

Module 7

EDUCATION MANAGEMENT
DEVELOPMENT

Part A



THE COMMONWEALTH *of* LEARNING

General Education Modules

for Upper Primary and Junior Secondary School Teachers of Science, Technology and Mathematics by Distance in the Southern African Development Community (SADC)

Developed by

The Southern African Development Community

Ministries of Education in:

- Botswana
- Malawi
- Mozambique
- Namibia
- South Africa
- Tanzania
- Zambia
- Zimbabwe

In partnership with The Commonwealth of Learning

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GENERAL EDUCATION MODULES

This module is one of a series prepared under the auspices of the Southern African Development Community (SADC) and The Commonwealth of Learning as part of the Science, Technology and Mathematics Programme (STAMP 2000+). These General Education modules enable teachers to enhance their professional skills through distance and open learning. Many individuals and groups have been involved in writing and producing these modules. We trust that they will benefit not only the teachers who use them, but also, ultimately, their students and the communities and nations in which they live.

The eighteen General Education modules are as follows:

- Module 1: *Multigrade Teaching: Introduction to Multigrade Teaching*
- Module 2: *Multigrade Teaching: Classroom Organisation and Management*
- Module 3: *The Reading Process*
- Module 4: *Developing Reading Skills*
- Module 5: *Special Educational Needs: An Introduction to Teaching Traumatized Children*
- Module 6: *Special Educational Needs: A Practical Guide to Teaching Traumatized Children*
- Module 7: *Education Management Development: Part A*
- Module 8: *Education Management Development: Part B*
- Module 9: *Child Development*
- Module 10: *Concepts of Learning*
- Module 11: *An Introduction to Concepts in Language and Communication*
- Module 12: *Language and Communication: Language in Use*
- Module 13: *Curriculum Theory, Design and Assessment*
- Module 14: *Curriculum Practice*
- Module 15: *A Theoretical Framework on Innovations in Education*
- Module 16: *Effects of Social Changes on Education*
- Module 17: *Comparative Education: Introduction to Key Concepts in Comparative Education*
- Module 18: *Comparative Education: Themes and Trends in Comparative Education in SADC Countries*

A MESSAGE FROM THE COMMONWEALTH OF LEARNING



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DEVELOPMENT

Part A

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EDUCATION MANAGEMENT DEVELOPMENT

Part A

This is one of a series of modules in the General Education courses developed by Ministries of Education in the SADC region in cooperation with The Commonwealth of Learning.

This module aims to develop appropriate professional management skills and knowledge for practising education managers. We hope that, after successfully working through the module, education managers will give appropriate support to their teachers.

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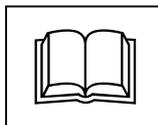
LEARNING TIPS

You will find the following tips helpful as you study this module.

- **Set aside some time each day to work on this module.** If possible, study at the same time and in the same place so you are comfortable with your study surroundings. Learning at a distance requires discipline and motivation.
- **Go through the module unit by unit.**
- **Note any words you do not understand.** Look them up in a dictionary or other reference source or discuss them with your colleagues.
- **Underline or highlight important passages.** Make summary notes in the margins of long passages. Writing will help you to remember the material. You may also choose to make diagrams that illustrate how different ideas are related or list the steps in a procedure or technique.
- As you work through this module, **keep in mind your learners and their educational needs** as well as your instructional goals and your subject matter. How will you apply what you are learning?
- Read the assignment instructions carefully. Then, **do all the self-assessment activities** before proceeding to the Suggested Answers section.
- **As you undertake each activity, relate it to the practice of teaching** and analyse how it will help you to enhance the teaching-learning situation. Always ask yourself how you could use this material.
- **Apply some of the suggested techniques to your teaching.** All suggestions may not be appropriate for your situation, but how will you know unless you try them? Keep a record of what techniques work and an explanation of why some techniques appeared to fail. What does not work now may work later with different students.
- It may be difficult, but try to **meet occasionally with other teachers** to discuss the content and application of suggestions provided in this module.
- If you experience difficulty in understanding some aspect of the module, do not despair! You are meant to be challenged. **Do not give up!** Just remember that your goal is to be the best teacher that you can be. Think of what you would tell a student who was experiencing difficulty in your classroom. Then, apply the same advice to yourself.

ICONS

Throughout each module, you will find the following icons or graphic symbols that alert you to a change in activity within the module. Only the icons that are required are used in each module.



Text or Reading Material: provides information about the topics that are covered in a module. The subject matter for each SADC module is organised into units.



Introductory Activity: requires you to focus on the content that will be discussed in a unit.



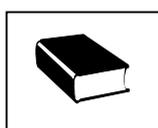
Self-Assessment: enables you to check your understanding of what you have read and, in some cases, to apply the information presented in the unit to new situations.



Practice Activity: encourages you to review and apply what you have learned before taking a unit test.



Reflection: asks you to relate what you have learned to your work as a teacher or education officer in your community.



Summary: highlights or provides an overview of the most important points covered in a unit.

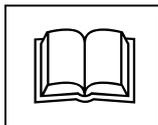


Unit Test: concludes each unit.



Suggested Answers: allow you to evaluate your learning by providing sample answers to assessments, activities and the unit test.

UNIT 1: Curriculum Management



Introduction

This unit is intended to familiarise you, the education manager, with key concepts and principles of curriculum management. One of the major functions of education managers is to facilitate effective teaching and learning in schools. The starting point in carrying out this function is to ensure that curriculum issues are addressed for the benefit of the teacher. This is possible only if you are well versed in curriculum management issues. This unit will help you develop the necessary knowledge and skills to perform this important function.

Objectives

After completing this unit, you should be able to:

1. Define curriculum.
2. Explain the process of curriculum development and implementation.
3. Analyse and discuss the concept of curriculum change and innovation.
4. Explain and apply strategies for monitoring and evaluating the curriculum.

Definition of Curriculum

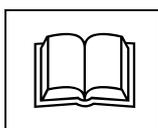
In order to assist teachers with their classroom instruction, you need to understand the term 'curriculum' and where it comes from. Sergiovanni and Starratt (1983: 24) define curriculum as that which the student is supposed to encounter, study, practise and master. Farrant (1991) defines **curriculum** as a set of decisions about what is taught and how it is taught, which determine the general framework within which lessons are planned and learning takes place.



Self-Assessment 1

Study the definitions given above. List the elements that would help you to compose a definition of curriculum.

The answer to this activity is provided at the end of this unit.



The Process of Curriculum Development and Implementation

The concept of curriculum in education is always changing to suit the needs of society. For example, the definition of curriculum can be extended to cover the part of the school

curriculum which is not formally stated but which has an effect on the learners' social, intellectual and emotional development. This refers to what is commonly called the **hidden curriculum**.

Education managers should understand the process of curriculum development and implementation in order to provide effective professional guidance to teachers under their charge.

The process of curriculum development and implementation can be divided into several stages. According to the Commonwealth Secretariat (1998), these stages are:

Curriculum Planning

This stage includes activities such as:

- needs assessment,
- identification of target groups,
- choice of curriculum design and format,
- action planning, and
- stakeholder identification.

Diagnosis of the Curriculum Design

The stage involves linking needs to subject areas and generating goals and objectives.

Curriculum Development

The focus in this stage is on content or topic selection according to agreed-upon criteria. Other aspects of this stage include:

- organising content or topics;
- relating topics to the educational environment, such as selecting learning experiences;
- organising learning experiences;
- selecting instructional strategies; and
- selecting assessment methods.

Curriculum Implementation

This stage involves:

- pilot testing,
- planning evaluation and selection of data,
- data analysis, and
- final implementation.

Curriculum Evaluation

This stage can take the form of formative or summative evaluation. The usual practice is to use a combination of the two.

Curriculum Maintenance

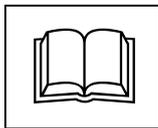
The emphasis in this stage is on monitoring and the provision of support resources.



Self-Assessment 2

As an education manager you will want to ensure that the curriculum developed for your schools is both sustainable and acceptable to all stakeholders. Identify the possible key stakeholders you might wish to involve in the process of curriculum planning for your schools.

The answers to this activity are provided at the end of this unit.



Managing Curriculum Change and Innovation

As an education manager, you are expected to play the vital role of change agent in the education system of your country. You must ensure that the education system keeps changing according to the needs of the society it is serving. The Commonwealth Secretariat *Module 3: Training of Trainers* (1998a: 30) defines **curriculum change and innovation** as:

Efforts made by education authorities to change and adapt their aims and objectives of teaching and learning according to the values, cultures, philosophies as well the resources at their disposal.

The following are some of the reasons for curriculum change and innovation.

- The need to provide more relevant education. This can be necessitated by the requirements for various types of schools, such as public, private, community and church schools, which serve stakeholders who have different demands.
- The need to provide life-long education.
- The need to provide integrated learning.
- The quest for improved teaching and learning, such as the introduction of:
 - continuous assessment,
 - a learner-centred perspective,
 - teachers' resource centres,
 - team teaching, and

- new teaching approaches.
- Community demand for cost-effectiveness in education, for instance:
 - accountability,
 - teacher competence, and
 - school calendar and timetable.

Managing the Curriculum

Once the curriculum changes have been made and accepted, you are expected to contribute to curriculum management.

Management of the curriculum focuses on such aspects as:

- supervising the actual delivery of the curriculum;
- monitoring and evaluating curriculum implementation;
- providing support services and resources to the teachers and learners (for example, textbooks, libraries and other instructional facilities); and
- providing skills development training through in-service education and training (INSET) and other staff development activities.

Monitoring and Evaluating the Curriculum

In order to ensure that the curriculum being offered in your school(s) is appropriate and responsive to the needs of the community, as intended at the curriculum development stage, you will need to monitor the performance of the curriculum constantly.

Generally, as an education manager, you should be able to monitor and evaluate the curriculum. You will be expected to do this periodically. You will not only check on the progress being made by those people delivering the curriculum, but will also offer professional guidance to the teachers in order to make their curriculum delivery more effective.

You are required to conduct either formative or summative evaluations of the curriculum. The main **purpose of evaluation** is to assess the extent to which the curriculum is achieving the intended objectives. To conduct evaluations effectively, you should consider at least three factors:

- the design of appropriate evaluation instruments, in the form of checklists, observation schedules or questionnaires;
- the degree to which the objectives set by the curriculum are achievable; and
- testing and assessment practices.



Practice Activity

1. It should be clear to you that your role as an education manager is to facilitate curriculum delivery at the school level by ensuring that teachers approach curriculum development in a systematic way. Propose a five-stage process that teachers should follow when developing a curriculum at the school level.
2. A situation has arisen in your area that has led the community to demand changes in the curriculum offered in the schools. You are the consultant requested to advise the authorities on how to effect the desired changes. Outline, with examples, the process through which the authorities should go in order to effect the desired curriculum changes.

The answers to this activity are provided at the end of this unit.



Summary

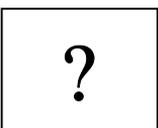
This unit focused on the process of curriculum development, management and evaluation. In examining this process, the unit presented definitions of curriculum, described some elements to be considered in curriculum development, explored the concept of curriculum change and innovation, and described the role of the education manager as a curriculum change agent and facilitator.



Reflection

Reflect on the contributions you have made in the area of curriculum management in your country. Think of ways in which you could maximise your future contributions. In doing this, you may wish to consider the following questions:

- How has your Ministry approached the process of curriculum development?
- Which stakeholders have been involved in or left out of the curriculum development process?
- What role have you played in facilitating curriculum change and innovation in your country?



Unit Test

State the problems you are likely to meet in the curriculum development process.

A possible answer to this activity is provided at the end of this unit.



Suggested Answers

Self-Assessment 1

The following are the elements derived from the two definitions that can be used in defining curriculum:

- what is taught
- when it is taught
- what the student learns.

Self-Assessment 2

The key stakeholders that may be involved in curriculum development process may include:

- teachers
- headteachers
- school inspectors
- education officers
- parents
- community leaders
- local authorities
- churches
- non-governmental organisations
- industry
- professional associations
- parent-teacher associations
- learners (where possible).

Practice Activity

1. The five-stage process which teachers could follow when developing a curriculum at the school level may include the following:
 - the creation of teaching units by classroom teachers,
 - testing of selected units in the classroom,
 - revision and consolidation of the units,
 - development of a framework or overall curriculum design, and
 - dissemination of the units to others.

The above suggestions are based on Beach and Reinhartz (1989: 97).

2. Your answer should outline the six stages in the curriculum development process with examples for each stage. The six stages are:
- curriculum planning
 - diagnosis of the curriculum design
 - curriculum development
 - curriculum implementation
 - curriculum evaluation
 - curriculum maintenance.

Unit Test

Problems that you are likely to encounter in curriculum development may include:

- lack of appropriate personnel,
- possible overlapping of topics,
- lack of financial resources,
- large numbers of untrained teachers in the system,
- lack of assessment and evaluation skills on the part of the education managers and teachers, and
- inadequate personnel to facilitate the monitoring process.

The above answers are based on Commonwealth Secretariat *Module 3: Training of Trainers* (1998: 29).

