> <li>○ <i>Updates promptly</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>A resourceful and informative website available</i></li> <li>▪ <i>Updated regularly</i></li> </ul>
<i>Staff development</i>	<ul style="list-style-type: none"> <li>○ <i>Planning training and development</i></li> <li>○ <i>Skill in training</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>A plan in place</i></li> <li>▪ <i>Training plan is in place</i></li> <li>▪ <i>Does undertake training</i></li> <li>▪ <i>Assists teachers with HRD options</i></li> </ul>
<i>School Board</i>	<ul style="list-style-type: none"> <li>○ <i>Working with a plan</i></li> <li>○ <i>Interpersonal relations to foster participation</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Meets regularly and make important decisions.</i></li> <li>▪ <i>Member attendance is good</i></li> </ul>

<i>Parent relations</i>	<ul style="list-style-type: none"> <li>○ <i>Skills in working with parents</i></li> <li>○ <i>Skills in giving feedback.</i></li> <li>○ <i>Skills in participative work</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Parents are given feedback on their children's performance regularly.</i></li> <li>▪ <i>High participation of parents</i></li> <li>▪ <i>Lack of parent complaints</i></li> </ul>
<i>Working with stakeholders</i>	<ul style="list-style-type: none"> <li>○ <i>Has respect for multiple stakeholders.</i></li> <li>○ <i>Negotiation skills</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Meetings with stakeholders</i></li> <li>▪ <i>Programs with stakeholders such as the Police, Divisional Secretary and Department of Agriculture</i></li> <li>▪ <i>Projects involving government policies and programs in the area</i></li> </ul>
<i>Reporting upward</i>	<ul style="list-style-type: none"> <li>○ <i>Preparation of performance reports</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Reporting to Zonal Office</i></li> <li>▪ <i>Reporting to other education institutions</i></li> <li>▪ <i>Communicating with political authorities of the area</i></li> </ul>
<i>School information and services</i>	<ul style="list-style-type: none"> <li>○ <i>Organizing school and education information</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Has a school information database</i></li> </ul>

	<i>for community users</i> <ul style="list-style-type: none"> <li>○ <i>Organizing career counselling and support services for students in school</i></li> </ul>	<i>and documents to share on request.</i> <ul style="list-style-type: none"> <li>▪ <i>Has a career counselling unit in school.</i></li> <li>▪ <i>Has capacity in school to conduct career tests/aptitude tests for students.</i></li> </ul>
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### *Appendix 3*

## *PERFORMANCE APPRAISAL OF SCHOOL PRINCIPAL*

### **Introduction**

Measuring and appraisal of performance is an essential tool to evaluate success and encourage improvement. One tool employers use is an appraisal form, which they may refer to during an employee evaluation or performance review.

Principal appraisal is an essential process in the management of professional education services in many advanced countries including the UK, USA, Canada, Finland, Japan, Australia and New Zealand. Governing bodies of schools such as regional school boards in these countries carry the responsibility for the process of appraisal.

In many countries, the principal is accountable for implementing the School Board's strategic plan, and for meeting the professional standards for principals. In Sri Lanka, when School Education Development Boards are set up, a new process of school planning would be introduced.

The developmental aspect includes improving teaching and learning throughout the school as well as the principal's own development. Studies in this subject elsewhere show that the principal's appraisal contributed to one or more of the three improvement



purposes of appraisal – the principal’s own development, staff development and improving student achievement. In schools that demonstrated best practice all three of these aspects were evident. When strategic goals, the annual plan, performance agreement and appraisal were linked coherently, the focus of appraisal has been on significant actions to achieve strategic improvement goals. Student achievement data have been used consistently to assess progress towards the school’s strategic goals, and also to review the principal’s effectiveness as a leader in facilitating progress towards these goals.

***The framework for template:***

- 1. Results obtained in Key performance areas*
- 2. Improvements since the last review (by the School Board)*
- 3. The employee’s professional goals (to be given by self only)*
- 4. Comments from the employee*
- 5. Comments from teachers*
- 6. Comments from members of school development society*
- 7. Comments from School Board*

**Rating Rubric:** Thinking of the key objectives of a principal’s role and separating them into different categories, we propose to rate how well they’re meeting each objective. A common rating system is the 5-point rating scale. Here’s an example of what each number signifies in the proposed type of rating scale:

- 1 = Poor (consistently fails to meet expectations)
- 2 = Fair (frequently fails to meet expectations)
- 3 = Good (usually meets expectations)
- 4 = Very Good (frequently surpasses expectations)
- 5 = Excellent (consistently surpasses expectations)

## Performance Appraisal Template

<p><b><i>RATED BY:</i></b></p> <div style="display: flex; justify-content: space-between; padding: 0 10px;"> <div style="width: 40px; height: 20px; background-color: #4a7ebb; margin-bottom: 5px;"></div> <div><i>Self</i></div> </div> <div style="display: flex; justify-content: space-between; padding: 0 10px;"> <div style="width: 40px; height: 20px; background-color: #4a7ebb; margin-bottom: 5px;"></div> <div><i>School teacher</i></div> </div> <div style="display: flex; justify-content: space-between; padding: 0 10px;"> <div style="width: 40px; height: 20px; background-color: #4a7ebb; margin-bottom: 5px;"></div> <div><i>School Development Society member</i></div> </div> <div style="display: flex; justify-content: space-between; padding: 0 10px;"> <div style="width: 40px; height: 20px; background-color: #4a7ebb; margin-bottom: 5px;"></div> <div><i>School board</i></div> </div>					
<p>Name of principal: .....</p> <p>School: .....</p> <p>School Board: .....</p> <p>Performance appraisal period: .....</p>					
Please rate the following, to the best of your knowledge, according to the rating scale given above.	1	2	3	4	5
<p><i>1. Educational Leadership:</i> Provides visionary leadership to create and implement strategies that enhance the quality of education, align with national educational policies, and meet the specific needs of the school and its students,</p>					
<p><i>2. Curriculum implementation:</i> Devices the system of learning/teaching process, and work with teachers and other stakeholders to implement the school curriculum and review its performance, ensuring the achievement of learning goals by all students. Take steps to organize and enrich extra-curricula activities so that each and every student has an opportunity to express their talents.</p>					

