

REPUBLIC OF SOUTH SUDAN
Ministry of General Education and Instruction
Office of the Minister

Our Ref: RSS/MoGE&I/OM/J/33/3-

Date: 31st October 2017

Ministerial Order No. 20/2017

Subject: School Management and Leadership in the Republic of South Sudan

In accordance with the powers conferred upon me under Article 114 (1) of the Transitional Constitution of the Republic of South Sudan, 2011, (Amended 2016), and the provisions of Section 30, read together with Sections 7 and 25 (c) of the Act The General Education Act, 2012, I, Deng Deng Hoc Yai, Minister of General Education and Instruction, Republic of South Sudan, do hereby issue this Ministerial Order No. 20/2017 on School Management and Leadership in the Republic of South Sudan with effect from the date of the signing of this Ministerial Order as follows:

1. Title and Commencement

This Ministerial Order shall be referred to as *The Ministerial Order on School Management and Leadership, 2017*, hereafter referred to as the Ministerial Order or just as the Order.

2. Repeal and Saving

Any existing regulations or orders in the Republic of South Sudan that govern the same matters as set forth in this Ministerial Order are hereby repealed provided that all proceedings, orders, rules or regulations issued or appointment made in accordance with provisions of the repealed laws, except to the extent they are cancelled by or are otherwise inconsistent with the provisions of this Ministerial Order, shall continue in force until they are repealed or amended in accordance with the provisions of this Ministerial Order.

3. Purpose of the Regulations

The purpose of this Ministerial Order is to provide a legal framework for school management and leadership. It also defines the important role of the Head-teacher, the leading professional in a school. The Ministerial Order also provides a framework for performance appraisal and in-service training and continuous professional development for Head-teachers and those aspire for school headship.

4. Authority and Application

This Ministerial Order are issued in accordance with Section 30 of **The General Education Act, 2012**, read together with Sections 7 and 25 (c). This Ministerial Order shall apply to Head-teachers in all schools throughout the Republic of South Sudan

5. Interpretations

In this Ministerial Order unless the context otherwise requires, the following words and expressions shall have the meanings assigned to them respectively:

“Academic Year” means the School year commencing on the first School day and ending on the last School day of that School year;

“Adult Education” means a course of study organized for adults which can comprise basic learning or the acquisition of specific skills required for a productive life;

“Affirmative Action” means the preferential treatment given to female Learners or trainee to redress past and current discriminatory practices and beliefs which do not encourage institutions of learning to be more representative;

“Alternative Education” means a programme of prescribed courses of study which assist the out of School Learners, whether children or adults, to accelerate their learning by either joining the formal education system or by gaining needed skills through alternative learning or home-study for a productive life;

“Board of Governors” means the governing body of a Secondary School; adult education, tertiary institutions and teachers’ training institutions;

“Community” means a group of individuals or institutions that are within the locality of a school or are related to the school;

“Compulsory School age” means the ages prescribed by the Ministry of Education, during which Learners are obliged to attend School in accordance with the General Education Act, 2012;

“Corporal Punishment” means any punishment in which physical force is used and intended to cause some degree of pain or discomfort;

“Curriculum” means the overall organised course of study for any level of education including the vision, goals and objectives for learning organised into a sequence of courses over a specified period of time guided by a syllabus;

“Development partners” means any officially registered partner-organization that



works in South Sudan with the aim of promoting education development;

“Government” means the National Government of the Republic of South Sudan;

“Head-teacher” means the Senior Teacher responsible for the administration of a School;

“Higher Education” means a post-secondary education where knowledge and skills are imparted and acquired for a particular function that leads to an award of a diploma or degree;

“Learner” any person who is in process of learning;

“Minister” means the National Minister responsible for General Education in the Republic of South Sudan;

“Ministry” means the National Ministry responsible for General Education;

“National Languages” refers to all indigenous languages of the Republic of South Sudan;

“Parent” means the parent or guardian of a Learner or the person legally entitled to custody of a Learner who undertakes to fulfil the obligations of the Learner;

“Parents and Teachers Association” (PTA) means a body of teachers and parents that mobilizes resources from the Community on behalf of a primary or Secondary School, and participates in passing the School’s annual plans and budget;