UNIT 2: Supervision



Introduction

The important function of supervising teaching traditionally fell in the realm of the school inspector alone. Progressively, however, this function is being shared with other supervising officers who have a direct or indirect influence on the classroom teacher's motivation and morale. The function of supervision is now the responsibility of all education managers, including heads of departments, headteachers, school inspectors and other senior education officers at the school, district, provincial (regional) and national levels. As an education manager, you are expected to provide the professional support and guidance that teachers need so that they can approach classroom instruction with confidence. This unit is intended to assist you to develop the necessary skills.

Objectives

After completing this unit, you should be able to:

1. Define supervision.
2. Explain the purpose of supervision.
3. Identify the types of supervision in education management.
4. List and justify reasons for planning school supervision.
5. Explain the concepts of feedback and follow-up as they relate to supervision.

Definition of Supervision

There is no single unifying definition of the term supervision. However, for the purpose of this unit, **supervision** is viewed as:

A process of facilitating the professional growth of a teacher, primarily by giving the teacher feedback about classroom interactions and helping the teacher make use of that feedback in order to make teaching more effective. (Glatthorn, 1984: 2)

Therefore, supervision broadly refers to the professional guidance and support provided by you as the education manager. You are expected to offer the teacher assistance that will enhance and improve teacher motivation and classroom instruction.

Purpose of Supervision

The reasons for conducting supervision will vary depending on the area supervisors focus on. Supervision can be directed at two possible areas that relate to the classroom teachers.

Supervision can be directed at the management of the environment in which the teacher is operating. When this aspect is the focus of supervision, the purposes may include the following:

- checking on the availability of teaching-learning materials,
- advising on the appropriateness of the teaching-learning materials in use,
- assessing staff levels,
- advising on the school climate,
- assessing the availability and quality of advising and support services available to the teacher,
- promoting curriculum change and innovation,
- timetabling,
- attending to the welfare of teachers,
- attending to institutional problems,
- data collection to facilitate planning and decision making, and
- monitoring policy implementation.

When the focus shifts to the teacher as a professional operating in the classroom, some of the reasons for conducting supervision would be:

- providing feedback on teacher performance,
- identifying needs for staff development,
- identifying potential for promotion,
- conducting quality assurance checks,
- ensuring teacher motivation and morale, and
- providing professional support and guidance to the teacher.

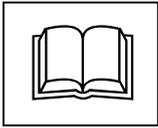
In both of the above situations, supervision ensures that the professional environment is supportive of the teaching and learning process. The ultimate objective of supervision is to improve the quality of teaching and learning. This means that you need to play the roles of a planner, organiser, leader, helper, evaluator or appraiser, motivator, communicator and decision-maker (Beach and Reinhartz, 1998: 11).



Self-Assessment 1

What would be the possible effects of lack of supervision on the teacher and the school?

An answer to this question is provided at the end of this unit.



Types of Supervision

A variety of supervision types can be perceived to lie on a continuum with two extremes. One extreme is a type of supervision in which the supervisor acts as a friend and provides a shoulder for the supervisee to lean on. At the other end of the continuum, supervision demands strict accountability from the supervisee. Here, the supervisor may be interested in fault-finding.

The Commonwealth Secretariat (1998b) *Module 4: Personnel Management* lists the following types of supervision:

- **Critical friendship.** The supervisor acts as a friend and guides the supervisee.
- **Mentoring.** The supervisor acts as a role model for the supervisee.
- **Monitoring.** The supervisor checks on progress and any problems as well as advising on solutions.
- **Advisory.** The supervisor assumes a relatively superior position in terms of knowledge and skills.
- **Clinical supervision.** In this situation, the supervisor and supervisee engage in face-to-face interaction that is primarily based on the observation of performance and an emphasis on collegiality.
- **Hard accountability.** In this case, the supervisor performs the traditional inspector's role, demanding strict accountability from the supervisee.



Self-Assessment 2

An education manager may use different styles of supervision depending on the situation and purpose for which supervision is being conducted. Identify three styles of supervision that you would use as an education manager. Have you been supervised by anyone using these styles?

Possible answers to this activity are provided at the end of this unit.



Beneficiaries of Supervision

In conducting supervision, it is important for the education manager to decide on the target group or aspect of the school

that you want to supervise. Your supervision must be focussed in order to achieve the desired outcomes. Below is a list of possible beneficiaries of supervision:

- teachers
- heads of departments
- headteachers
- inspectors.

When supervision is effectively and efficiently undertaken, it benefits the learners. Effective supervision can lead to:

- improved physical learning environment,
- improved quality of teaching,
- provision of adequate and appropriate teaching and learning materials,
- improved management and administration practice,
- improved teacher motivation and morale, and
- effective planning.

Planning for School Supervision

Planning is the first step to take for any education manager who has decided to undertake a supervision exercise. Planning involves the ability to determine in advance what should be done, how it is to be done and the time frame within which the task is to be undertaken. Failure to plan is planning to fail. Jackson (1968), as quoted by Beach and Reinhartz (1989: 10), concludes that “planning is a prerequisite for supervisors so that they can help teachers to be proactive.”

When planning school supervision, education managers should address the following aspects:

- identifying the target group for supervision,
- identifying people to be consulted,
- deciding on the purpose of the supervision exercise,
- deciding on the time frame for the exercise,
- deciding on the cost of the exercise, and
- deciding on follow-up activities.

Teacher supervision can be both rewarding and frustrating. Duke and Stiggins (1986) concur that effective teacher supervision can lead to improved performance, personal growth and professional esteem. If the supervision is poorly done, anxiety or boredom can result. Talented teachers may even be driven from the profession. You must carefully plan supervision in order to yield a positive outcome.

Feedback and Follow-Up

As stated earlier, supervision has to be meaningful and beneficial to both the supervisor and supervisee. You must interact with the supervisee in order to address the purpose for which you are conducting the supervision. The supervisee benefits from the feedback and follow-up activities you provide as part of the supervision process.

Providing feedback to the supervisee is beneficial in that you are:

- identifying the strengths of the supervisee and building on them;
- identifying weaknesses of the supervisee, which provide a basis for staff development; and
- providing an immediate audience with whom the supervisee can discuss experiences.

Feedback can be provided to the supervisee through oral briefing, lesson observation reports, appraisal forms, checklists and written reports.

It is essential that once feedback has been provided, follow-up activities be identified and undertaken. These follow-up activities can take the form of:

- staff development,
- staff movement or transfers,
- guidance and counselling,
- disciplinary measures,
- recognition and celebration of success, and
- review of school development plans.



Practice Activity

1. Results in mathematics at one of your schools have been disastrous, as only 1% of the students passed the final Junior Secondary School Learning Examinations. You have decided to conduct a supervision exercise at the school with a view to redressing the situation. Outline the steps you would take in carrying out the supervision at this school.
2. From your own experiences as a supervisor, what would you consider to be key characteristics of an effective supervisor?

Suggested answers for this activity are provided at the end of this unit.



Summary

Supervision is important in promoting teaching and learning. In this unit, supervision was defined and its purpose clearly articulated. The unit highlighted the different types of supervision and the beneficiaries of supervision. It stressed the critical importance of planning for supervision, as failure to plan is planning to fail. The unit concluded by examining feedback as a strategy for enhancing the effectiveness of supervision and underscoring the importance of follow-up activities in consolidating the findings from the feedback.



Reflection

As an education manager, what aspects of supervision would you handle differently now that you have studied this unit?



Unit Test

Using your experience as an education manager and your understanding of the supervision process, develop a list of guidelines that you and other supervisors could use to help teachers become more effective in their classroom instruction.

Possible answers to this activity are provided at the end of this unit.



Suggested Answers

Self-Assessment 1

You may have cited the following effects due to the lack of supervision:

- low motivation of the teacher,
- use of inappropriate teaching and learning materials,
- inadequate teaching and learning materials,
- lack of adherence to policy requirements,
- unchecked teaching loads,
- falling education standards that go unnoticed or unexplained,
- poor school-community relations,
- poor school climate, and
- school development plans that are in disarray or non-existent.

Self-Assessment 2

You may have included any three of the following styles in your answer:

- critical friendship
- mentoring
- monitoring
- advisory
- clinical supervision
- hard accountability.

Practice Activity

1. The steps you could take are outlined below.
 - Identify the target officers to be supervised, as well as heads of departments and teachers.
 - Check for the availability of syllabi and other support materials.
 - Check on the subject department. Focus on teaching and learning materials, management styles and academic records.
 - Check on the overall school organisation and management structures and how these support and promote the teaching and learning environment.

2. An effective supervisor must be:

- a good communicator
- a good negotiator
- a good listener
- a good planner
- objective
- fair
- a good decision-maker.

Unit Test

Your answer to the unit test may include the guidelines below:

- Observe the teacher in the classroom situation.
- Evaluate the teacher's environment.
- Examine evidence of teacher performance such as pupils, books, schemes and records of work and lesson plans.
- Be an advisor and not a fault-finder.
- Provide immediate feedback after supervision.
- Check whether teachers are members of professional associations.
- Be open, honest and objective.
- Check on trends in test and examination results.

Note that planning for supervision is the key to teacher motivation.

Unit 3: Monitoring and Evaluation



Introduction

The first unit discussed curriculum management, which is critical to influencing what goes on in the classroom. It discussed the role you can play as an education manager in planning, developing, implementing and managing the school curriculum. The second unit introduced you to the role of providing professional support and guidance to the classroom teacher. However, the gains that would be derived from your contributions in these two areas of curriculum management and school supervision will not be sustained without planning and the implementation of monitoring and evaluation strategies and practices. In order to maximise the performance of schools in general and teachers in particular, you need to know the achievement level at each school, how it managed to reach this level of achievement and what areas of the school still require attention. You can provide effective monitoring and evaluation of the curriculum implementation process and ensure that your recommendations or advice are implemented by the teachers.

This unit outlines the principles of monitoring and evaluation. The unit will help you develop appropriate skills and strategies to monitor and evaluate school effectiveness.

Objectives

After completing this unit, you should be able to:

1. Define the concepts of monitoring and evaluation.
2. Describe and apply a range of monitoring and evaluation strategies.
3. Define and apply effective feedback as part of monitoring and evaluation process.
4. Describe and apply follow-up strategies as part of the monitoring and evaluation process.

Definitions of Monitoring and Evaluation

Monitoring and evaluation are critical processes in the improvement of the quality of teaching and learning. As an education manager charged with the responsibility for enhancing the effectiveness of teaching and learning, it is imperative that you familiarise yourself with the meaning of these two terms.

In this unit, **monitoring** refers to the process of checking the educational activities in order to assess progress being made

and introducing changes in the light of changing circumstances.

Evaluation refers to a process of determining the extent to which set aims and objectives are being achieved. Beach and Reinhartz (1989: 218) view teacher evaluation as involving “collecting information about teachers and their instructional interactions with students in the classroom and attaching interpretations or judgements to the data.”

Evaluation can be formative or summative. **Formative evaluation** focuses on what happens during the teaching and learning process. **Summative evaluation** occurs at the end of the teaching and learning process. It is important to note that the two types of evaluation are not intrinsically distinct, since they usually complement each other.

Purposes of Monitoring and Evaluation

Monitoring and evaluation are not an end in themselves. These two processes, which inform one another, serve specific purposes such as:

- improving instruction and student performance,
- encouraging the professional growth and development of teachers,
- determining the extent to which aims and objectives of educational activities are being achieved,
- assessing the effectiveness of teaching and learning,
- establishing the strengths of teachers with a view to capitalising on them,
- identifying weaknesses with a view to taking remedial action,
- providing a basis for needs-driven staff development activities,
- providing a data base for making informed decisions,
- accounting for investment in education,
- recognising and rewarding excellence, and
- providing a basis for effective planning and curriculum improvement.

Monitoring and evaluation have the capacity to improve the effectiveness of teaching and learning if they are done professionally and the teacher is actively involved in the whole

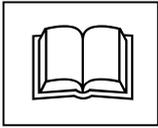
process. They can also have devastating effects. Your role as an education manager is to ensure that teachers view evaluation as a tool through which they can improve teaching and learning and enhance their professional esteem.



Self-Assessment 1

What might be the consequences of conducting monitoring and evaluation activity without a specific purpose?

Possible answers to this activity are provided at the end of this unit.



Strategies in Evaluation

Monitoring and evaluation are undertaken in order to audit the implementation process and to determine how the implementation, in relation to the programmes and objectives, is being achieved. Monitoring and evaluation are an integral part of the review and development process because information gathered can help in evaluating the curriculum in action.

Implementation, monitoring and evaluation can occur at the same time; otherwise the evaluation may occur so long after planning and implementation that it cannot suggest ways to improve the implementation. The process of evaluation allows education managers to constantly ask the question, “How well are we doing?”

Different strategies can be used to monitor and evaluate school programmes. These may include, among others:

- examinations and tests,
- review teams,
- questionnaires,
- structured interviews,
- systematic reporting,
- observing class or team teaching,
- peer teaching,
- group discussion, and
- use of external agencies.

In order to carry out a systematic evaluation, the steps below might be useful.

- **Planning.** This should clarify the purpose of carrying out the exercise, the target group and the areas to be covered.
- **Preparation of the monitoring instruments.** These may include structured or unstructured interviews, questionnaires, individual or group discussions, observation checklists and many more.