3. <i>Student Learning Assessment and Reporting</i> : Oversees student assessments, examinations, and reporting processes. Analyze student performance data to identify areas of improvement and implement strategies to enhance student achievement,					
4. <i>Learning Environment</i> : Initiates, install, practice and communicate in a consistent manner to create a positive and dynamic learning environment both physical and psychological. Build accordingly a school culture, including the hidden curriculum, that makes the school a unique and attractive seat of learning for students.					
5. <i>Responsibility and Accountability</i> : As the head of the school, the principal has taken responsibility for the proper delivery of the functions of the job and accounted to the Zonal Director for the performance, and the lapses, inefficiencies, misuse and improper actions, if any.					
6. <i>School Planning</i> : Plans for the systematic development of the school by effective utilization of resources according to policies and procedures, to reach the goals of education, quality standards and community expectations,					
7. <i>Work Team</i> : Designs the jobs of deputy principals/Asst. Principals, Section Heads, and teachers and delegate authority and assign duties for efficient administration of the school. While doing so, develop a working environment where all teachers and employees are motivated to work as a team and give their best to the school,					

8. <i>School Administration</i> : Oversees the day-to-day operations of the school, including the implementation of policies, programs, and procedures. Ensure compliance with relevant regulations and guidelines set by the Ministry of Education while working with the School Education Development Board,					
9. <i>Financial Management</i> : Develops and manages the school budget effectively, ensuring optimal utilization of resources and adherence to financial regulations. Seek additional funding opportunities through grants, sponsorships, or partnerships to enhance the resources available to the school. Maintain proper books of account, and documents relating to all transactions and property of the school.					
10. <i>Staff Management</i> : Trains the teaching and administrative staff for continuous improvement of productivity and provide guidance and professional development opportunities to enhance teaching practices and instructional delivery.					
11. <i>Discipline</i> : Takes action to ensure higher levels of order, discipline, safety & security, nutrition and environmental health for the students, teachers, employees and other stakeholders involved,					
12. <i>Student Welfare</i> : Establishes a safe, inclusive, and supportive learning environment for students. Implement measures to ensure student well-being, and academic progress. Foster positive student-teacher relationships and resolve conflicts effectively,					

<i>13. Community Engagement:</i> Fosters relationships with parents, community organizations, and other stakeholders to promote school initiatives, encourage parental involvement in school development and extra-curricula activities, and enhance community support for the school's goals and objectives.					
<i>14. Decisions:</i> Makes effective and efficient decisions after careful consideration of relevant information, and in consultation where necessary					
<i>15. Overall leadership:</i> How well has this principal performed as the school leader to develop the school and improve achievements of students and others?					
<i>Notes: (if any)</i>					
<i>My professional development goals: (by Self)</i>					

## Chapter 6

# REMUNERATING TO BUILD A PROFESSIONAL SLPS

## 6.1 Introduction

Appropriate remuneration of school principals is the key factor in influencing the attraction and retention of teachers to the Principals Service. Associated with this is the working conditions and environment of principalship that determines the retention and motivation to work in the career. As of June 30, 2023, there have been 5,741 vacancies in the SLPS which is 36% of the total approved cadre of 15,838 posts. Though there have been a number of factors contributing to the creation of such a huge gap such as the intervention of COVID and administrative lapses in recruitment in recent years, the fact remains that the SLPS has ceased to be an attractive public service. A cursory glimpse of the poor quality of recent applicants to the vacant posts as revealed at selection interviews

raises serious concerns about the effectiveness of the SLPS unless remedial actions are taken now.

In our discussions with representatives of SLPS unions, professionals, principals, officers in education services, and teachers we consistently found that the key factor in affecting the attraction of qualified and competent applicants who are dedicated to playing the principalship is salary and other remuneration such as benefits and recognition. While the significance of the basic salary remained high, concerns have been raised about comparative salaries in the system and anomalies resulting from the manner of recruiting to the SLPS. Denial of benefits that they are legitimately expecting is another frustrating element. In effect the need to design an appropriate package of remuneration has been emphasized.

We found that the second category of factors relevant, particularly for the retention of principals in the service as productive and committed leaders of the school system, included certain aspects of the work environment such as:

- Work related stress resulting mainly from burden of administrative work,
- Relationships with schoolteachers who are motivated by private tuition and moonlighting that are unpleasant and unproductive,
- Long work hours, undefined responsibilities which is characteristic of the job, and issues of safety affecting family life, and
- Lack of support from administrative hierarchy to perform in the job effectively and assume the leadership role expected from them.

In reaching decisions regarding salaries and other aspects of remuneration, we consider these secondary factors affecting the nature and the complexity of the job of principalship must receive serious attention.

## **6.2 The Issues**

### *6.2.1 Salary*

The SLPS unions have repeatedly pointed out that the current scheme of salary does not guarantee the salary determination principles of external equity, internal equity and individual equity. From the discussions and submissions of SLPS unions and the

concerned persons and from related documents and reports the committee gave attention to several issues stated briefly below.