“Pre-Primary Education” means education beginning from the age of three which comprises two years of early childhood education prior to Primary Education;

“Primary Education” means education beginning from the age of six years which comprises eight years from primary one through primary eight;

“Private School” means a School owned by individual(s), NGO(s), Religious denomination, community or civil society organizations and not funded by the government;

“Public Education” means education provided by the Government of South Sudan and the states in accordance with this Act, responsible for performing and providing educational services to Learners in schools;

“Public School” means a School administered managed and funded by the Government;



“Pupil” means any learner at primary school level;

“School” means an educational institution, public or private recognized by the Ministry of Education and the relevant state Ministry of Education which has teachers, Learners and learning space;

“Parents-Teachers Association” means the governing body of a primary School;

“Secondary School” means a level of Schooling above primary and below tertiary education;

“Special Needs Education” means education provided in a School for Learners who have needs which require special educational provision so that they can learn to the best of their abilities;

“State Minister” means the state minister for education, appointed in accordance with the Constitution;

“State Ministry” means a state Ministry responsible for Education;

“State” refers to any of the States established by the Constitution of the Republic of South Sudan;

“Student” means any Learner in a secondary or post-secondary School;

“Teacher” means a male or female teacher who regularly instructs Learners in a School;

“Technical and Vocational Education and Training” means an education related to technical, scientific, vocational or industrial learning in a School or a technical institution; TVET courses of study providing practical skills and professional education in a vocational School or institute;

“Technical School” means an educational institution that provides, in addition to academic subjects, knowledge and skills in technical, scientific or industrial professional areas;

“Undersecretary” means the Undersecretary of the Ministry of General Education;

6. School Vision

1. The Head-teacher shall work with the governing body and others to create a vision for their school.



2. The Head-teacher shall ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all. The vision shall express core educational values and moral purpose and be inclusive of stakeholders' values and beliefs.
3. The Head-teacher shall work within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement.
4. The serving Head-teachers, who are found to be unable to perform such professional tasks, shall be trained to acquire the necessary professional skills and competences to meet the requirement stipulated in sub-sections (1) to (3) above.

7. School Values

1. The Head-teacher shall demonstrate the vision and values in everyday work and practice.
2. The Head-teacher shall motivate and work with others to create a shared culture and positive climate.
3. The Head-teacher shall ensure creativity, innovation and the use of appropriate new technologies to achieve excellence.
4. The serving Head-teachers, who are found to be unable to perform such professional tasks, shall be trained to acquire the necessary professional skills and competences to meet the requirement stipulated in sub-sections (1) to (3) above.

8. School Strategic Plan

1. The Head-teacher shall ensure that strategic planning takes account of the diversity, values and experience of the school and community at large.
2. The Head-teacher shall ensure that the strategic plan inspires and motivates pupils, staff and all other members of the school community as well as sustains school improvement and ensures that the school moves forward for the benefit of its pupils.
3. The serving Head-teachers, who are found to be unable to perform such professional tasks, shall be trained to acquire the necessary professional skills and competences to meet the requirement stipulated in sub-sections (1) to (2) above.

9. Knowledge of School Leadership

1. The Head-teacher shall demonstrate sufficient knowledge about:
 - (a) Local, national and global trends in school management and leadership;
 - (b) Ways to build, communicate and implement a shared vision;
 - (c) Strategic planning processes;



- (d) Strategies for communication both within and beyond the school;
 - (e) New technologies, their use and impact; and
 - (f) Leading change, creativity and innovation in a school.
2. The serving Head-teachers shall be trained to acquire such knowledge to meet the requirement stipulated in sub-section (1) above.

10. Leadership Qualities and Commitments

1. The Head-teacher shall also demonstrate the following professional qualities and commitment to:
 - (a) a collaborative school vision of excellence and equity that sets high standards for every pupil;
 - (b) the setting and achieving of ambitious, challenging goals and targets;
 - (c) the use of appropriate new technologies; and
 - (d) inclusion and the ability and right of all to be the best they can be.
2. The serving Head-teachers shall be trained to develop these professional qualities and shape their attitudes to meet the requirement stipulated in sub-section (1) above.