- **Monitoring or evaluation.** These activities can be conducted through observation, listening, discussion and data collection.
- **Provision of feedback.**
- **Follow-up activities.**

Through monitoring and evaluation, judgements on the performance of the system can be arrived at in order to establish the learning needs of the target group. These processes are instruments for measuring the relationship between the implementation phase and the stated objectives.

Feedback

Now that you have been introduced to effective monitoring and evaluation strategies in the preceding section of this unit, you are ready to conduct monitoring and evaluation in your schools.

Your monitoring and evaluation exercises are likely to yield large amounts of valuable data which can be used to make future decisions that would help to improve teaching and learning in your schools. Frequently, however, the data from monitoring and evaluation exercises does not influence change in schools because most education managers do not implement effective feedback strategies.

Monitoring and evaluation findings can benefit schools and teachers if the findings and recommendations have been disseminated to the appropriate target audience accurately and expediently. This process of disseminating findings from monitoring or evaluation exercises that you have conducted is referred to as **feedback**. Feedback can take the form of oral or written reports that the evaluator gives to the teachers evaluated or to supervisors who may have commissioned the monitoring or evaluation exercise. Feedback following a monitoring or evaluation exercise is important for the following reasons:

- It informs the school on the level of its performance.
- It motivates the teachers.
- It recommends areas requiring improvement.
- It is used to negotiate future action.

As indicated above, there are two broad types of feedback, oral and written. **Oral feedback** can take the form of:

- one-to-one dialogue or an interview between the education manager who has conducted the monitoring and the teacher monitored, or
- a conference at which the supervisor is present as the monitor or evaluator gives feedback to the teacher.

Written feedback usually takes the form of written reports that are circulated to the relevant stakeholders. If these reports are to be of value to the teacher monitored and the other stakeholders, the reports should have the following qualities:

- They should be concise and to the point.
- They should be informative; that is, they must have adequate information.
- They should contain recommendations based on evidence from the monitoring.
- They should be advisory and not concentrate on fault-finding.

Other forms of written feedback may include:

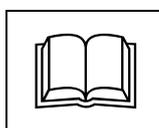
- lesson observation reports,
- completed performance appraisal forms, and
- completed checklists.



Self-Assessment 2

Refer to the activity in Unit 2 in which the mathematics examination results in one of your schools were disastrous. You have planned and conducted the appropriate type of feedback you would use with the teacher concerned. Give reasons for the type of feedback you selected.

After completing this activity, refer to the Suggested Answer section at the end of this unit.



Follow-Up

As was the case for school supervision, monitoring and evaluation activities are intended to contribute to improved teaching and learning in schools. These activities enable you to identify the competencies and levels of knowledge of your teachers. If well planned and conducted with effective feedback, almost all monitoring and evaluation activities will reveal areas that could be improved.

Since the main reason for conducting monitoring and evaluation exercises is to assist teachers in improving their skills, it is imperative that follow-up activities be planned and effected expeditiously. Follow-up activities are usually used to reward teachers who are performing well or to assist teachers who have exhibited signs of weakness. Whatever the purpose you might have in planning follow-up activities, these can only yield positive results if they are implemented without delay. This is one way in which you can ensure that follow-up activities maximise positive impact in the classroom and sustain high motivation and morale amongst teachers who have been monitored

You may use a range of follow-up activities, including:

- staff development programmes,
- exchange visits,
- study tours,
- recognition of good practice by giving rewards,
- planning for further supervision activities,
- redeployment of staff, and
- instituting community awareness campaigns.

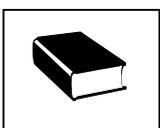
You could add many more of your own activities to the above list.



Practice Activity

There has been a problem of low pass rates across subjects in a few of your schools. You have conducted evaluation exercises and provided feedback to the concerned teachers. You are now required to plan for follow-up activities to redress this unfavourable situation. Propose appropriate measures that would help teachers to improve results in their subjects.

Possible answers to this activity are provided at the end of this unit.



Summary

This unit has stressed that monitoring and evaluation are processes that allow education managers to reflect, refine and adjust the implementation of educational activities in order to achieve their goals and objectives.

Strategies have been identified which should help the education manager to effectively conduct monitoring and evaluation activities. Note that the success of any monitoring and evaluation exercise depends largely on a planning exercise that has a clearly defined and understood purpose. The unit further examined feedback in relation to evaluation and outlined the two major types of feedback and their justification. Finally, the unit highlighted the significance of follow-up activities that can be used to reward individual teachers or to improve performance in the system as a whole.



Reflection

How do you see monitoring and evaluation contributing to quality assurance in education in your country?



Unit Test

As an education manager, what strategies can you use to ensure that the processes of monitoring and evaluation are viewed positively by teachers?

The possible answer to this test is provided at the end of this unit.



Suggested Answers

Self-Assessment 1

Your list of consequences as the result of conducting purposeless monitoring and evaluation may include the following.

- lack of focus,
- confusion and low motivation among the teachers monitored,
- loss of credibility,
- wasted time,
- wasted resources,
- lack of preparedness and therefore unprofessional behaviour, and
- animosity which might endanger future monitoring and evaluation activities.

Self-Assessment 2

This is an open-ended question that recognises the need for you to use discretion in making choices on the types of feedback and the justification you have for doing so. There is no single right answer to this question.

Practice Activity

You may have cited these follow-up measures to improve teaching and learning:

- staff development and the procurement of relevant and updated teaching materials,
- study tours,
- team or peer teaching,
- exchange visits,
- transfers, and
- recognition of teacher effort through appropriate rewards.

Unit Test

Strategies that will enable teachers to perceive monitoring and evaluation positively include:

- effective planning for the monitoring and evaluation process;
- having a clear purpose for the monitoring and evaluation;

- basing monitoring and evaluation on well-structured instruments;
- conducting the activities with objectivity, accuracy and fairness;
- making the monitoring and evaluation process collaborative;
- providing immediate feedback; and
- adding value to monitoring and evaluation through appropriate follow-up activities.

Unit 4: Report Writing



Introduction

One of the major roles that education managers should play is that of providing necessary professional support to teachers so that they can improve their classroom practices. Education managers are expected to create a work environment in the school or the larger educational setting that will facilitate the teaching in the classroom. In your country, you are part of the team of supervisors who act as facilitators to teachers.

The professional support you provide to teachers can be addressed through a variety of measures. These measures include supervision, monitoring and evaluation. These three professional activities involve visits to schools and the collection of data. These data may identify:

- problems that schools may be experiencing,
- achievement levels scored by teachers and schools, and
- progress made on school implementation plans.

These data are important to all the stakeholders in an educational setting. Teachers, school inspectors, other education managers and the community can use this information as the basis for planning for future action. However, the information is useless if it does not reach the audience that is expected to act on it. Appropriate feedback strategies must be established.

One of the ways in which you can provide feedback emanating from either supervision or monitoring and evaluation activities is by writing reports. You can use reports to provide feedback on aspects of school life that you have supervised or evaluated. This unit takes you through the report-writing process in an effort to help you sharpen this important professional skill.

Objectives

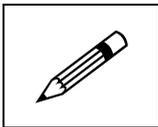
After completing this unit, you should be able to:

1. Define reports.
2. Describe different types of reports.
3. Explain the different purposes for report writing.
4. Describe and apply data collection and analysis strategies.
5. Discuss qualities of good reports.
6. Plan for follow-up.

Definition of a Report

After carrying out an evaluation or supervision exercise, an education manager is expected to produce a report that is both accurate and informative. In order to do this, you need to know what an evaluation, inspection or supervision report is and what it entails.

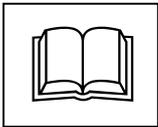
In this unit, **evaluation** or **supervision report** refers to an objective and informative written record that is based on observed facts and consensus reached by both the supervisor and the supervisee. This can emanate from such activities as supervision, performance appraisal, monitoring and evaluation. This definition stresses the need for the supervisor and supervisee to work collaboratively in producing an informative report that is free of bias and surprises. This ensures that the written report is readily accepted by the supervisee, thus maximising its function as a tool for teacher development and growth.



Self-Assessment 1

As an education manager, why do you think the teacher should be actively involved in the production of an evaluation or supervision report?

The answer to this activity is provided at the end of this unit.



Why Report Writing Is Necessary

As an education manager, you are expected to write reports from time to time. Diligence and commitment are necessary because reports play a crucial role in the improvement of the effectiveness of the teaching and learning process.

Written reports are used to:

- provide feedback to the school in order to facilitate decision-making on professional and administrative matters,
- improve teacher performance by praising good practice,
- provide feedback to the school about weaknesses which may constitute a basis for staff development,
- facilitate school development planning,
- provide the Ministry of Education with feedback on the status of policy implementation,
- build up the teacher's profile for purposes of record keeping;
- ensure accountability, and

- provide a means for communicating with the school or teacher.

Types of Reports

As an education manager, you will be called upon to produce a variety of reports. The type of report you choose will depend on the purpose for which you are undertaking supervision.

For the purposes of this unit, only four types of reports are considered. You should familiarise yourself with these reports and the circumstances under which they can be used.

Full Supervision Report

This report focuses on:

- school administration
- the teaching and learning process
- teacher appraisal
- curriculum delivery
- the school plant or equipment
- discipline
- school-community relations.

School Management and Administration Report

The emphasis in this report is on issues such as resource management, public relations, financial management and enrolments.

Subject Supervision Report

This report focuses on the teaching and learning process. Some of the aspects that are covered in this type of a report include:

- subject documentation
- quality of instruction
- teacher development
- quantity, quality and frequency of written work
- quantity, quality and relevance of instructional materials
- library facilities
- record keeping.

Follow-Up Report

This report dwells on the extent to which recommendations from the previous supervision or inspection reports have been implemented. The follow-up report is a strategy for monitoring compliance with professional requirements.

Reports on supervision follow certain formats. In some instances, supervisors are provided with proformas on which they write their reports. The demands of your education system and your preference will dictate the option you choose in order to produce an informative, objective and accurate report.

You may be called upon to write a special report that is different from the routine reports. In this case your report should focus on:

- the nature of the phenomenon,
- the method used to collect information,
- conclusions, and
- recommendations.

Data Collection and Analysis

Data collection and analysis are central to the functions of an education manager. It is through data collection and analysis that education managers can suggest improvements, revisions or the consolidation of the curriculum or teaching and learning process. It is equally important for the data collection and analysis to be targeted and focused in order for the findings to be of value to the individual teacher, the school, or the system as a whole.

Data collection requires that supervisors develop instruments that will be able to capture the kind of information they are looking for. The instruments must be appropriate, accurate and free of biases that might lead to misinterpretation during the analysis stage.

Strategies for data collection and analysis include:

- questionnaires,
- actual classroom observation, and
- structured or unstructured interviews.

Once the data have been collected, the analysis should be conducted in such a way that conclusions are justifiable, non-judgemental and objective. As indicated earlier, data collection and analysis should provide information on how the system, the school or the target group is performing. At the end of this process, the information from the data should be compiled into a report on the findings. In compiling the report, it is advisable that you answer the following questions:

- What do these results mean?
- What pattern seems to be emerging?
- How can these results be addressed?
- What would be the consequences of ignoring the results?

Information obtained from data collection and analysis can only be of value and use if it is presented in a logical and informative way. The information may be presented in oral or written reports. The focus in this unit is on written reports. It is essential to understand the purpose for which data collection and analysis were undertaken because this has a bearing on the nature of the report, its format, style and language.

Generally, it is expected that a report of this nature will be:

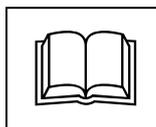
- written in a clear language,
- objective,
- user friendly,
- informative,
- evidence based,
- non-judgmental,
- unambiguous, and
- helpful to the intended user and the system as a whole.



Self-Assessment 2

As an education manager you will be involved in data collection and analysis. The data collected and the results of the analysis will constitute your report. Suggest the steps you will go through in analysing data prior to writing the report.

The suggested answer to this activity is provided at the end of this unit.



Qualities of a Good Report

It is not easy to say what a good report is because it will differ from audience to audience in terms of the interpretation of the content and the findings and how these affect some individuals. However, it is fair to say that some characteristics have been identified and understood to represent quality. A good report will have the following:

- **A clear format** as prescribed by your education system. This format may include the following components:
 - Executive summary that highlights the main findings and key issues for action, and that lists suggested personnel who should carry out each action
 - Introduction
 - Main text containing data and findings
 - Conclusions
 - Recommendations.

- **Clear, simple and user-friendly language.** The report must:
 - be informative,
 - avoid contradictions,
 - be objective,
 - be balanced between narrative and analysis,
 - be reflective in highlighting both the strengths and weaknesses,
 - be balanced in style between passive and active voice, and
 - be evidence based.

Above all, a good report should be helpful to the intended target audience but also to you as an education manager because it reflects on you as a professional.

Follow-Up or Recommendations

As indicated in the preceding unit, any supervision, performance appraisal, monitoring and evaluation activity that is followed by feedback has to be justified by planned follow-up activities. This is so because every one of these activities should have a purpose that ultimately focuses on improving classroom instruction. Each one of these activities also raises high expectations in the staff that have been supervised or monitored. These high expectations need to be met or satisfied. Therefore, you must plan follow-up activities.