**Table 6.1: The Present Salary System**

<b>The Education Service</b>	<b>Grade, salary and increment</b>	<b>Grade salary and increment</b>	<b>Grade salary and increment</b>	<b>Grade salary and increment</b>	<b>Maximum Rs.</b>
Principals Service SLPS	III 42,175 Rs. 930	II 48,685 Rs. 1,335	I 58,345 Rs.1,650		97,945
Teacher Service – Trained/ Graduates	2.II 39,175 Rs. 825	2.I 47,425 Rs.1,335	1 56,770 Rs. 1,630		
Admin Service - SLEAS	III 47,650 Rs. 1,335	II 62,596 Rs.1,650	I 76,176 Rs. 2,170	Supra 87,460 Rs.2,485	110,895

- a. *Increase the basic salary:* Unions argue that the basic salary of SLPS does not reflect the place the service should occupy in the system of education services. An upward shift of the structure of salary including the width of annual increments is demanded.
- b. *Salary at the Point of Entrance to the Service:* Unions point out that teachers in various grades should be able to enter the SLPS at any level (Gr. III, II or I) depending on their qualifications start the basic salary above the point they enjoyed at transition.
- c. *Promotion, not New Appointment:* The request here is to consider entry from Teacher Service to Principals Service as a promotion, not a new appointment as it is considered today, so that the question in (b) above does not arise.

- d. *Creating a Supra Grade:* By creating a supra-grade, it is argued that the long stagnation in Gr. I would be reduced while the scope for professionalization is enhanced.
- e. *Solve anomalies:* A number of salary anomalous situations have resulted from the various salary decisions taken since 1999 and resolve these anomalies as a matter of urgency. For example, salary revision granted in 2022 resulted in an increase of teacher Gr.1 salary by Rs. 19,000 whereas the increase of principal Gr. I stopped at Rs. 15,170.
- f. *Extension of Benefits to the Retired Officers:* Extending the 2022 salary increase benefits to officers who retired after January 2019; and extension of benefits of increases and promotions to retired officers who entered the service during 2009-2012.

#### 6.2.2 Allowances and Benefits

a. *Principal Allowance.* The current system of payment of allowance is as follows:

o 1AB schools	Rs. 6,500
o IC schools	4,000
o Type 2	3,000
o Type 3	2,500

Unions demand an increase ranging from 2 to 3 times on the grounds that their responsibility for school children's welfare, school administration, financial management and incidental expenses associated with the work of school leadership. At present, VPP and APP are not given an allowance. The demand is to pay around Rs. 6,000 to VP and 5,000 to AP.

b. *Other Allowances:* The following allowances are demanded:

- o Telephone allowance
- o Reimbursement of travel expenses
- o Entertainment allowance
- o Increasing the difficult school incentive
- o Uniform allowance



## 6.3 Analysis and Discussion

### 6.3.1 Principles of Salary Determination:

The main objective of wage and salary administration is to establish and maintain an equitable wage and salary system. This is so because only a properly developed compensation system enables governments to attract, obtain, retain and motivate people of required caliber and qualification. These objectives can be seen in more orderly manner from the point of view of the organization, its individual employees and collectively.

The compensation or remuneration system should be duly aligned with the needs of the institutional system in education and should also be flexible enough to modification in response to change. Accordingly, the system should enable the Ministry of Education and the Provincial Departments to have the quantity and quality of principals it requires. Retaining them in the Service, motivating them for good performance for further improvement in performance, and maintaining equity and fairness in remuneration for parallel services. After all, the remuneration system must be cost-effective so that the total budget is within the means of the government and donor agencies.

From individual employee's point of view, the remuneration system should achieve the objectives of ensuring a *fair* compensation, meeting the *worth* of the employee to the school system, and enhancing the employee morale and motivation.

From the government's point of view, a fair system of remuneration in education must meet the objectives of matching with market rates so that principals would not be attracted easily to other options in the economy, must be economical within the budget limits of annual public expenditure, fair in comparison to other compensation systems of public sector, and meet the administrative requirements of objective implementation without undue intervention of bureaucratic interpretations and biases.

Accordingly, the system of remuneration that we wish to evolve in education must be guided by three essential principles of salary determination, namely:

- *External Equity* - principals are fairly compensated in comparison to similar jobs in the public service, and follow the principle of *equal pay for equal work*.

- *Internal Equity* - Pay levels must reflect the differences among contributions made by groups of employees – teachers, educationists, ISAs, administrators,
- and principals etc. This relative worth of jobs should be ascertained by the application of job evaluation techniques. Thus, an ideal system should establish and maintain appropriate differentials based on relative values of jobs of teachers, principals, administrators, etc. In other words, the compensation system should ensure that jobs that are more difficult, demanding, and significant are paid more.
- *Individual Equity*: According to this principle, an employee should be paid as per his/her performance. Thus, the compensation system, as far as possible, should enable school principals to be rewarded according to their individual contributions to the school and the system of education.

In sum and substance, a sound remuneration system should encompass factors like adequacy of wages, social balance, supply and demand, fair comparison, equal pay for equal work and work measurement and performance management.

### *6.3.2 The evolution of remuneration system and issues*

- a. *Historical roots*: In the identification of issues of salary determination, attention has been drawn to the government decision to establish the Sri Lanka Teacher Service with five grades (incorporating the 25 teacher categories that existed before) and increase the salaries on the basis of a closed service. Since the Principals were not considered for salary revision at this stage, a conflict arose between the two services which was solved by a court case. It has been pointed out that the B. C. Perera Salary Commission recommendations in PA Circular 02/97 resulted in anomalies between salary structures of teachers and principals services, and there were not addressed by late salary revisions effected by PA Circular 06/2006 and 03/2016. The proposals made by a Committee appointed following the instructions of the Salaries Commission under the chairperson Ms. P. K. S. Subodini were not well received by the Salaries Commission on the grounds that they would create issues elsewhere in the public services. However, the some of the recommendations of the Committee were given effect by PA Circular 3-2016-04 and they were implemented in part, and it has been pointed out that these actions

have created further anomalies between the salaries of teachers and principals. The National Salaries Commission made its own salary proposals by letter No. NSCC/05/38/CM-IV dated 18.06.2021 which have not been received well by the SLPS unions. The Cabinet of Ministers has considered a proposal submitted by the then Minister of Education ED/EST/21/23 date 16.07.2021 which has not resulted in decisions to provide suitable solutions. Thus, it is clear that the salary issues have continued to haunt the SLPS for decades, and it is time now to find a reasonable solution.