11. Leadership Abilities

1. The Head-teacher shall be able to:
 - (a) think strategically, build and communicate a coherent vision in a range of compelling ways;
 - (b) inspire, challenge, motivate and empower others to carry the vision forward; and
 - (c) model the values and vision of the school.
2. The serving Head-teachers shall be trained to acquire such knowledge to meet the requirement stipulated in sub-section (1) above.

12. Leading Teaching and Learning

1. The Head-teacher shall have a central responsibility for raising the quality of teaching and learning and for pupils' achievement in his or her school. Therefore, the Head-teacher shall set high expectations and monitor and evaluate the effectiveness of learning outcomes.
2. The Head-teacher shall promote a successful learning culture to enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.
3. The Head-teacher shall ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
4. The Head-teacher shall ensure that learning is at the centre of strategic planning and resource management.



5. The Head-teacher shall establish creative, responsive and effective approaches to teaching and learning.
6. The Head-teacher shall ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
7. The Head-teacher shall demonstrate and articulate high expectations and set stretching targets for the whole school community.
8. The Head-teacher shall implement strategies which secure high standards of behaviour and attendance.
9. The Head-teacher shall determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework.
10. The Head-teacher shall take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
11. The Head-teacher shall monitor, evaluate and review classroom practice and promote improvement strategies.
12. The Head-teacher shall challenge underperformance at all levels and ensure effective corrective action and follow-up.
13. The serving Head-teachers, who are found to be unable to perform such professional tasks, shall be trained to acquire the necessary professional skills and competences to meet the requirement stipulated in sub-sections (1) to (12) above.

13. Knowledge of Teaching and Learning

1. The Head-teacher shall demonstrate knowledge about:
 - (a) strategies for raising achievement and achieving excellence;
 - (b) the development of a personalised learning culture within the school;
 - (c) models of learning and teaching;
 - (d) the use of new and emerging technologies to support learning and teaching;
 - (e) principles of effective teaching and assessment for learning;
 - (f) models of behaviour and attendance management;
 - (g) strategies for ensuring inclusion, diversity and access;
 - (h) curriculum design and management; tools for data collection and analysis;
 - (i) using research evidence to inform teaching and learning;
 - (j) monitoring and evaluating performance;
 - (k) school self-evaluation; and
 - (l) strategies for developing effective teachers.



2. The serving Head-teachers, who found to be in need of training, shall be trained to acquire such knowledge to meet the requirement stipulated in sub-section (1) above.

14. Leadership Qualities and Commitments

1. The Head-teacher shall demonstrate the following professional qualities and commitment to:
 - (a) The raising standards for all in the pursuit of excellence;
 - (b) The continuing learning of all members of the school community;
 - (c) The entitlement of all pupils to effective teaching and learning; and
 - (d) Choice and flexibility in learning to meet the personalised learning needs of every child.

- (e) The serving Head-teachers, who are found to be in need of training, shall be trained to acquire such professional qualities and to shape their attitudes to meet the requirement stipulated in sub-section (1) above.

15. Leadership Abilities

1. The Head-teacher shall be able to:
 - (a) Demonstrate personal enthusiasm for and commitment to the learning process;
 - (b) Demonstrate the principles and practice of effective teaching and learning;
 - (c) Access, analyse and interpret information;
 - (d) Initiate and support research and debate about effective learning and teaching and develop relevant strategies for performance improvement; and
 - (e) Acknowledge excellence and challenge poor performance across the school.

2. The serving Head-teachers, who are found to be lacking such leadership abilities, shall be trained to acquire such abilities to meet the requirement stipulated in sub-section (1) above.

16. Managing Relationships

1. Given the important role of effective relationships and communication in headship, the Head-teacher shall manage themselves and their relationships well and build a professional learning community which enables others to achieve.

2. The Head-teacher shall support all staff to achieve high standards through performance management and effective continuing professional development practice.

3. The Head-teacher shall demonstrate commitment to their own continuing professional development to equip themselves with the capacity to deal with the complexity of the role and the range of leadership skills and actions required of him or her.



4. The Head-teacher shall treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
5. The serving Head-teachers, who found to be in need of training, shall be trained to acquire such skills and competences to meet the requirement stipulated in sub-sections (1) to (4) above.