Every report that is based on supervision or evaluation activities should contain a section that proposes follow-up activities that either reward good performance or offer remedial measures. The section of the report that contains proposals for follow-up is commonly referred to as the recommendations section.

If the proposed follow-up activities are to yield the desired results, there are a number of guidelines you can follow. Here are some of them:

- Proposed follow-up should be realistic and achievable.
- It should emanate from observed evidence from supervision, appraisal or evaluation.
- It should be balanced, covering both reward and remedial measures where applicable.
- It should have a clear implementation time frame.
- It should be cost effective.
- Follow-up should be effected without undue delay.



Practice Activity

1. In conducting data collection during lesson observation, you will find it useful to use a lesson observation form. Suggest the major elements of a form that you can use to facilitate the collection of relevant data.
2. List five qualities of a good report. Prioritise these qualities.

Answers to this activity are outlined at the end of this unit.



Summary

This unit examined report writing and the significance of this activity to the education manager. The unit defined report writing and identified the different types of reports that education managers may be required to write. Furthermore, the unit highlighted data collection and analysis strategies as a means to generate information that will form the basis for the report. It also outlined the qualities of good reports. The unit ended with a discussion of follow-up activities or recommendations, which are significant if reports are to have any meaningful impact in informing the overall education system.



Reflection

Based on the information provided in this unit, how will you improve your report writing?



Unit Test

A school in your area has been exemplary in all aspects of school life. Excellent examination results, excellent sports performance, excellent club activities and excellent school-community relations have been recorded to its credit. You have been assigned to assess what makes this school so successful and write a report to be shared with other schools in the area. Determine the type of report you would write and list the strategies you would use to collect data.

The suggested answer to this activity is provided at the end of this unit.



Suggested Answers

Self-Assessment 1

The teacher should be actively involved in the production of the supervision report, as this will help to:

- achieve ownership,
- facilitate implementation,
- ensure sustainability,
- minimise undue bias,
- promote transparency and confidence, and
- foster professional collegueship.

Self-Assessment 2

You may have cited the following steps in data analysis:

- tabulating the results from questionnaires, interviews and observation checklists;
- identifying similarities and differences;
- noting deviations from the expected results;
- summarising the results into conclusions; and
- making recommendations based on the conclusions.

Practice Activity

The components of your lesson observation form may include:

- information about the school and the teacher
- teacher presentation
 - appearance
 - punctuality
 - voice
 - planning (preparation)
 - objectives
 - teaching and learning aids
- management and use of books
- lesson delivery
- organisation and structure of the lesson
- teacher's knowledge of subject matter
- variety and appropriateness of teaching strategies
- level of pupil involvement
- choice and use of teaching materials

- class management or control
- compliance with curriculum requirements
- quality of pupils' work
- recommendations
- planned follow-up activities.

Please note that there is no single correct order to the qualities of good reports. However, you should be able to justify your prioritised list to yourself and your colleagues or mentor.

Unit Test

You would probably write a special report, as this type of information is not usually captured on a standard form. The strategies that you could use to collect the data are listed below:

- observation
- questionnaires
- interviews
- checklists
- focussed group discussions
- one-on-one interviews.

Unit 5: Staff Development



Introduction

Education managers have the responsibility of ensuring that the schools under their charge are steadily advancing along the path of success. The success of schools is measured by the quality of teaching and learning going on, as evidenced by the achievement levels scored by learners. This achievement could take the form of high examination results, good sporting results or, indeed, good social and cultural performance through participation in school clubs. These successes do not come to schools by accident or coincidence. They must be planned. Schools must develop their capacity to deliver. This is best achieved through improving the capacities of their teachers.

Following every effective supervision, staff appraisal or monitoring and evaluation exercise, the areas of teacher competencies that require strengthening and improvement become clear. These weaknesses may include class management, the choice and use of methodology or knowledge of the subject content. Education managers are expected to plan appropriate follow-up activities that will help teachers to improve. Staff development is one of the interventions that you can implement to improve teachers' capacities to deliver desired results in the classroom. The Commonwealth Secretariat *Module 4: Personnel Management* (1998b: 11) supports this view: "The concept of staff development recognises that all people may improve their capabilities and become more efficient at what they are doing."

This unit introduces you to staff or professional development and will assist you to acquire knowledge and develop appropriate skills to plan for focused and relevant staff development programmes.

Objectives

After working through this unit, you should be able to:

1. Define the concept of staff development.
2. Explain the purpose of staff development.
3. Discuss and apply needs identification strategies.
4. Describe and plan appropriate training programmes.
5. Explain the concept of evaluation as it relates to training programmes.
6. State the ways in which education managers can support staff development.

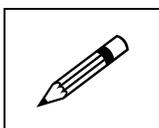
What Is Staff Development?

Staff development is a critical ingredient in the process of teacher development and professional growth. As an education manager, you will appreciate that regardless of the adequacy of the teacher's pre-service training or preparation, no one in the teaching field will ever be adequately prepared at the entry level to remain current for an entire career. It is therefore the duty of the education manager to organise and conduct staff development programmes to ensure teacher effectiveness in an ever-changing educational environment.

According to Dale (1982), staff development refers to the totality of educational and personal experiences that contribute toward an individual being more competent and satisfied in an assigned role.

Dillon-Peterson (1982: 3) defines staff development as “a process designed to foster personal and professional growth for individuals within a respectful, supportive, positive organisational climate, hence its ultimate aims are better learning for students and continuous, responsible self-renewal for educators and schools”.

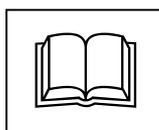
In this unit, **staff development** refers to all educational activities that teachers engage in with a view to enhancing their professional adequacy. Effective staff development will lead to the improvement of teaching and learning.



Self-Assessment 1

From the definitions given above, what are the main characteristics of staff development?

The answer to this activity is provided at the end of this unit.



Purposes of Staff Development

Staff development can:

- build competence, therefore enhancing teacher effectiveness;
- improve classroom instruction, thereby enhancing the quality of learning;
- prepare teachers for a variety of other roles, such as heading departments or running sporting activities;
- make up for the lack or inadequacy of pre-service training;
- promote the teacher's personal, interpersonal and professional growth;
- provide opportunities for teachers to meet and exchange ideas and experience;

- inculcate a sense of professionalism, dedication and commitment among teachers;
- introduce new subjects or disciplines, such as information technology;
- maintain the appropriate levels of staff expertise;
- familiarise teachers with educational policies;
- ensure that teachers keep up with new developments in education; and
- meet mandates established by the Ministry of Education.

Ultimately, staff development should result in the improvement of the quality of teaching and learning.

Needs Identification

In the previous sections of this unit, it was established that staff development is one measure that can be employed to maximise or improve the competencies of teachers.

However, it must be stated that staff development can achieve this positive result only if the training programmes identified for the teachers are appropriate and relevant. Training programmes must be relevant to the professional needs of the teachers undertaking the training. Teachers may need to address their:

- dependence on textbooks and the lecture method,
- failure to transmit knowledge to pupils,
- failure to notice and attend to pupils' needs,
- poor use of questioning techniques,
- teaching content,
- interpretation of the content from the syllabus,
- knowledge of subject content, and
- need to keep abreast of advances in subject content.

This list of possible areas of teacher deficiencies or needs illustrates why education managers must conduct a needs identification exercise. Education managers must ascertain the exact needs of their teachers and the training programmes or other forms of intervention that can meet these needs.

There are a number of needs identification strategies that you can use as an education manager, including:

- performance appraisal activities;
- monitoring and evaluation activities;
- supervision of the teacher's classroom activities;

- the use of questionnaires with teachers and their supervisors;
- the use of interviews with teachers and their supervisors;
- the use of focused teacher group discussions;
- the use of brainstorming sessions by teachers;
- examining learners' work;
- examining school records such as lesson plans, schemes and records of work; and
- consulting with personnel at teacher training institutions.

The use of the above general and specific strategies to collect data on teacher competencies and weaknesses will ensure that staff development activities are tailor-made to meet the needs of the teacher (Halliday, 1995).

Training Programmes

Once you have identified the training needs of your staff, look around for relevant training programmes that are already being offered in your country or abroad. If a suitable training programme does not exist, then you must design a training programme that will address the identified needs of your teachers.

It is important to realise that staff development programmes are investments that lead to staff growth. In any profession or occupation, continuing professional growth is of vital importance, but in education it is paramount.

If an education manager has the right attitude towards personnel development and training, the chances are much greater that the teaching situation in the classroom will be affected and will positively influence student learning.

When designing staff development training programmes, it is essential to:

- identify needs,
- design clear training objectives,
- assess the appropriateness of the training programme,
- determine which technologies are appropriate for delivery, and
- conduct an evaluation.

Once a training programme has been designed, it should be implemented. After implementation, you should determine whether:

- the programme has met the expectations of the individuals, group or organisation for whom it has been designed;
- the programme has been presented in a competent manner;
- the programme has covered comprehensively the material expected; and
- the knowledge gained has actually been transferred to the workplace or the classroom teaching and learning situation. Change will only occur if the new knowledge is applied.

The following suggestions should help you to provide effective educational guidance to people you supervise:

- Plan training programmes with identified goals and objectives with the supervisees.
- With the supervisees, determine how the training programme will be evaluated.
- Develop a climate that is conducive to study.
- Identify the capabilities and talents of supervisees. Help them to discover their talents.
- Motivate your supervisees and help them select appropriate training programmes or other in-service activities.

Finally, you have the responsibility as an education manager to ensure that staff development is a continuous process that is directed at different aspects of each individual's performance. You may encourage teachers to switch their attention from one personal challenge to another; encourage them to challenge accepted norms and to anticipate change.

Evaluation

The main purpose of evaluating training programmes is the improvement of teaching and learning. When evaluating training programmes, the focus should be on assessing whether the programme helps individuals to achieve specified educational goals, objectives and values.

Just as education is a continuous process, so is evaluation. Education managers should therefore view evaluation as an integral part of good management.

The following strategies may guide the education manager in evaluating training programmes:

- Identify the target and purpose of the evaluation.
- Develop instruments to measure the achievement of the objectives.

- Conduct observations.
- Use questionnaires, checklists and structured interviews to gather information.
- Review various training records.

As earlier indicated, you must think about the future and ensure that knowledge, skills and processes are being developed to meet the changing needs of the pupils and the curriculum. When conducting evaluations after training, it may be helpful to develop a checklist using the following questions:

- Were the expected outcomes of the last training programme clear?
- Were individual, departmental and school issues addressed in the training programme?
- Is the link between the school development plan and in-service training clear?
- Who does the long-term planning in your school? Is this person involved in planning and evaluating the training programme?

You may also want to conduct a training programme audit that mainly addresses programmes that already exist. Strategies for evaluating these may include:

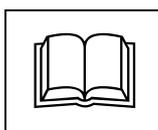
- the examination of course outlines,
- the examination of brochures,
- the study of past examination papers and results,
- interviews with programme coordinators,
- impact evaluation,
- formative evaluation, and
- summative evaluation.



Self-Assessment 2

You need to select a training programme at a teacher training institution that will meet the needs of your teachers. What characteristics would you look for in such a programme?

The answer to this activity is provided at the end of this unit.



Support for Staff Development

Change, such as that inherent in staff development, is not possible without a supportive environment. The support of colleagues, superiors and subordinates is a critical contextual variable that facilitates the effective implementation of what has been learned through staff development programmes and activities. This support can take the form of:

- being sympathetic to staff development needs;
- providing relief staff so that teachers can attend staff development activities and programmes;
- re-organising the timetable to allow teachers to participate in staff development programmes;
- providing financial assistance for travel, materials and other expenses;
- allowing teachers to carry out action research to reinforce the knowledge and skills gained through staff development;
- providing opportunities for teachers to use knowledge and skills acquired through staff development;
- redeploying teachers who have acquired new skills in order to sustain their motivation;
- recognising and rewarding participation in staff development activities;
- encouraging teachers to pass on to colleagues the knowledge and skills acquired through staff development; and
- ensuring that staff development programmes and activities are relevant to the core business of the school.

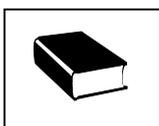
It is important to remember that knowledge and skills acquired through staff development are of value only if they are put to good use. Support for staff development can ensure the effective use of the knowledge and skills acquired.



Practice Activity

1. You have been requested to design a training programme for newly appointed senior teachers in your school. Outline the steps you would take to design an appropriate programme.
2. How would you identify the training needs for the above programme?

Suggested answers are provided at the end of this unit.



Summary

This unit defined staff development and stressed that it is an educational activity that teachers engage in with a view to enhancing their professional growth and improving teaching and learning. Staff development is an ongoing process that is aimed at capacity building and the improvement of the education system.

The importance of needs identification was outlined. The evaluation of training programmes was seen as a means through which successes and failures can be reviewed and

programme auditing and design can be undertaken. A supportive environment was identified as being crucial to the implementation of staff development programmes.