*b. Issues Recognized by Cabinet Sub-Committee:* The Cabinet Sub-Committee appointed on 10.08.2021 under the chairmanship of Hon. Dalas Alahapperuma has given attention to a number of related issues.

- (i) *Executive Perks:* Even though the SLPS has been included in the Staff Category 3 of the public service by PA Cir. No. 03/2016, the members of the SLPS are not given all the allowances and benefits of that category.
- (ii) *No. of Salary Increments (absurdly too high):* According to the present salary scale, an officer must earn 38 salary increments. This is not practical, given the fact that when an officer enters the SLPS, the age would be at least 32 years, and hence the number of service years before retirement will be 28.
- (iii) *Salary at Entry Point:* SLPS entry point is Gr. III for all grades of teachers, and hence teachers of higher grades like Gr. I joining will receive a lower basic salary and smaller salary increments. Teachers of Grade II(1) and Gr. I are at a disadvantaged when they join SLPS III with a lower salary and hence qualified and senior teachers are less likely to join the SLPS. The Salaries Commission too has recognized the need to address this anomaly.
- (iv) *Delays in Granting Increments:* There are undue delays in determining and granting salary increments and accumulation of arrears and payment has been a cause of demotivation.
- (v) *Official Travel Costs:* Members of SLPS are required very often to travel on duties such as attending meetings in provincial organizations and other public institutions. They have to meet travel costs personally which is unfair.

### 6.3.3 Some Issues Raised by Unions

- a. *Public Officer Category:* By PA Cir. 06/2006, it is alleged that SLPS has been dropped to the third level of the classification of public employees positioning the service in an inappropriate (low) category, resulting in lack of benefits and status due to the Service.
- b. *Initial salary* of SLPS is equivalent to 2ii of SLTS. Therefore, those who join the SLPS from a higher point of SLTS salary will have a lower starting salary. If appointment to SLPS is considered a promotion, then the starting salary should be at least one above the point a teacher is having at that time. This point has been discussed widely and accepted as an issue requiring early solution.
- c. *Other Salary proposals:* Place principals on recruitment at a few increments above the salary received as teacher. Those who completed qualifications later and joined the service later get higher salary today. Consider that all principals remained in teacher service until Jan. 1, 2024, and make salary for principals by giving them a few more increments over what they should have received as a teacher by January 1, 2024. Also, pay a salary increment to principals which is higher than that of teacher service. Another proposal is that the third salary step of Class I teacher should be the starting salary point of SLPS.
- d. *Salary reductions:* There are situations where principals who are promoted from Gr. II to Gr. I lose their earned salary. Make rules to ensure that earned salary will not be reduced. Public Service Salary revision 2016 (02/2022) and PA Cir. 03/2016(IV) is referred.
- e. *Increments after Maximum:* Those who reach maximum are not given increments thereafter. The request is to give annual increments if they work. It has been noted that the officers who reach the maximum salary step of the salary scales contained in Annexure I of Public Administration Circular No. 06/2006 dated 25.04. 2006 may be granted further increments of salary from 01.01. 2006 until they retire or are appointed / promoted to a post with a different salary scale.
- f. *Increment Date:* Teachers who are promoted to SLPS are given increments based on the date of joining the SLPS. If the previous increment date is different, then

there is a gap for which no increment is given. Therefore, make the date of increment as same as the increment date as teacher.

This decision will be feasible if entering the SLPS is considered a promotion.

- g. ADHI SEVAKA appointees: There are principals who have been appointed beyond the cadre on many reasons including court judgements/political and other. These are (*adhi sevaka* principal appointments) appointments special to the holder. Request is made to absorb them to the normal cadre. It is suggested that decisions may be taken on case by case basis.
- h. *The argument against the increase of salary* of SLPS is that it leads to salary increases to all education services. However, it is argued that salary revision for SLPS is primarily to remove the anomalies of the past, and hence it should not be extended to other services.
- i. *The number of salary steps* is 39 which is the highest for any service in education. In addition, a teacher must have min. of 5 years before joining SLPS, thus the total is 44. This is irrational because  $(60-44 = 16)$  year a person must join the public service at the age of 16 to complete 39 salary steps. The normal age of joining the public service is, say, 24, and then min. 5 years take one to 29 years  $(60-29 = 31)$ , meaning the number of salary steps should be reduced to 30 or below.
- j. *Allowances to Principals*: Request is made to revise Principal allowances [Cir. 06/2017]. The current system of allowances is given below. Request is made to increase them by two-to three-fold.

**Table 6.2: System of allowances to principals**

<i>Category of school</i>	<i>Allowance</i>
1AB	6,000
1C	4,000
Type 2	3,000
Type 3	2,500
No allowances for DPs and APs	

- k. *Entertainment allowance*: It was pointed out that principals have to spend money out of pocket to meet social needs in official work. The request is to pay an entertainment allowance of Rs. 5,000 a month to Principal or to School.
- l. *Travel*: Official transport is not provided and hence the principals have to bear the cost of official travel. Request is to permit principals to obtain reimbursement of travel expenses
- m. *Communication allowance*: Pay to principals, now paid to SLEAS only. Adopt Public Finance Cir. 03/2014 (1) in this regard, as approved by Cabinet on 31.08.2021, and recommendations of the Cabinet Sub-Committee.
- n. *Vehicle Permit*: Give back the eligibility for a vehicle permit to import a vehicle duty free, which was removed years ago.
- o. *Professional development*: Reimburse 50% of fees of educational and training programs considered the scheme of promotion. Now 50% of PGDEM fees are reimbursed.
- p. *Schooling of Children of Principals*: Request is made to give priority to the children of principals in school admissions.
- q. *Housing*: Principals are not given proper housing accommodation. Currently, for occupying school quarters, 12.5% of salary is deducted. Remove this fee and improve the facilities of quarters and provide a KKS for the quarters.