17. Promoting a Learning Culture

1. The Head-teacher shall build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
2. The Head-teacher shall develop and maintain effective strategies and procedures for staff induction, professional development and performance review.
3. The Head-teacher shall ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
4. The Head-teacher shall acknowledge the responsibilities and celebrate the achievements of individuals and teams.
5. The Head-teacher shall develop and maintain a culture of high expectations for self and for others and takes appropriate action when performance is unsatisfactory.
6. The Head-teacher shall regularly review own practice, set personal targets and take responsibility for own personal development.
7. The Head-teacher shall manage own workload and that of others to allow an appropriate work-life balance.
8. The serving Head-teachers, who found to be in need of training, shall be trained to acquire such skills and competences to meet the requirement stipulated in sub-sections (1) to (7) above.

18. Knowledge of Teamwork and Interpersonal Relationships

1. The Head-teacher shall demonstrate sufficient knowledge about:
 - (a) The significance of interpersonal relationships, adult learning and models of continuing professional development (CPD);
 - (b) Strategies to promote individual and team development;
 - (c) Building and sustaining a learning community;
 - (d) The relationship between managing performance, CPD and sustained school improvement; and



- (e) The impact of change on organisations and individuals.
- 2. The serving Head-teachers, who are found to be lacking such knowledge, shall be trained to acquire such knowledge to meet the requirement stipulated in sub-section (1) above.

19. Commitment to Teamwork


- 1. The Head-teacher shall demonstrate the following professional qualities and commitment to:
 - (a) effective working relationships;
 - (b) shared leadership;
 - (c) effective team working; and
 - (d) continuing professional development for self and all others within the school.
- 2. The serving Head-teachers, who are found to be lacking such professional qualities and commitment, shall be trained to acquire such professional qualities and commitment to meet the requirement stipulated in sub-section (1) above.

20. Teamwork and Leadership Abilities

- 1. The Head-teacher shall demonstrate the ability to:
 - (a) Foster an open, fair, equitable culture and manage conflict;
 - (b) Develop, empower and sustain individuals and teams;
 - (c) Collaborate and network with others within and beyond the school;
 - (d) Challenge, influence and motivate others to attain high goals;
 - (e) Give and receive effective feedback and act to improve personal performance; and
 - (f) Accept support from others including colleagues, governors and the County Education Department.
- 2. The serving Head-teachers, who are found to be lacking such professional abilities and commitment, shall be trained to acquire such professional abilities to meet the requirement stipulated in sub-section (1) above.

21. Managing People and Resources

- 1. The Head-teacher shall provide effective organisation and management of the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation.
- 2. The Head-teachers shall ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. Therefore, the Headteacher shall re-examine the roles and responsibilities of those adults working in the school to build capacity across the



workforce and ensure resources are deployed to achieve value for money.

3. The Head-teacher shall also seek to build successful organisations through effective collaborations with others.
4. The Head-teacher shall create an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements.
5. The serving Head-teachers, who are found to be unable to perform such professional tasks, shall be trained to acquire such professional skills and competences to meet the requirement stipulated in sub-section (1) above.

22. Managing School Improvement Planning

1. The Head-teacher shall produce and implement clear, evidence-based school improvement plans and policies for the development of their school and its facilities.
2. The Head-teacher shall ensure that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives.
3. The Head-teacher shall manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.
4. The serving Head-teachers, who are found to be unable to perform such professional tasks, shall be trained to acquire such professional skills and competences to meet the requirement stipulated in sub-section (1) to (3) above.

23. Managing Staff Performance

1. The Head-teacher shall recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the school.
2. The Head-teacher shall implement successful performance management processes with all staff.
3. The Head-teacher shall manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
4. The Head-teacher shall ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
5. The Head-teacher shall use and integrate a range of technologies effectively and efficiently to manage the school.



6. The serving Head-teachers, who are found to be unable to perform such professional tasks, shall be trained to acquire such professional skills and competences to meet the requirement stipulated in sub-sections (1) to (5) above.