Note that the world is rapidly changing, hence the need for education managers to be critical in thinking about the future and ensuring that knowledge, skills and processes are being developed to meet those changing needs.



Reflection

What additional contributions can you make to meet the staff development needs of your teachers?



Unit Test

State the reasons why some staff development programmes do not yield the desired results.

The answer to this activity is provided at the end of this unit.



Suggested Answers

Self-Assessment 1

Staff development:

- is a process,
- can be a set of educational activities or experiences,
- fosters personal and professional growth,
- leads to better teaching and learning,
- requires a supportive environment or climate,
- can be a source of teacher motivation, and
- allows for self-renewal.

Self-Assessment 2

Below are factors that should be considered in selecting a suitable programme:

- relevance of the programme
- acceptable time frame or timetable
- cost to be manageable
- strategies to be compatible with your expectations
- appropriate delivery strategies that suit adult learners
- recognition of participants' current skills and experience
- certification and accreditation
- credit transfer to future programmes.

Practice Activity

1. The stages below could be listed:
 - training needs identification
 - formulation of training objectives
 - identification of the expected training programme outcomes
 - identification of the content
 - identification of the delivery strategies
 - identification of the training materials
 - identification of the facilitators
 - decision regarding the time frame of the training programme
 - costing and resourcing

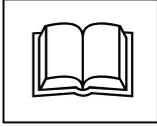
- plans for the delivery, assessment and evaluation of the programme.
2. The following could be used to identify the training needs of the senior teachers:
- questionnaires
 - structured interviews
 - focussed group discussions
 - performance appraisal reports
 - supervision or inspection reports
 - school records
 - lesson or task observations
 - evaluation reports.

Unit Test

You may have given the following reasons why some staff development programmes fail to achieve their objectives:

- poor needs assessment
- irrelevant programmes
- inappropriate training strategies
- use of inadequately qualified facilitators
- under-resourcing of training programmes
- lack of support from supervisors
- absence of rewards and incentives
- ignoring results from previous evaluations.

Unit 6: Communication



Introduction

Education managers spend the bulk of their working time communicating with colleagues in management ranks, teachers, learners, parents and the larger community. Communication is central to their jobs because they have to communicate ideas, decisions, policy issues, school goals and plans.

Education managers play the key role of managers and monitors of educational change and innovation. In order to perform this role, they must effectively communicate to others any changes to the curriculum, educational policy and educational practice.

In order to conduct performance appraisals, school and teacher supervision, inspections, needs identification, staff development and the evaluation of schools and teacher performance, they must communicate effectively. The profession that they manage depends heavily on communication. Teachers must communicate to teach, share experiences, state their training needs, negotiate their staff development programmes and provide feedback to the education managers on a number of issues that affect their lives in the classroom.

In recognition of the centrality of communication in education, this unit introduces you to various key concepts and skills in communication. This unit will help you be an effective manager of teachers.

Objectives

After completing this unit, you should be able to:

1. Define communication.
2. State the purpose of communication.
3. Describe different types of communication.
4. Discuss the characteristics of effective communication.
5. Describe feedback as it relates to communication.
6. Explain communication networks in education.

Defining Communication

According to Beach and Reinhartz (1989: 76), good communication can be an effective tool for promoting learning and growth and can serve as a means of influencing the instructional behaviour of teachers. Without effective communication, schools may not function. Because of the centrality of communication in effective school management, it is important for you as an education manager to have a clear understanding of the communication process. The ability to communicate with teachers and others ultimately determines the degree of success in improving instruction (Beach and Reinhartz, 1989). The definitions below should help you to understand the communication process.

Koontz, O'Donnell and Weffirich (1980: 688) define communication as “the transfer of information from the sender to the receiver with the information being understood by the receiver”.

Eyre (1984: 132) perceives communication as “the transmission and reception of a message or idea from one party to another in such a fashion that it is mutually understandable”.

Ivancevich et al. (1982: 431) define communication as “the transmission of common understanding through the use of symbols”.

These three definitions indicate that communication has the following key components:

- a message to be sent by a sender,
- a channel for sending the message,
- a receiver to whom the message is being sent,
- shared meaning or understanding between the sender and receiver, and
- the need for a response, or feedback, about the message.

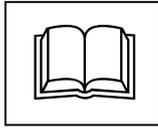
In this unit **communication** is defined as the exchange of information and the transmission of meaning to facilitate decision-making. It is a process by which teachers and education managers reach each other with ideas and thoughts with a view to achieving common desired goals.



Self-Assessment 1

Explain the meaning of the communication process in your own words.

A possible answer to this activity is provided at the end of this unit.



Purpose of Communication

Communication in education serves the following functions:

- facilitates the introduction and management of innovation;
- facilitates decision-making and allows for the analysis of competing alternatives;
- facilitates goal achievement through the mobilisation of financial and human resources;
- influences teachers' performance and motivation through the provision of feedback;
- provides a vehicle which teachers can use to express their hopes, fears and desires;
- constitutes a tool for the dissemination of information on educational issues;
- facilitates school development planning; and
- networks the school with other schools and agencies that have an interest in education.

The persuasive nature of communication in education is summed up by Eyre (1984: 134), who maintains that:

Effective communication plays a vital role in management because without it all attempts to carry on the activities of an organisation might fail. Without communication nothing can happen, no instruction can be given, no orders taken, no contacts made with superiors or subordinates and no information provided or received.

Types of Communication

Below are three types of communication that you are likely to use or encounter in your work as an education manager.

Written Communication. This type of communication provides written records and references that can be reviewed if necessary.

Its main drawbacks are that it can be an impersonal medium and there is no immediate feedback. Written communication

can result in the accumulation of large amounts of paper. Poor written expression can lead to misunderstandings.

Verbal or Oral Communication. This mode of communication provides an opportunity for immediate feedback so that misunderstandings can easily be resolved. However, this type of communication can be time-consuming and can be expensive when long-distance telephone calls are made. In addition, oral messages can be emotional or distorted and records of verbal communication are rarely made. Though oral communication provides for immediate clarification of questions, it may also hinder consensus if a few dominant individuals influence the decisions.

Non-Verbal Communication. This type of communication includes body language such as hand gestures and facial expression. Non-verbal communication can support verbal communication. However, on its own, it can convey incomplete or wrong messages. Since teachers are considered to be role models, non-verbal communications, such as physical appearance and mannerisms, can affect classroom management and learner behaviours.

Whatever the type of communication you choose to use in your professional practice, note that communication flows in three directions:

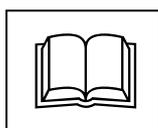
- **Downward.** Information can be passed by the inspector to the headteacher who in turn passes it on to the deputy headteacher, senior teacher and teachers.
- **Upwards.** Information can flow from the teachers to the headteacher and further up the system.
- **Horizontally or laterally.** Communication can take place among people at the same level or belonging to the same work group.



Self-Assessment 2

This unit has outlined three broad categories or types of communication. List at least four examples of communication under each category.

Possible answers to this activity are provided at the end of this unit.



Characteristics of Effective Communication

When communicating with the different levels of educational stakeholders, an education manager must be aware of the different types of communication approaches that might be required, and must select the best medium to ensure effective communication. The medium must deliver the message

undistorted and evoke accurate feedback or response to the message received.

As indicated earlier, the forms of communications may vary depending on the type of medium selected and the target audience. Regardless of the audience or group, the education manager should ensure that the following principles of effective communication are kept in mind:

- The target audience must be clearly identified.
- The appropriate medium must be clearly identified.
- The language should be clear and simple.
- The message should be presented in a logical train of thought.
- Short sentences and paragraphs should be used.
- If need be, examples and illustrations should be used, as they help clarify the message.
- When possible, the first person should be used in written and oral communication.
- Unnecessary words, particularly adjectives, should be avoided.

The message must be timely, accurate and evoke the desired response. You should also understand that communication is a two-way activity that has the following characteristics:

- At least two people are involved, a transmitter and a receiver.
- A message is transmitted for a particular purpose.
- The message is transmitted through a particular medium.

In order to communicate effectively, you must transmit a message via a medium that reaches the receivers and evokes a desired response. Therefore, your communicative activity includes a reason for communicating.

The following propositions provide a synthesis of research summaries cited in Alfonso, Firth and Neville (1981), Lovel and

Wiles (1983) and Berelson and Steiner (1964). The list can guide education managers as they communicate with teachers about classroom instruction.

- Communication is never complete and never 100 percent accurate because of the nature of the communication process. The process involves a sender, a receiver and other variables, and problems may arise in any of these stages in the process.

- Effectiveness in communication can be increased by completing the circuit with immediate feedback that comes from two-way (oral or spoken) rather than one-way (written) communication.
- Communication is affected by the positions the sender and receiver hold in an organisation. The message is more likely to be precise and accurate if it progresses in a downward direction than if it progresses in an upward direction within the organisation.
- The experience, expertise and credibility of an individual affects the frequency of interaction and the degree of acceptance of the message or information by others.
- The message communicated can be distorted by the personality types of the sender and the receiver involved.
- Communication is more effective when the sender and the receiver share common views and experiences and when the message is compatible with these views and is considered reasonable.
- Communication verifies group norms and the communication patterns affect accuracy, group leadership, satisfaction of members and the efficiency with which the group carries out its tasks.
- Communication is most effective when it is consistent with an individual's views.
- Communication of factual information is not always the most effective way to change others' opinions. The stronger the emotional and psychological factors, the less impact factual information may have on an individual.
- Communication effectiveness is increased when the sender considers his or her personality and style and then communicates the message using channels (written, verbal, or mass media) that are consistent with the expectations of the group.
- Communication effectiveness can be improved if the sender organises the content of the message, determines the appropriate vocabulary of the receiver(s) and matches verbal messages with non-verbal cues.

Feedback

It is essential for education managers to regularly receive feedback, whether from schools, parents, or communities, about whether the messages sent have been received and understood.

The following methods may be used to obtain feedback, though in some cases, they may take a long time, especially if written communication is the medium being used.

- A tear-off slip can be attached at the bottom of a circular or letter. This slip may list questions to be answered, or ask for suggestions.
- A group of parents and others in the school community could be invited to meet with you or your representative informally over a cup of coffee or tea. Ideas could be discussed and suggestions made about effective two-way communication and healthy school-community relations.
- A well-structured questionnaire could be circulated periodically to those under your supervision.

The information collected in this way could be used to improve and promote effective two-way communication that may lead to improvements in staff and community relations.

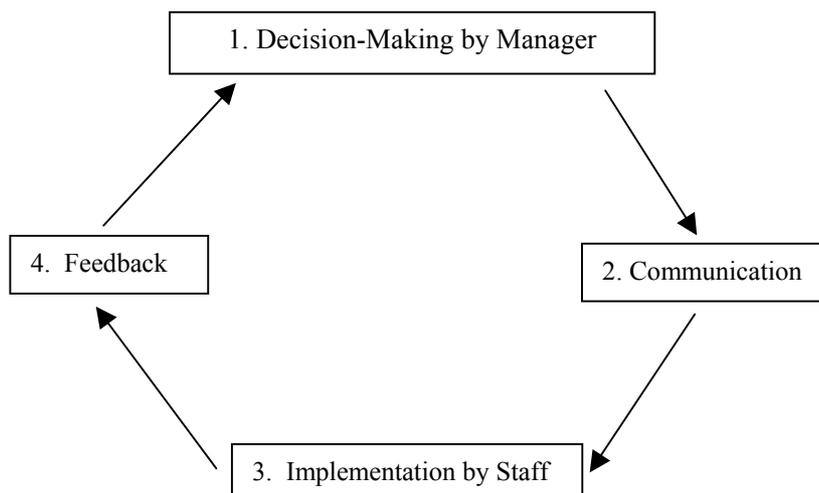
Communication Networks

In order to ensure that education services at national, regional, district and school levels achieve their intended goals, education managers should strengthen communication systems in their work places. It is important that decisions regarding educational change, policy and practice be disseminated to the right stakeholders promptly via the appropriate channels of communication. Halliday (1995: 48) stresses this view when he says:

It is essential that a clear policy on communications be adopted to ensure that all personnel, both administrators and teachers, are fully aware of the policies, practices and procedures of the education service. They must also know how they, as individuals, can make positive proposals for improvements in both teaching practice and administration.

The starting point in planning for clear communication networks is to identify the various players in communication within the educational establishment. You should try to answer the question: Who communicates with whom and for what purpose? To illustrate the importance of this question in preparing networks, a simple management cycle is illustrated below:

Management Cycle Model



In order for the decisions made by the management team to benefit the organisation, such as a school, the decisions must be communicated to the rest of the staff through well planned and designed types of communication. As junior staff such as teachers are implementing decisions or policies, they may experience some operational challenges or may develop views that have a direct bearing on the work they are doing. They will communicate their views, experiences or suggestions through feedback to the management team for reconsideration of the decisions or policies.

In order to maximise the success of communication passing through boxes 1, 2, 3 and 4 in the model, everyone involved in the management cycle should know:

- what to communicate,
- who to communicate to, and
- what channel or type of communication to use.

You should relate the above model to your job and help your teachers to understand the communication patterns in the school or education system.