#### 6.3.4 Recommendations of Cabinet Sub-Committee 2021

In regard to salaries and benefits, the committee made the following recommendations:

- a. *Accept the salary proposals* prepared by the Ministry of Education in 2018 and submitted to the Salaries Commission. Salary revisions are included in Annex 01 of the Cabinet Sub-Committee proposal. The main features are:

Grade	Basic salary Rs.	Value of Increments Rs.	% increase basic over PA Cir. 3/2016
SLPS III	42,175	930	19.54
SLPS II	48,685	1,385	21.59

SLPS I	58,345	1,650	25.95
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- b. Pay by stages:* The sub-committee proposed to implement the salary increases by stages.
- c. Lateral Entry:* Revise the Service Statute of SLPS to provide for entry to Gr. III, II and I of SLPS from Teacher Service in order to prevent initial entry point basic salary of an officer is not less than the basic salary received by the teacher at the time of entry to SLPS.
- d. Allowances:* To revise the Principal Allowance to suit the times, and give a special allowance and other facilities to principals of difficult area schools
- e. Staff Officer Benefits:* To pay the principals of all benefits and allowances given to executive staff officers in other public services.
- f. Values of Increments:* Revise the salary structure of SLPS to eliminate the current differences of values of increments between Teacher Service and Principal Service.
- g. Promotion from Teacher Service:* Teachers who join the SLPS must be considered as promotion from the teacher service, not as a new appointment.
- h. Facilitating Principals' Role:* Provide administrative, technical, informational and ICT facilities in schools to enable Principals/VPP and APP perform their functions efficiently.

#### **6.4 Recommendations**

In formulating the recommendations for a revised system of remuneration of SLPS, the Committee is mindful of the principles of salary determination, namely external equity, internal equity and individual equity. Further, an effective system of remuneration must be fair from the viewpoint of government, the system of education, and the individual employee of principal.

The Committee also takes cognizance of the conditioning factors rooted in the current and continuing conditions of the economy and limited sources of funding education on the one hand and the rather complex situation that the SLPS issues are

tangled with other sister services of education sector. On top of all these constraints, there is the compelling reason for making bold decisions at a time that the education sector is being ready to undertake the most comprehensive ever reforms and transformations in education. School principal is the backbone of the system of schools and development of the school occupies in the process of education development and thus the recovery of the economy. While these reforms and transformations are required to put the system of education in the path of long-term development of human resources and the economy, we consider early remedies to the key remuneration issues of school principals are fully justified.

We recommend that the remuneration package for SLPS should consist of the following four components:

- a. Salary
- b. Allowances
- c. Benefits
- d. Pay-for-performance

The Committee recommends both short-term and long-term solutions.

#### *6.4.1 Short-term Solutions*

##### *6.4.1.1 Salaries of SLPS*

- a. *Upgrade the salary structure*, including the size and number of salary increments, against the SLTS while considering the salary of the SLEAS.
- b. *Create a Supra-grade of SLPS*, and revise the structure as: SLPS GR. I, SLPS GR II, SLPS GR.III, and SLPS Supra-grade.
- c. *The proposed salary structure* is as follows:

SLPS III:	- 46,325 - 6 x 1,335
SLPS II:	- 54,335 - 6 x 1,650
SLPS I:	- 64,235 - 6 x 2,170
Supra-grade:	- 77,255 - 10 x 2,485 - Rs. 102,105



- d. *The SLPS starting salary point* is Rs. 46,325.00 and the annual increment is Rs. 1,335.
- e. *Consider appointment of schoolteachers to SLPS as a promotion*, and place the new recruits in the SLPS scale on one salary step ahead of the teacher service where the new recruit has been at the point of promotion.
- f. *Salary adjustments*: In the implementation of Cir. 3/2014, it is reported that different Education Zones are adopting different decisions with regard to adjustment of increments of principals appointed recently. We propose that when a teacher is recruited to SLPS, the recruit should be placed in the SLPS salary scale at an increment point above the salary point that the person has been in the teacher service salary structure.
- g. *Recruits 2022*: It is observed that the recruits to SLPS 2022 are subjected to a variety of *ad hoc* decisions resulting in anomalies. The MoE has written to the Director-General of Establishments regarding the conversion issue. We recommend that all recruits 2022 are placed on an increment level above the salary point that a teacher would have received if the person remained in the teacher service. and this shall be adopted as the guideline for decisions on all conversion issues.
- i. *Increments when promotions failed*: MoE Cir. 3/2014 provides for paying up to 10 Increments where a person fails to secure promotion to the next grade after 6 years in the current service. We recommend that the number of increments should remain 6, and increments must be earned by confirming to the requirements of the Service.
- h. *Salary reductions*: There are situations where principals who are promoted from Gr. II to Gr. I lose their earned salary. Take steps to ensure that earned salary will not be reduced.
- j. *Increments after Maximum*: Take steps to grant annual increments, on the basis of annual performance appraisal, until retirement.
- k. *Increment Date*: When a recruit has an increment date effective after a date on which the last increment in the teacher service was dated, pay the recruit the relevant next increment in the teacher service on a pro-rata basis.