24. Knowledge of School Management

1. The Head-teacher shall demonstrate sufficient knowledge about:
 - (a) Models of organisations and principles of organisational development;
 - (b) Principles and models of self-evaluation;
 - (c) Principles and practice of earned autonomy;
 - (d) Principles and strategies of school improvement;
 - (e) Project management for planning and implementing change;
 - (f) Policy creation, through consultation and review Informed decision-making;
 - (g) Strategic financial planning, budgetary management and principles of best value Performance management;
 - (h) Personnel, governance, security and access issues relating to the diverse use of school facilities;
 - (i) Legal issues relating to managing a school including the Constitution, The General Education Act, 2012, The Civil Service Act, 2011, The Public Financial Management and Accountability Act, 2011, The Public Procurement and Disposal Regulations, 2006 and the Regulations; and
 - (j) The use of new and emerging technologies to enhance organisational effectiveness.
2. The serving Head-teachers, who are found to be lacking such knowledge, shall be trained to acquire such knowledge to meet the requirement stipulated in sub-section (1) above.

25. School Management Qualities and Commitments

1. The Head-teacher shall demonstrate the commitment to:
 - (a) Distributed leadership and management;
 - (b) The equitable management of staff and resources;
 - (c) The sustaining of personal motivation and that of all staff;
 - (d) The developing and sustaining of a safe, secure and healthy school environment; and
 - (e) Collaborating with others in order to strengthen the school's organisational capacity and contribute to the development of capacity in other schools.
2. The serving Head-teachers, who are found to be lacking such professional qualities, shall be trained to acquire them to meet the requirement stipulated in sub-section (1) above.



26. School Management Abilities

1. The Head-teacher shall demonstrate the ability to:
 - (a) Establish and sustain appropriate structures and systems;
 - (b) Manage the school efficiently and effectively on a day-to-day basis;
 - (c) Delegate management tasks and monitor their implementation;
 - (d) Prioritise, plan and organise themselves and others;
 - (e) Make professional, managerial and organisational decisions based on informed judgements; and
 - (f) Think creatively to anticipate and solve problems.
2. The serving Head-teachers, who are found to be unable to perform such professional tasks, shall be trained to acquire such professional abilities to meet the requirement stipulated in sub-section (1) above.

27. Accountability to the School Community

1. The Head-teacher shall be accountable to a wide range of groups, particularly pupils, parents, guardians, school governors and the County Education Department.
2. The Head-teacher shall be accountable for ensuring that pupils enjoy and benefit from a high-quality education, for promoting collective responsibility within the whole school community and for contributing to the education service more widely.
3. The Head-teacher shall be legally and contractually accountable to the governing body for the school, its environment and all its work.
4. The Head-teacher shall fulfill commitments arising from contractual accountability to the governing body.
5. The Head-teacher shall develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
6. The Head-teacher shall ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
7. The Head-teacher shall work with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities.
8. The Head-teacher shall develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and guardians.
9. The Head-teacher shall reflect on personal contribution to school achievements and take account of feedback from others.



10. The serving Head-teachers, who found to be in need of training, shall be trained to acquire such skills and competences to meet the requirements stipulated in sub-sections (1) to (9) above.

28. Knowledge of the School Accountability Framework

1. The Head-teacher shall demonstrate sufficient knowledge about:
 - (a) Statutory educational frameworks, including governance;
 - (b) Public services policy and accountability frameworks, including self-evaluation and multi-agency working;
 - (c) The contribution that education makes to developing, promoting and sustaining a fair and equitable society;
 - (d) The use of a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance;
 - (e) The principles and practice of quality assurance systems, including school review, self-evaluation and performance management; and
 - (f) Stakeholder and community engagement in, and accountability for, the success and celebration of the school's performance.
2. The serving Head-teachers, who found to be in need of training, shall be trained to acquire such skills and competences to meet the requirement stipulated in sub-sections (1) to (4) above.

29. Commitment to School Accountability

1. The Head-teacher shall demonstrate the following professional qualities and commitment to:
 - (a) Principles and practice of school self-evaluation;
 - (b) The school working effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all its pupils; and
 - (c) Individual, team and whole-school accountability for pupil learning outcomes.
2. The serving Head-teachers, who are found to be lacking such professional qualities, shall be trained to acquire such professional qualities to meet the requirement stipulated in sub-section (1) above.