Practice Activity

1. State the characteristics of effective verbal or oral communication. When formulating your answer, think about what is involved in preparing a school assembly address.
2. Explain why communication is important in the working life of an education manager.

Possible answers to this activity are provided at the end of this unit.



Summary

The unit dealt with communication by defining what communication is and the purpose for which it is used. It emphasised that education managers must employ clear, concise communication when working with teachers. Managers use communication to improve or build relations among different stakeholders.

The unit further stressed that communication is more than talking or using words. It is the mutual understanding and sharing of information. The characteristics and principles of communication were discussed merely to serve as benchmarks for education managers. Feedback was also discussed. Feedback is used to determine whether or not communication is actually taking place and whether further clarification is necessary.

Effective communication is vital to the successful operation of a school or education system. All stakeholders must be aware of the communication channels that they can use to provide feedback and initiate change in the school and/or the education system.



Reflection

Reflect on the role of effective communication in school management and think of possible barriers to communication in your work place.



Unit Test

1. List the advantages and disadvantages of written communication. From your own experience, provide an example of each advantage and disadvantage.
2. Why is feedback important in the communication process?

Suggested answers to the above questions are provided at the end of this unit.



Suggested Answers

Self-Assessment 1

The communication process involves:

- conceiving of an idea,
- transforming the idea into a message using appropriate language,
- encoding the message using an appropriate medium,
- transmitting the message using an appropriate medium,
- receiving the message,
- decoding the message so that the original idea is understood, and
- providing feedback.

Self-Assessment 2

Examples of each type of communication are presented below:

Written communication

- reports
- memoranda
- letters
- circulars.

Verbal or oral communication

- face-to-face discussion
- telephone
- classroom teaching
- giving a speech
- presenting an assembly address.

Non-verbal communication

- facial expressions
- gestures
- tone and pitch of voice
- physical appearance.

Practice Activity

1. Characteristics of effective verbal or oral communication are listed below:

- clear purpose
- addresses the needs or wants of the audience
- organised around themes
- presented in a logical order
- moves from one theme to another using verbal signals
- audible to the audience
- appropriate pace
- use of appropriate non-verbal signs
- appropriate use of tone, pitch and pauses
- careful choice of vocabulary
- emotion and humour used appropriately.

You may have included additional items in your answer.

2. Communication is important to education managers as they must disseminate official decisions and policies for performance appraisals, supervision, monitoring, evaluation and report writing. They must also build team spirit in the school, receive feedback from subordinates, recognise and reward good performance and establish positive school-community relations.

Unit Test

1. The advantages and disadvantages of written communication are listed below:

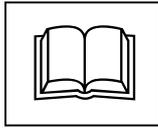
Advantages

- It is a permanent record.
- It has legal value.
- The message or information can be prepared in advance.
- A large target audience can be reached.

Disadvantages

- There is no immediate feedback.
 - Large amounts of paper can accumulate.
 - Messages that are erroneous or misinterpreted cannot be corrected immediately.
 - Written messages can be impersonal.
2. Feedback is important, as it indicates whether the original message has been received and helps to refine the decision-making process.

Unit 7: Delegation



Introduction

Education managers have a wide range of responsibilities to perform in enabling schools to produce results that are acceptable to all the stakeholders. Some of the responsibilities of education managers are:

- day-to-day administration of the office,
- staff appraisal,
- staff supervision,
- monitoring and evaluation,
- supervision of curriculum implementation,
- attending to discipline issues involving both teachers and learners,
- school and community relations,
- staff development.

In order to perform these responsibilities and many others, the education manager is expected to make decisions. The ability to make decisions within the realm of the job and its responsibilities is commonly referred to as **authority**. Although the education manager is responsible for the performance of all the above cited functions, it would be too much to expect one officer to perform all the functions effectively and still meet the expectations of all stakeholders. In addition, many of the functions require simultaneous attention.

If you want to maintain high standards of achievement and minimise the chance of frustrating stakeholders, you will need to share some of the functions and authority with some of your staff. This practice of sharing functions is referred to as **delegation**. Managers who delegate some functions to their subordinates not only achieve team spirit in the organisation or school, but also leave themselves enough time to deal with more pressing issues.

You should realise, however, that the delegation of functions and authority does not extend to the delegation of **accountability**. An officer who delegates responsibilities to junior staff is accountable for what they were delegated to do and the level of achievement attained. You cannot surrender accountability to them.

This unit discusses the important concept and practice in education management called delegation. We hope that after going through this unit, you will become a more effective

manager and facilitator. The effective application of the concept and practice of delegation will enhance the spirit of collegueship and ownership of decisions and programmes among the key stakeholders in your educational establishment.

Objectives

After completing this unit, you should be able to:

1. Define the concept of delegation.
2. State the purpose of delegation.
3. Discuss issues in delegation.
4. Describe the barriers to effective delegation.
5. Identify the characteristics of good delegation.

Definition of Delegation

Delegation is a key concept in the management of organisations like schools. According to the Commonwealth Secretariat (1998), delegation is “a process by which managers such as school heads transfer part of their authority to subordinates for the performance of certain tasks and responsibilities”. Adair (1988: 152) views delegation as a process of giving “a subordinate the authority and freedom to handle certain matters on his own initiative with the confidence that he can do the job successfully”.

The above definitions reveal that **delegation**:

- is a process,
- involves the assignment of tasks and responsibilities to subordinates, and
- involves entrusting authority and freedom to subordinates to enable them to carry out assigned tasks.

It is important for you to understand that while duties, responsibilities and authority can be delegated, **accountability can never be delegated**. Delegation should not be confused with abdication, which refers to the total abandonment of duties and responsibilities.

Purpose of Delegation

The delegation of duties, responsibilities and authority is necessary because it:

- allows managers to concentrate on their core business, thereby reducing their workload and stress;
- contributes to the growth and development of staff by allowing them to be part of the decision-making process;
- fosters team building;

- can lead to high productivity, job satisfaction and high staff morale;
- allows decisions to be made expeditiously;
- allows for the maximum use of subordinates' skills and abilities;
- results in the efficient use of time by managers; and
- ensures that education managers spend their time and effort leading the organisation rather than doing routine or mundane tasks.



Self-Assessment 1

If an education manager fails to delegate duties and responsibilities, what are the possible consequences of this action?

The answer to this activity is at the end of this unit.



Issues in Delegation

As an education manager, you need to realise just how much of what you do on a daily basis could be delegated.

Prior to delegating tasks, education managers should discuss with their staff the areas that need to be addressed in a school or in any educational establishment. Then the education manager has the opportunity to delegate some activities so that more time can be made available to concentrate on those activities that the managers are qualified and authorised to do.

There are tasks that you can delegate. These may include:

- routine, repetitive management work;
- technical work others are willing and able to do;
- problems or issues that require exploration, study, analyses and recommendations that are within the scope of the subordinate's job and ability; and
- problems which, if handled by the subordinate, would conserve the manager's time.

Tasks must be delegated clearly. You must state what is to be done, any limitations on procedures, the expected outcomes and the delivery or due date. These must be delineated clearly because you are accountable for the results. Your subordinate is responsible to you, since you delegated the work, but you are accountable to your supervisors for the work subordinates were delegated to accomplish.

Once authority has been delegated, a subordinate should not be expected to refer decisions back up the chain of command for approval as long as the decision is within the subordinate's

scope of delegated authority. However, the subordinate should still have the right to communicate with you and seek clarification in areas where clarification may be required.

Finally, as an education manager, you should realise that accountability is created and not delegated. When you agree to do the head's work (responsibility) and make the necessary decisions (authority), the obligation to perform (accountability) is created. You in turn can entrust the delegate with parts of that responsibility and authority. However, you cannot entrust to others the obligation or accountability to see that the work is done to standard and that the necessary decisions are made. Remember, delegation should not mean:

- a chance to get rid of all the jobs you dislike,
- an opportunity to abdicate accountability, or
- an opportunity to relax.

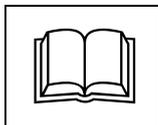
Delegation maximises your efficiency and gives you more time to focus on those activities that are crucial to the school or education system. It frees you to apply your individual management strengths.



Self-Assessment 2

To what extent do you agree with the following statement?
Delegation is not abdication of duty.

An answer to this question is provided at the end of this unit.



Barriers to Effective Delegation

As indicated earlier, delegation is an act of trust and an expression of the leader's confidence in the subordinate. It is important for you to recognise and accept that you cannot do everything by yourself, and that some of the issues and problems that you occupy yourself with could actually be handled by subordinates.

Below are some of the barriers that might affect effective delegation.

- **Insecurity.** This is mainly a concern of inexperienced managers or leaders who are unwilling to delegate authority for fear that the subordinate might fail to accomplish the task. A manager might also fear that subordinates might carry out functions in a more efficient, effective and expedient manner than the manager could. This would place the manager in an uncomfortable position.
- **Failure to plan ahead.** This barrier is caused by a manager who has no work plan, no time frame and no clearly identified objectives, purpose, mission or vision.

Thus, he or she may find it difficult to delegate and may question what to delegate, to whom to delegate and when the task is to be completed.

- **Cultural beliefs.** Managers may have cultural beliefs or superstitions that prevent them from delegation.

It should also be stressed that subordinates or those being managed may be reluctant to accept responsibilities delegated to them for fear that they will fail to:

- accomplish the task(s),
- benefit in terms of receiving sufficient incentives, or
- receive guidance and support from the manager.

Delegation should not be a barrier, but rather a means to accomplish tasks within a limited time. This can only be accomplished if the education manager is able to:

- stimulate and motivate subordinates to undertake duties and responsibilities delegated to them,
- set the standard of performance expected and the time limit,
- avoid undue interference once a job or task has been delegated,
- allow for some degree of flexibility in carrying out the task,
- allow for ongoing communication should there be need, and
- offer support to delegates where such support may be required.

Finally, as an education manager, you will be required to delegate tasks, assignments and responsibilities to subordinates and train them to discharge these responsibilities effectively. Thus you will increase the satisfaction and ability of the subordinates.

To be an effective manager or leader, you must learn to delegate wisely.

Characteristics of Good Delegation

You should become familiar with the characteristics of good delegation. This will help you to implement the process or advise others about its merits. Below are some of the characteristics of good delegation:

- Good delegation must include a clear description of the task being delegated.

- Good delegation is characterised by a clear statement of the standard of performance expected and the time limit within which the task must be accomplished.
- The delegatee or subordinate must be given a chance to perform the assigned task without undue interference. The manager or delegator should appreciate the efforts the delegatee is making and provide the necessary support and guidance.
- Good delegation allows room for making mistakes that are not threatening to the existence of the institution.
- Good delegation demands that mistakes made by subordinates be treated as part of the learning experience. Mistakes should not be used as a basis for ridiculing and threatening the delegatee. The provision of feedback by the delegatee to the delegator is a critical characteristic of good delegation.
- Because of the risk inherent in it, delegation is an expression of confidence and trust. Without trusting people, very little gets done.
- Good delegation matches the assigned task with the qualification, experience and interest of the delegatee.
- Good delegation provides a basis for on-the-job staff training.
- Good delegation is characterised by regular appraisal of the delegatee.

According to Adair (1988: 153-154), if delegation is to occur in an effective manner, then an organisation needs to pursue

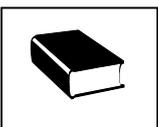
definite policies regarding selection, training, appraising and career planning of educational personnel.



Practice Activity

1. Explain how the practice of delegation influences classroom instruction.
2. From your experience as an education manager, list some of the problems that hinder effective delegation in most organisations.

The answers to this activity are provided at the end of this unit.



Summary

This unit covered the definition, purpose, barriers and characteristics of good delegation. The unit stressed that sharing tasks and responsibilities among staff gives subordinates the opportunity to prepare for future managerial or higher-level responsibilities.

In addition, the unit cautioned education managers that delegation is not the same thing as abdicating accountability. One can delegate tasks and responsibilities; however, the ultimate accountability for the final result or outcome stays with the delegator.



Reflection

Reflecting on your experiences as both a teacher and as an education manager, to what extent has delegation been practised in your institution or establishment? How could you delegate more effectively?



Unit Test

Explain the meaning of delegation and justify its use in your school or education system.

The possible answer to this test is provided at the end of this unit.



Suggested Answers

Self-Assessment 1

In answering the question on possible consequences of failure to delegate, you may have included the following in your answer:

- growing mistrust among staff
- frustration among staff
- workload stress and burn-out
- delays in goal achievement
- lack of focus in job performance by the manager
- alienation
- poor utilisation of time.

Self-Assessment 2

The extent to which you agree with the statement will depend on your viewpoint. However, if you delegate responsibility, then you will:

- delegate what you are certain will be achieved,
- delegate to persons who have the capacity to perform,
- continue to monitor performance,
- continue to provide support, and allow for consultation.

Consequently, you are still involved in and responsible for any actions conducted by your subordinates.

Above all, as an education manager, you remain accountable to your superiors and organisation.

Practice Activity

1. Delegation may influence classroom practice and lead to the establishment of team spirit among teaching staff, which allows for:
 - professional support for one another,
 - joint presentation of lessons,
 - peer supervision of lessons presented,
 - peer feedback, and
 - joint production of teaching-learning materials.