1. *The number of salary steps:* The number of salary steps shall be 30.

#### 6.4.1.2 Allowances

The committee recommends the following scheme of allowances to the categories of principals deputy principals and assistant principals in schools. In making these recommendations, the Committee considered, among other things, the new responsibilities these categories of principals are expected assume under the forthcoming education reforms.

**Table 6.4: Allowances**

School type	Principal category	Allowance
Gr. 1 – 13, with $\geq 1,500$ students	• School Principal	Rs. 15,000
	• Deputy Principal	Rs. 9,000
	• Asst. Principal	Rs. 6,000
Gr. 1 – 13 with $< 1,500$ students	• School Principal	Rs. 12,000
	• Deputy Principal	Rs. 7,200
	• Asst. Principal	Rs. 4,800
Gr. 1 - 11	• School Principal	Rs. 10,000
	• Deputy Principal	Rs. 6,000
	• Asst. Principal	Rs. 4,000
Gr. 1 - 5	• School Principal	Rs. 6,000
	• Asst. Principal	Rs. 2,400
Difficult Area School * (in addition to the above)	• School Principal	Rs. 4,500
	• Deputy Principal	Rs. 2,500
	• Asst. Principal	Rs. 1,500

\*Obtain an updated classification of difficult area schools including very difficult areas

#### 6.4.1.3 Benefits

- a. *Entertainment allowance:* Allocate to schools an entertainment allowance to be used by the Principals as follows: (i) Schools over 1,500 students, Rs. 3,000 per month, (ii) Schools between 750 and 1,500, Rs. 2,500, and (iii) other schools, Rs. 1,500 a month.

- b. *Travel*: Reimburse principal's official travel expenses (bus fare, three-wheeler)
- c. *Communication allowance*: Pay to principals, now paid to SLEAS. Adopt Public Finance Cir. 03/2014 (1) in this regard, as approved by Cabinet on 31.08.2021, and recommendations of the Cabinet Sub-Committee.
- d. *Vehicle Permit*: Give back the eligibility for a vehicle permit to import a vehicle duty free, which was removed years ago.
- e. *Professional development*: Reimburse 50% of fees of educational and training programs considered in the scheme of promotion.
- f. *Schooling of Children of Principals*: Give priority to the children of principals in school admissions.
- g. *Housing*: Assign school quarters to principals free, without housing accommodation charge. Improve the facilities of quarters, have a maintenance budget, and provide a KKS for the servicing the premises and the Principal.

#### 6.4.1.4 Pay-for-performance

The Committee recommends recognizing performance of principals for remuneration. Areas of performance and measurement/appraisal of performance have already been described in Section 2 and Chapter 5. We recommend that the Ministry adopts a scheme of performance assessment and measurement by giving attention to the proposal in Appendix 3 of Chapter 5 and upon which remuneration may be made as follows:

- a. Outstanding performance: 2 additional annual salary increments
- b. Very good performance: 1 additional annual salary increment
- c. Average performance: no additional increments
- d. Below average performance: Withhold annual salary increment and conduct an Official inquiry.

The additional salary increments granted under (a) and (b) above will be valid for 12 months.

(b) *A set of recommendations* for devising a system of pay-for-performance has been made in Chapter 5 of this Report. We suggest that such a system must use one or more of the following criteria to determine principal compensation on performance:

- The school or organization achieves predetermined and specified outcomes.
- The individual leader increases his or her knowledge and skills through professional development.
- The individual principal takes on additional roles and responsibilities.
- Evaluations of principal performance indicate that the individual has demonstrated evidence of effective leadership.

(b) We recommend that all members of the SLPS undertake direct responsibilities for contributing to learning-teaching activity in the school, especially:

*Teaching* one or more subjects in the school curriculum to cover the full syllabus.

This is a teacher's role that a principal already has experience in.

*Assessment of learning:* Undertaking tasks of formative assessment under the new curriculum reforms. A rate of payment for assignment assessment shall be determined.

## 6.5 Long-term Solutions

The Committee recommends that, within the next six months:

- (a) The Ministry shall appoint a Committee to formulate structural solutions to the problems of SLPS and propose amendments to the SLPS Service Minute or propose a new Service Minute while considering the recommendations made by us with regard to revisions for the Service Minute.
- (b) The Ministry shall appoint a Consultant to study restructuring of the Services in Education (SLTS, SLPS, SLTES, SLEAS and SLISAs) including the possibility of integrating them into one or more services, and also undertake a Job Evaluation on a professional basis and recommend on remuneration of these services.
- (c) The Ministry may take administrative steps to consider the recommendations made in this report and take action to implement them as a matter of urgency.

- (d) The Ministry makes suitable decisions to design and issue a (a) Handbook for School Principals, (b) comprehensive guidelines for school management, and (c) comprehensive guidelines for performance appraisal and incentive schemes for principals.

## **Chapter 7**

# **EDUCATION REFORMS AND THE EMERGING ROLE OF THE PRINCIPAL**

### **7.1 Introduction**

The government and the Ministry of Education are now taking steps to introduce education reforms including education policy, legal and institutional reforms, curriculum reforms, reforming education administration and programs for professional development of the education system.

Further, reforms relating to SLPS must be envisaged in view of the evolving economic, social and educational environment locally and globally.

### **7.2 Issues**

#### *a. Challenges in the Frontiers of Knowledge and Change:*

Education is facing a series of fundamental transformations taking place elsewhere for which school principals must be prepared in terms of knowledge, leadership, and commitment. For example, UN Sustainable Development Goals (SDGs) require an integrated reform of society, economy, and the environment. One of the pillars of these is Sustainable Development Goal 4 (SDG4): Quality education aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Education for sustainable development is crucial to this reform because education plays an essential role in environmental policies and practices which can promote ecosystem conservation and resource use.