30. Leading School Accountability

1. The Head-teacher shall be able to:
 - (a) Demonstrate political insight and anticipate trends;
 - (b) Engage the school community in the systematic and rigorous self-evaluation of



- the work of the school;
- (c) Collect and use a rich set of data to understand the strengths and weaknesses of the school; and
 - (d) Combine the outcomes of regular school self-review with external evaluations in order to develop the school.
2. The serving Head-teachers, who are found to be lacking such professional abilities, shall be trained to acquire these abilities to meet the requirement stipulated in sub-section (1) above.

31. Leading Community Collaboration

1. The Head-teacher shall build a school culture and curriculum which takes account of the richness and diversity of the school's communities.
2. The Head-teacher shall create and promote positive strategies for challenging discrimination and prejudice and deal with harassment.
3. The Head-teacher shall ensure learning experiences for pupils are linked into and integrated with the wider community.
4. The Head-teacher shall ensure a range of community-based learning experiences are availed to learners.
5. The Head-teacher shall collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
6. The Head-teacher shall create and maintain an effective partnership with parents and guardians to support and improve pupils' achievement and personal development.
7. The Head-teacher shall seek opportunities to invite parents and guardians, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.
8. Head-teachers shall collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools.
9. The Head-teacher shall contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
10. The Head-teacher shall co-operate and work with relevant agencies to protect children.
11. The serving Head-teachers, who are found to be in need of training, shall be trained to



performs these tasks and to meet the requirements stipulated in sub-section (1) to (10) above.

32. Knowledge of Community Engagement Strategies

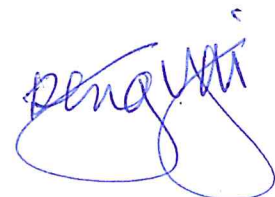
12. The Head-teacher shall demonstrate sufficient knowledge about:
 - (a) Current issues and future trends that impact on the school community;
 - (b) The rich and diverse resources within local communities – both human and physical;
 - (c) The wider curriculum beyond school and the opportunities it provides for pupils and the school community;
 - (d) Models of school, home, community and business partnerships;
 - (e) The work of other agencies and opportunities for collaboration;
 - (f) Strategies which encourage parents and guardians to support their children's learning; and
 - (g) The strengths, capabilities and objectives of other schools.

33. Commitment to Community Engagement

1. The Headteacher shall demonstrate the following professional qualities and commitment to:
 - (a) Effective teamwork within the school and with external partners;
 - (b) Work with other agencies for the well-being of all pupils and their families;
 - (c) Involvement of parents and the community in supporting the learning of children and in defining and realising the school vision; and
 - (d) Collaboration and networking with other schools to improve outcomes.
2. The serving Head-teachers, who are found to be lacking such professional qualities, shall be trained to acquire such professional qualities to meet the requirement stipulated in sub-section (1) above.

34. Community Engagement Abilities

1. The Head-teacher shall be able to:
 - (a) Recognise and take account of the richness and diversity of the school's communities;
 - (b) Engage in a dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities;
 - (c) Listen to, reflect and act on community feedback;
 - (d) Build and maintain effective relationships with parents, guardians, partners and the community that enhance the education of all pupils.



2. The serving Head-teachers, who are found to be lacking such professional abilities, shall be trained to acquire such professional abilities to meet the requirement stipulated in sub-section (1) above.

35. Other Duties of Head-teachers

The Head-teacher shall perform any other duties assigned to him or her by the General Education Act, 2012, or the law.

36. Other Matters

Any other issues not resolved or addressed by this Ministerial Order shall be referred to the Minister for appropriate directives.

37. Deadline for Qualifying for Headship

The serving Head-teachers shall have a period of two academic, effective from February 2018, years to complete the necessary training on school management and leadership and obtain the professional certificate for Head-teachers. In any event, the Head-teachers shall complete the training by February 2020.

38. Implementation of the Ministerial Order

The Undersecretary of Ministry of General Education and Instruction and the State Ministers of Education are hereby directed to ensure implementation of this Ministerial Order in all schools in the Republic of South Sudan.

39. Signature of the Minister

Signed under my hand and seal at the Ministry of General Education and Instruction in Juba this 31st day of the month of October in the year 2017 AD.



Hon. Deng Deng Hoc Yai
Minister of General Education and Instruction