Delegation can also:

- create a sense of ownership of curriculum and its delivery,
- motivate the teachers and lead to job satisfaction,
- facilitate the allocation and distinction of roles, and
- create a sense of belonging and collegueship.

2. Delegation may be hindered by:

- insecurity
- fear of losing authority
- lack of planning
- lack of confidence and trust in subordinates
- jealousy
- the “I-know-it all” mentality
- ignorance of the benefits of delegation.

Unit Test

Delegation:

- is a process;
- involves the assignment of tasks and responsibilities to subordinates;
- involves entrusting authority to make decisions;
- requires that details be provided regarding what, how and when an activity is to be conducted.

Delegation may be used to:

- allow for wider participation in decision making and performance;
- contribute to staff development;
- motivate staff;
- create a sense of belonging, hence, team spirit;
- create a sense of ownership of decisions and programmes; and
- allow the manager to concentrate on core business activities.

You may have included other items in the above list.

Unit 8: Statistics in Education



Introduction

Education managers make decisions that are expected to contribute to the improvement of teaching and learning. They help teachers create an enabling environment for student learning. Education managers cannot perform this function effectively without the support of current, relevant and adequate data. They depend on available data to make sustainable decisions. Decisions regarding classroom space requirements, learner enrolment levels, teacher/learner ratios and learner/book ratios should be based on data. It is impossible for education managers to make meaningful decisions about school development plans or any educational change without basing them on sound data or statistics. Education managers who have ignored the value of statistics in education have experienced failure and a lot of frustration in their work.

This unit introduces the subject of statistics in education in order to help you access and use data related to school or education management. The unit discusses basic statistics in order to demystify this important subject for education managers.

Objectives

After completing this unit, you should be able to:

1. Define the concept of statistics in education.
2. Explain the purpose of statistics in education.
3. Discuss the various types of statistics in education and their uses.
4. Describe the sources of statistics in education.
5. Discuss issues in school statistics.

Definition of Statistics in Education

Without reliable statistics, educational planning and decision-making become difficult, if not impossible. Accordingly, it is vital for you as an education manager to be aware of the meaning of statistics and the uses to which they can be put.

In the Centre for Distance Education (1995) *Module EA3DC: Managing Schools*, statistics are viewed as facts that are

obtainable from analysing information expressed in numbers. Examples of such facts include pupil enrolments, number of teachers, number of classes and number of classrooms.

Best and Kahn (1993: 274) define statistics as a body of mathematical techniques or processes for gathering, organising, analysing and interpreting numerical data. For the purposes of this unit, **statistics** in education refer to numerical information into which one reads meaning for the purposes of planning and decision making.



Self-Assessment 1

Examine the definitions given for statistics in education and identify the key elements that constitute the definition of statistics.

The answer to this activity is provided at the end of this unit.



Purpose of Statistics in Education

Below are some of the reasons why statistics are essential for the effective management of educational institutions.

- Statistics in education are the basis for effective school development planning. Statistics are used to plan new schools or to construct additional classrooms.
- The compilation of educational statistics facilitates decision-making. Statistics help to determine the quantities of textbooks required, staffing levels and resource mobilisation.
- Statistics are essential for determining budgets at the provincial or regional, district and school levels.
- Statistics in education can be used to seek and justify external support for the provision of education or the expansion or improvement of the curriculum.
- Effective administration of examinations demands a reliable statistical base. This information can be used to identify issues such as gender disparities.

Types and Uses of Statistics in Education

Now that you understand the nature of statistics in education and the purposes that they serve, it is helpful to understand the types of statistics that educational institutions collect and the uses to which they are put.

Statistics in education may focus on the items outlined below:

- **Number of educational institutions.** In order to ensure equity in the provision of education, as well as its accessibility, it is useful to know the number of pre-schools (nursery schools/creches/early childhood education and care), primary and secondary schools and tertiary institutions.

- **School size.** The size of a school is determined by its enrolment and its staff levels. In some countries, such as Zimbabwe and Zambia, the grading of a school depends on its enrolment. Grading influences the salary of headteachers. A headteacher of a Grade 1 school gets a higher salary than the headteacher of a Grade 2 school. The size of the school also determines the levels of financial, human and material resources that are allocated to the school.
- **Pupil or student enrolment.** Statistics relating to student enrolment by levels, grade and sex allow the manager to detect gender disparities, rates of participation and problems related to the accessibility of education. Student enrolment is the basis for the compilation of the teacher-pupil ratio which determines the level of teachers assigned to a school. Student enrolment figures also determine the levels of budget support that schools will require. Educational planners depend very heavily on student enrolment figures to facilitate the provision of adequate services. Student enrolment figures can be used for a variety of additional purposes. A few examples are provided below:
 - Statistics on repeaters by grade and sex are critical in calculating intake, promotions, repetition and drop-out rates. These rates are important indicators of the internal efficiency of an education system.
 - Statistics on new entrants are helpful in assessing the need for additional schools, classrooms, classes and teaching and learning materials.
 - Statistics by age distribution enable planners to determine whether all children who should be in school have in fact entered school.
 - Statistics on school learners by level and gender, including those who do not complete a given study cycle, are useful in determining potential entrants to institutions of higher learning and in evaluating the performance and impact of the education system.
 - Statistics on examination results are used to assess the performance of the education system and to monitor the performance of boys and girls with a view to remediating any discrepancies.
 - Statistics on the transfer of learners facilitate planning, especially in situations involving special provisions such as the method of fee payment, language of instruction and subjects to be offered.
 - Statistics on attendance reveal the extent of absenteeism and wastage in the system. It is also important to monitor the attendance of girls in order to detect any impediments that may prevent girls from participating in education.

- Statistics on the number of classes and class sizes enable the planners to take practical measures to minimise problems that may arise, such the recruitment of staff to assist students with special needs.
- **Teacher establishment.** The focus of statistics of this nature should be on the teacher's age, gender, qualifications, length of service and areas of specialisation. This information enables the education system to manage its personnel effectively, particularly with regard to retirement, resignation, death, remuneration, gender equity, provision of staff development, secondment, promotions and dismissals.
- **School buildings and equipment.** This information is vital to facilitate the construction and repair of the infrastructure and equipment belonging to institutions.
- **Educational finance.** The basic data required on educational finance relates to public recurrent expenditure, public capital expenditure and sources of funds. Statistics on educational finance reveal the extent to which the government is investing in education and may include such items as land acquisition, development of sites, construction of buildings, provision of teaching and learning materials and services and the purchase and installation of fixed facilities and equipment.

From the above, it is clear that there are various types of statistics that education managers can use to facilitate goal achievement. They must have a reliable, accurate and up-to-date database if the education system is to be managed efficiently. It is important to note that statistics in education have always been available, but they have often been either ignored or taken for granted.



Self-Assessment 2

In your experiences as an education manager, you would have seen or created different types educational statistics. Provide examples of the everyday statistics you employ in your school or schools.

The answer to this activity is provided at the end of this unit.



Sources of Statistics in Education

In educational evaluation, the assessment of attitudes and the acquisition of knowledge, skills and concepts are all taken into account. Some of these are difficult to measure in purely behavioural terms. It is for this reason that education managers are cautioned about the sources of statistics in education. Also, they are reminded that statistics are useful

only if the purposes for which they were collected are clear and if the application strategies are articulated.

The following are some of the possible sources of statistics in education:

- **Physical facilities records**
 - school building plans
 - school building reports
 - school building site plans
- **Student records**
 - pupil enrolment
 - attendance registers
 - admission registers
 - transfer records
 - examination records and reports
 - inspection and supervision reports
- **Financial records**
 - school budget
 - financial statement
 - financial report
 - audited report
- **Staff records**
 - qualifications
 - staffing levels
 - administration records
 - support services
- **Physical assets records**
 - furniture and equipment inventories
 - books and stationary inventories
 - reports from donor agencies
 - reports regarding information technology.

Issues in Statistics

As indicated previously, educational statistics are not easily quantifiable. The methods of capturing these statistics are as diverse as the purposes for which they are collected. Education managers should:

- know their data requirements,
- know the sources of their data,

- find functional and creative ways of collecting the data, and
- know how the data collected are processed and communicated to those who need to use them.

The following may help you to collect and store data.

- **Methods of data collection.** Whatever the method used to collect data or statistics, they should:
 - involve all stakeholders,
 - be collaborative
 - employ a variety of collection instruments, and
 - be reliable.
- **Adequacy of sample size.** The samples used or referred to must be large enough to justify the findings. If only 5 schools in a school system comprising 100 schools provide data, the data may be accurate, but they may not reflect what's really happening within the school system. The sample size is too small. The data collected must be:
 - accurate,
 - reliable,
 - current,
 - complete, and
 - user friendly.
- **Storage.** When data are stored, you should consider:
 - the accessibility of the statistics,
 - how the data are stored (whether computerised or manual),
 - how easy it is to retrieve the data, and
 - how to keep the data current.



Practice Activity

1. What statistics, if properly used, can enhance the effectiveness of teaching and learning in the classroom?
2. Why do you think it is necessary to have a reliable and accurate database of educational statistics?

The answers to these questions are provided at the end of this unit.



Summary

This unit dealt with statistics in education by addressing their definition, purpose, types and uses and sources. It also discussed issues associated with the use of educational statistics. Statistics should not be viewed as difficult or too technical. In fact, statistics are everyday tools that are used by education managers to plan and make informed decisions. The different types of data and information sources identified in the unit should help the education manager to arrive at reasonable findings which should help in the improvement of teaching and learning. However, the unit also cautions education managers that statistics can only be useful if the purpose for which they are being collected is clear, and if such statistics are current, relevant and adequate.



Reflection

How has the use of statistics in education facilitated your role as an education manager? When using statistics in the future, will you be more cautious? Will you assess whether the statistics are current, relevant and adequate? How will you do this?



Unit Test

List three sources of statistics used in education. Explain how each one of these is used and applicable to your work situation.

The answer to this test is provided at the end of this unit.



Suggested Answers

Self-Assessment 1

Your list of elements in a definition of statistics in education may include the following:

- a set of facts relating to education
- facts expressed in numerical terms
- a body of mathematical techniques
- involves gathering, organising, analysing and interpreting numerical data
- used for planning and decision-making.

Self-Assessment 2

Your list of types of statistics that may be used at the school or system level should include at least the items below:

- student enrolment figures
- transfers
- students' examination scores
- staff records
- educational finance
- number of buildings
- drop-outs
- completion rates
- staff turnover.

Practice Activity

1. You may have included the following items in a list of statistics that can be used to enhance or reflect the effectiveness of teaching and learning:
 - class size
 - staffing levels and qualifications
 - stocks of teaching-learning materials
 - examination and test results
 - completion rates
 - funding.

2. A reliable and accurate statistical database will help you:
- reveal the true state of affairs in the school(s),
 - facilitate planning and decision-making,
 - justify the implementation of decisions,
 - facilitate procurement of resources, and
 - determine staff levels.

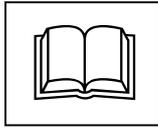
Unit Test

Below are a few sources of statistical data. You may have included other items on your list.

- student records
- staff records
- stock records
- financial records
- records about physical facilities.

The applicability of these sources will depend on your local situation.

Unit 9: School Development Planning



Introduction

Planning ahead is the best insurance coverage for any organisation that wants to ensure that its success levels are sustained. As indicated earlier, for any organisation, failure to plan is planning to fail. This is also true of schools or any other educational establishment. Success and quality in education must be planned, monitored, evaluated and re-engineered. In order to maximise the school's performance, education managers must plan curriculum, staffing, teacher and learner performance, funding, school and community relations and many other factors. This planning, done at the school level, is referred to as **school development planning**. This practice provides schools with the opportunity to set objectives and performance targets in various areas of school life that contribute to the improvement of teaching and learning. This unit discusses the key issues in school development planning. It is intended to assist you, as an education manager, in acquiring the knowledge and skills needed to develop, implement and evaluate school plans.

Objectives

After completing this unit, you should be able to:

1. Define the concept of school development planning.
2. Explain the purpose of school development planning.
3. Identify the stakeholders in the school development planning process.
4. Describe the elements of a school development plan.
5. Explain the process of staff development planning.
6. State the follow-up activities in school development planning.

Definition of the Process of School Development Planning

Schools, like other organisations, need to have a clear perception of where they are, where they intend to go, how they intend to get there and what strategies to use for monitoring progress towards the attainment of set goals. School development planning is a process that helps organisations to meet set goals in a systematic manner.

In this unit, school development planning refers to the process of developing a school plan that allows all members of staff to have a clear and coherent view of the priorities of the

institution. Such a plan must embrace the organisation's aims, values, current achievements and future targets and should be designed in the context of national goals.

Purpose of School Development Planning

School development planning is a tool for managing change and development. It is as much concerned with the present as it is with the future. It also brings coherence or purpose to the planning process. Below are some of the purposes that school development planning serves.