Education is also one of the calculated indicators of the Human Development Index (HDI), which is a fundamental dimension of sustainable development assessment. Overall, education for sustainable development aims to find an effective solution for a multi-dimensional world. The digital transformation of the global economy and society is increasing the complexity of the modern world, as well as the speed of change, due to increased connectivity and an increase in the number of better educated individuals. These two elements—complexity and speed of change—mean that connecting education to the trends shaping the society we live in has never been so urgent. One of the leading challenges related to the future quality of life is education: not only because education is itself a pathway to a better quality of life, but because many of the other challenges to a sustainable future (population, employment, urbanization, and so on) directly impinge upon education and largely depend upon education if we are to cope with them. The situation is worsening day by day, as the educated talent from our universities, professions and industry is migrating on a large scale. The burden on our school system to respond is ever increasing.

The Committee makes note of the trends in information technology that are driving educational reform. If we want to see a significant increase in educational productivity, we need to make fundamental structural changes supported by technology instead of mere testing. We must install effective system-wide ICT systems based on EMIS so that all schools are connected and work in an integrated manner. Schools are the basic units of this new ICT infrastructure, and the Principal and his management must be geared to spearhead the change process. The technology revolution in education can no longer be captured simply by looking at computers in the classroom.

Nowadays, only talking about digital textbooks or information and communication devices is too limited - these analogies are stuck in the language of past. The new revolution in Artificial Intelligence (AI), big data, and the so-called Internet of Things are all changing the way we work and live in almost every area of life and schools need to undergo a similar transformation. The information age has the potential to bring about the kinds of educational change that reformers have long pushed for, with schools becoming sites of critical collaborative inquiry and autonomous constructivist learning as

individuals and groups work with new technologies to solve authentic problems under the guidance of a facilitative teacher.

*b. Changes in Educational Aims and Means:*

The trend of world education has shifted to a more explicit focus on “21st century skills” or transversal competencies. Within this broad framework the reformers are now examining the systems and policies to reflect upon their demand for professional responsibilities, capabilities, and personal motivations. The popularity of technology is dramatically changing the skills needed in the labor market, from routine skills to performing tasks that require complex, high-level capabilities and therefore, not only the students and teachers but also the principals must prepare for these skills. This movement from physical tasks to creative, strategic, and analytical thinking is affecting what students need to master in school, and a dramatic outlook of the management of school is expected.

*c. Changes in Learning Processes:*

Our consideration of new technologically mediated learning systems shows how each shift also cause changes to the processes of teaching and learning. One dimension is the extent to which new technologies allow for greater personalization of the learning process. Students have different ways of engaging materials, different paces of learning, and different problems or difficulties they encounter in learning new subject matter. The standard educational model has always been an industrial “one size fits all” approach: mass schooling required it. New technologies allow for varying degrees of customization, and even a range of student choice, in how they engage new material. This is the evolving environment of task responsibility of the school principal.

*d. Changes in Educational Governance and Policy:*

In the forthcoming educational systems under reforms, decision-making powers will be distributed across multiple governance levels: from national government and provincial governments, to education zones and school boards including school clusters and even individual schools. The new administrative and financial policy changes will create new

structures and processes where the principals will take a significantly different and higher order responsibility for education development.

### **7.3 Recommendations**

- (a) The Committee recommends the following governing structure for the Education Development Boards (School Boards) that are being proposed under education administration reforms:

Board of Management with 11 members:

- Chair – Zonal Director/Representative (Addl. Dir.)
- Deputy Chair: School Board Principal (Supra-grade)
- Deputy Chair: Former Divisional Director
- Member: Principal, Lead School
- Member (3): Principals of Schools Management Center (rotating basis)
- Member: Divisional Secretary
- Member: MoH
- Member: Divisional Child Protection Officer (Dept. Child Protection and Women Affairs)
- Member: ASP of the area
- Member: NAITA/Technical College Representative

The Board Organization shall consist of two main divisions:

- Education Management Division – Headed by a Principal (SLPS)
- School Development and Administration Division (SLEAS)

Staff: 4 SLISA; 4 MAs, 1 Technical officer, 1 IT officer, 1 Admn. Manager, 1 Driver, 2 Office Aids

- (b) The Committee also observes the desirability of establishing an education financing system where school boards receive an annual budget to be distributed among the schools under the Board. School planning, financing and school



supervision must be well coordinated at the Board level so that school principals can be very effective in their roles. See Appendix A.

## **Appendix A**

### **Criteria-based Budgeting for Recurrent Expenditure**

It is proposed that the government allocates to each school through the School Board annual recurrent budget based on the following criteria. These criteria must be further developed in detail after considering the reform proposals affecting schools directly and the availability of public funds for school management.

- A. *School Plan* – What has been planned and budgeted at the school level.
- B. *School Performance* – Student performance ratios which highlights gaps
- C. *School Needs* – Maintenance needs and difficult area needs.
- D. *School Size* – Number of students, teacher/student ratio.

## **Classification of Budget Items**

### **SCHOOL EXPENDITURE**

#### ***School Administration:***

- Office Management and Communication
- Payments to minor employees
- Electricity and Water
- Building and Classroom Maintenance and Hygiene
- Travel and transport

#### ***Delivery of Curriculum:***

- Formative assessment fees
- ICT and Educational Aids/Materials
- Staff training costs
- Library services
- Sports and Extra-curricular Activities

***Welfare:***

- Food and Nutrition
- Health and safety
- Parent and Community Relations
- Misc

**SCHOOL INCOME**

- Govt. grant (School Board)
- School fees
- Collections from parents
- Donations
- Community services
- Farm income

## References

Cabinet paper titled “Removal of Salary Anomalies of Teacher-Principal Services”, and Report of the Cabinet Sub Committee appointed according to Cabinet decision No. 21/1415/302/023 of 10.08.2021

Sri Lanka Principals Service Minutes, Gazette No. 426/11 of Nov. 06, 1986; Gazette No.1086/26 of July 02, 1999, Gazette No. 1885/31 of Oct. 22, 2014; and amendments No. 1 - No.2004/59 of Feb. 02, 2017, No. 2 – 2076/14 of June 19, 2018, No.3 – No.2208/18 of Dec. 30, 2020, No. 4 – No. 2255/55 of Nov. 26, 2021.

Sri Lanka Teacher Service Minute, Gazette No. 1885/38 of October 23, 2014.

Teacher Advisor Service Minute, (ISAs) Gazette No. 2182/36 of July 01, 2020.

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Nanayakkara, G. (2004). Managing in Sri Lanka: Problems and prospects. Colombo: Academy of Management Sciences. Ch. 35: Education reforms: In search of effectiveness in school management. Pp 569-586

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## ANNEX 1

### **Committee Consultations with Persons of Concern**

Board Room, 3<sup>rd</sup> Floor, MoE, Isurupaya

#### **Date Consulted: 30/05/2023**

Persons of concern invited for discussion:

1. Ms. Awanthi Dematagoda, Principal, St. Joseph's Girls' School, Nugegoda
2. Mr. K. A. D. Punyadasa, Chief Commissioner, Teacher Education
3. Mr. I. M. K. B. Ilangasinghe, Additional Secretary – Education Services and Establishments
4. Mr. Ranjith Padmasisri, DDG, NIE
5. Dr. Ms. Dumina Lellupitiya, Director, FELDM, NIE
6. Mr. Sunil Abeywickrama, Director, NIE

#### **Date Consulted: 26/05/2023**

Persons of concern invited for discussion: :

1. Mr. Sepala Kuruppuarachchi, Former Provincial Director, Sabaragamuwa Province
2. Mr. L. M. D. Dharmasena, Former Commissioner General of Examinations
3. Mr. R. M. Rajarathne, Principal, Jaya/ Vidyaraja Maha Vidyalaya, Hokandara
4. Mr. M. M. Nawaz, Principal, Galagedara Muslim Vidyalaya, Padukka
5. Mr. Perimparaja, Principal, Vidyaloaka Vidyalaya, Hokandara
6. Ms. H. B. A. Chandrarathna, Principal, Vidyaloaka Vidyalaya, Hokandara
7. Ms. P. K. B. D. R. Dilhani, Principal, Sri Revatha Royal Vidyalaya, Nugegoda

## ANNEX 2

### Committee Consultations with SLPS Unions

#### **Date Consulted: 25/05/2023**

Principals' Union: Samastha Lanka Shrenidhari Viduhalpathi Peramuna

1. Ms. N. K. S. Muthuhetti
2. Mr. P. L. Samson
3. Ms. M. A. K. N. Perera

Principals' Union: Sri Lanka Podujana Viduhalpathi Sangamaya

1. Mr. S. D. A. Suduwella
2. Mr. E. D. Rukman Edirisinghe
3. Mr. D. M. P. K. Abeyrathna

Principals' Union: Viduhalpathi Sewa Sangamaya

1. Mr. Anil Abeygunawardene
2. Mr. D. L. R. Kumara
3. Mr. A. A. S. Amarasinghe
4. Mr. W. A. P. Sampath

Principals' Union: Viduhalpathi Wurthikayange Sangamaya

1. Mr. B. G. Wimalasena
2. Mr. P. A. S. Dharmasena
3. Mr. Dayarathna Patabandi
4. Mr. W. A. W. Weerakkodi

Principals' Union: Madyama Palath Viduhalpathi Shrenidhari Sangamaya

1. Mr. P. P. S. E. Dharmasena
2. Mr. K. C. Perera

Principals' Union: Uva Palath Viduhalpathi Shrenidhari Sangamaya

1. Mr. P. C. Perera

Principals' Union: Viduhalpathi Samithi Sandhanaya

1. Mr. S. K. Gamage

Principals' Union: Yukthiya Udesa Viduhalpathi Mahogaya

1. Mr. N. A. Ranjith

Principals' Union: Viduhalpathi Balaya

1. Mr. P. K. Gretian Perera

**Date Consulted: 23/05/2023**

Principals' Union: Dakunu Palath Viduhalpathi Shrenidhari Sangamaya

1. Mr. P. A. Dharmarathne
2. Mr. P. G. Saman Jayalal

Principals' Union: Sri Lanka Wurthiyawedi Viduhalpathiwarunge Sangamaya

1. Mr. Sugeeshwara Wimalarathna
2. Mr. K. T. Wanaguru

Principals' Union: Samastha Lanka Viduhalpathi Sewa Sangamaya

1. Mr. D. N. Opatha

Principals' Union: Sri Lanka Jathika Viduhalpathi Sangamaya

1. Mr. Mohan Weerasinghe
2. Mr. U. B. P. Disanayake
3. Mr. P. A. Vijitha Kumara

**Date Consulted: 22/05/2023**

Principals' Union: Lanka Viduhalpathi Sangamaya

1. Mr. Piyasiri Fernando
2. Mr. R. M. A. K. Rathnayake

Principals' Union: Viduhalpathi Shrenidharinge Sangamaya

1. Mr. K. N. Mudunkotuwa
2. Mr. H. M. G. G. T. Abeysinghe
3. Ms. W. Sriyani
4. Mr. S. G. K. D. L. C. Prasad

Principals' Union: Jathika Viduhalpathi Ekamuthuwa

1. Mr. D. M. Wijedasa
2. Mr. K. M. Sarath Kumara