- School development planning facilitates the improvement of the quality of teaching and learning.
- It allows school development to take place in a systematic and logical manner.
- School development planning is a tool that helps to create thinking and self-reviewing schools.
- School development planning allows staff members to be involved in making decisions that are crucial to the development of the school, thus giving them a sense of ownership.
- It is a strategy for the efficient management of resources, as the allocation of resources is driven and informed by priorities.
- It allows school development to take place in a coherent manner and within specific time frames.
- It gives the school the opportunity to prioritise its aims and objectives. This helps the school to achieve its vision.
- It allows education managers to have an insight into the school's strengths and weaknesses, thus making relevant intervention possible.
- School development planning creates opportunities for curriculum review to determine areas that require more attention and reinforcement.
- School development planning thus provides guidelines to facilitate the attainment of set goals in a systematic manner.

Stakeholders in School Development Planning

School development planning should be a collaborative process involving various stakeholders. Thus the stakeholders will develop a sense of ownership. This in turn will facilitate the implementation of the school development plans.

The following are examples of stakeholders who should be involved in school development planning:

- inspector
- headteacher
- deputy headteacher
- teachers
- pupils
- support staff
- school committee
- parents
- owners of the school or responsible authorities
- business and industrial leaders
- professional associations
- teacher-training institutions.

Involvement of these stakeholders in school development planning will facilitate the resource mobilisation without which school development plans may never be translated into action. Note, however, that all of the above listed people or groups may provide advice, but it is frequently the education manager who is responsible for drafting the school development plan. This does not mean that education managers should draft the plan without receiving input from others. Unless there is stakeholder ownership, the plan will fail.

Elements of School Development Planning

School development plans are not documents that are developed to decorate the education manager's office. Their main purpose is to guide the development of schools by:

- addressing the learning needs of students,
- being sensitive to the capacity of the staff, and
- taking into account the views of the parents.

Each school should have a school development plan. The education manager must ensure that these plans are properly developed, implemented, monitored, reviewed and strengthened for the betterment of teaching and learning.

School development plans usually comprise the elements below:

Aims

This section includes:

- objectives of the plan,
- motto, and
- mission statement.

This section should contain a concise statement of the mission or philosophy of the school expressed in simple, understandable language. The education manager must ensure that there is a direct link between the aims, policies, priorities and targets of the development plan.

Audit

This section contains:

- a clear and concise statement of the quality of performance at the school,
- strengths and weaknesses of the school,
- areas which may need improvement, and
- structures to provide feedback.

You should ensure that this section is developed in a collaborative manner because its success depends on the involvement of all members of staff, whose sense of ownership becomes enhanced in the process. The principal activity in an educational audit is the professional consideration of evidence such as:

- the quality of the curriculum,
- the quality of teaching and learning,
- pupils' progress and attainment,
- management of staff,
- finances and resources, and
- the ethos of the school, as expressed by discipline policies, counselling practices and relationships with pupils and parents.

Development

This element involves the school establishing its:

- current position or status,
- ultimate goals, and
- strategy for achieving the aims.

Generally, a school development plan should include:

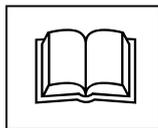
- the school motto.
- the school mission,
- the school aims,
- a context description of the school,
- school priorities which are developed through consultation,
- an action plan for the first year, and
- general information about the school.



Self-Assessment 1

Although the terms ‘school motto’ and ‘school mission statement’ were not defined in this module, based on your experience, define these terms and outline their role in school development planning.

The answer to this activity is provided at the end of this unit.



The School Development Planning Process

School development planning is key to establishing where the school is, where it wants to be and how it will get there. However, school development planning will have no real value unless it brings about action to assure and improve the quality of education provided by the school. It is your responsibility as an education manager to explain to staff and parents the role of the school development plan in managing the school effectively.

The following steps should help you to develop a comprehensive, relevant and realistic school development plan:

Getting Started

This stage mainly deals with bringing together all stakeholders in order to explore and discuss the significance of having a plan and what should be included in it.

School Review

This stage involves relating the school curriculum to national goals and ensuring there are no omissions or contradictions. This stage will include the review of:

- staffing
- learning resources
- buildings
- examination results.

Agreeing on Priorities

Here the focus is on reaching consensus with the stakeholders. First, the information that has been compiled during the previous two stages must be reviewed. Then, a priority list is agreed upon for the actual development of the plan.

Sequencing the Priorities

During this stage, priorities are broken into implementable cycles over a number of years. Priorities that must be addressed immediately and those that can be addressed at a later date are identified.

Preparing an Action Plan for the First Year

This stage involves:

- Formulating an action plan. Agreements must be reached regarding the targets and the work assignments to be achieved. For example, who will do what, when, how much will it cost, where will the funding come from? Monitoring and evaluation instruments are developed in order to measure the success or failure of the plan.
- Presenting the action plan to the school committee for approval. This will encourage others to own and support the plan. It is always helpful if the community supports your school and its priorities.

Implementing and Monitoring the Plan

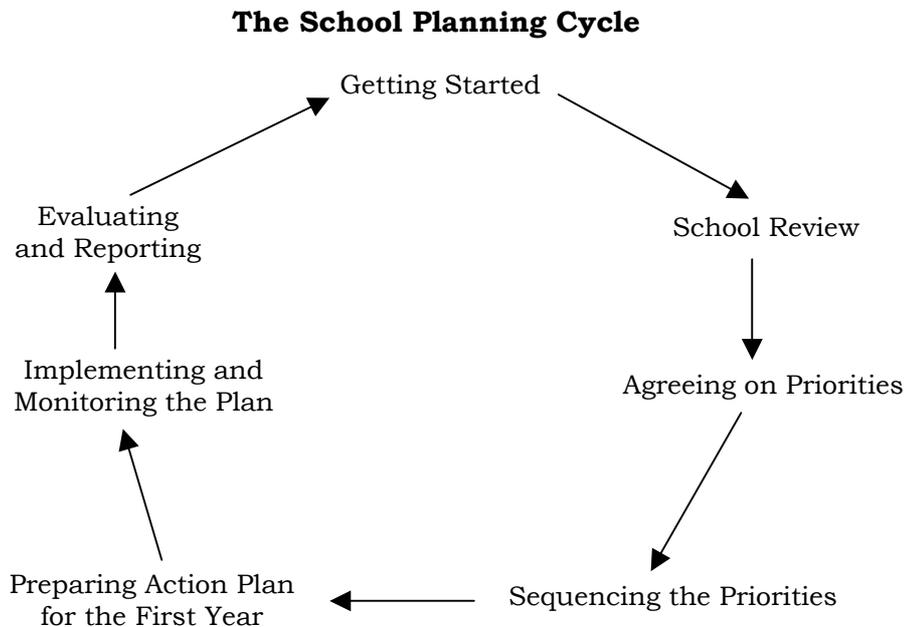
This stage seeks to ensure that the plan actually gets implemented and monitors the implementation process as a way of ensuring that the established targets, tasks and success criteria are met. Successful implementation is achieved through mobilising community support, keeping track of all activities and results and solving problems as they arise.

Evaluating and Reporting

Summative evaluation is employed to examine how each of the identified priorities has been implemented, what has been

achieved and what still needs to be done. Progress is reported and success is celebrated. Priorities for the following year are established and a new plan is created.

The diagram below summarises the school development planning cycle.



Adapted from Commonwealth Secretariat. (1998b). *Module 4: Personnel Management*. London: Author.

Follow-Up to School Development Planning

School development planning helps schools to prioritise their competing development needs. It is not possible for schools to implement all their ideas or plans in areas such as curriculum development, infrastructure construction and staff development at the same time. This difficulty highlights the justification for the practice of school development planning. Halliday (1995: 27) states that:

Not all of these ideas can be introduced with any guarantee of success within a short time. This, of necessity, involves both school staff and education managers in reviewing areas where improvement could be made, building on existing good practice and developing new initiatives.

However, it is not enough to simply make and implement plans. Education managers must check or review the implementation of their plans to assess the extent to which the plans are meeting the objectives. An evaluation must be conducted at set stages or times to:

- examine the success of the implementation,
- assess the extent to which the aims of the school have been realised,
- assess the impact of the plan on pupils' learning and achievement,
- make the process easier, and
- determine how to share successful practices throughout the school. (Commonwealth Secretariat, 1998b: 101)

The monitoring or evaluation process highlights aspects of the school development plan that were successful and those in which objectives were not met. Both successes and failures require follow-up. In situations in which the plan objectives were successfully met, the required follow-up activities are those that reward the staff involved for good performance. These may include:

- staff development programmes,
- awards or other activities that celebrate success,
- promotion of staff to a higher rank, and
- the introduction of other incentives to the staff.

If the evaluation exercise has revealed problem areas that hinder the achievement of the plan's objectives, possible follow-up activities include:

- staff development to correct weaknesses,
- increased funding,
- re-deployment of staff, and
- disciplinary measures.

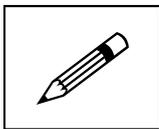
School development plans that do not provide for follow-up activities quickly lose credibility in the eyes of the staff.



Self-Assessment 2

If you do not conduct follow-up activities after implementing your school development plan, what consequences may result?

The answer to this activity is provided at the end of this unit.

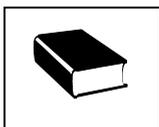


Practice Activity

1. Explain why it is necessary to have a school development plan.
2. From time to time you may be required to prioritise school activities that affect classroom practice. Your list may include the items below:
 - curriculum issues
 - staff development issues
 - school development issues
 - funding issues
 - school community issues
 - staff motivation issues
 - infrastructure issues.

Add items to the above list, then arrange them in order of priority. Justify the order you have selected.

The answer to this activity is provided at the end of this unit.



Summary

In this unit, school development planning was highlighted as being the cornerstone for the successful development of a comprehensive plan that would help schools to ensure that effective teaching and learning take place.

Different stages and elements of school development planning were highlighted, with an emphasis on the importance of involving stakeholders. A shared vision is the hallmark of a successful school development plan, in that such a vision embraces the organisation's aims, current achievements and future targets within the context of national goals.



Reflection

Reflect on the extent to which your school or schools have implemented school development planning. What part of the process could be improved? Did you initiate appropriate follow-up activities?



Unit Test

1. List at least six steps that you could take when you are planning a school development plan.
2. Why do you think it is necessary to consult widely when designing a school development plan?
3. Why should you evaluate the implementation of a school development plan?

The answers to this test are found at the end of this unit.



Suggested Answers

Self-Assessment 1

A school motto is a summary of a mission statement presented in the form of a slogan. It must be so brief that it can be committed to memory. A mission statement expresses the school's ideals, aspirations, shared vision and intentions that govern the manner in which it conducts its business (ethos).

The school motto and mission statement serve several purposes:

- They create a common goal and purpose for the school.
- They give the school a sense of direction.
- They foster unity, loyalty and solidarity.
- They provide a standard for evaluating success.
- They provide a basis for personal and institutional pride.

Self-Assessment 2

If you do not conduct follow-up activities after implementing your school development plan, the following may occur:

- loss of credibility,
- wasted resources,
- frustrated and poorly motivated staff,
- undetected weaknesses,
- unmet deadlines,
- lack of coordination and collaboration with stakeholders, and
- loss of trust.

All the above may affect the implementation of future school development plans.

Practice Activity

1. School development plans are necessary to:
 - improve teaching and learning,
 - create a sense of ownership,
 - allow for systematic development,
 - create thinking and self-reviewing schools,
 - outline how resources are allocated,
 - create coherence and give direction to school development, and

- allow staff to be involved in decision-making.
2. This is an open-ended question, which allows you to prioritise school activities in any manner you deem fit. However, you should justify your answer depending on your situation.

Unit Test

1. You may have included the following steps in your answer:
 - getting started
 - school review
 - agreeing on priorities
 - sequencing the priorities over time
 - preparing action plan for the first year
 - implementing and monitoring the plan
 - evaluating and reporting.
2. By consulting widely, you will:
 - create a sense of ownership among stakeholders,
 - achieve consensus,
 - facilitate coordinated implementation,
 - facilitate resource mobilisation,
 - add credibility to the plan, and
 - provide for checks and balances.
3. The implementation of a school development plan should be evaluated so that you can determine:
 - whether the plan's objectives have been met,
 - the impact of the plan on students' learning,
 - how to improve future plans,
 - what advice or practices you could pass on to others, and
 - who should be recognised and rewarded for their efforts.

Module Test

1. Describe the factors that may lead to curriculum change and innovation.
2. Why is it necessary to monitor and evaluate curriculum implementation?
3. It is claimed that teachers do not resent supervision itself, but the way it is done. What are your views regarding this assertion?
4. What steps would you take to evaluate (a) a teacher and (b) a school in an effective manner?
5. What strategies can you use to monitor and evaluate school programmes?
6. List the qualities of a good report that summarises findings regarding children's learning a second language before they reach secondary school. List the main topics or headings in the report and describe how the report should be written.
7. What methods or strategies can you use to assess the staff or professional development needs of teachers in a junior secondary school?
8. Outline the main elements of a comprehensive staff development programme.
9. Describe the role of effective communication in school administration. Explain the significance of providing effective feedback.
10. Outline the main characteristics of effective delegation.
11. Why is it necessary for schools to have accurate statistics?
12. "Failure to plan is planning to fail." Discuss the meaning of this statement and the rationale for preparing school development plans.

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