

CONTENT OF TRAINING COURSES

The basic consideration of course construction was agreed to be that whatever participants acquired through training should help them to do their jobs more effectively. In particular, courses should help educational administrators and supervisors to relate the areas for which they were primarily concerned to socio-economic development and national objectives at different levels of planning; to enable them to see the education system and its linkages as a whole; to improve their co-ordination of the sub-systems in which they operated; and to manage people, funds, and facilities more effectively.

Courses should be essentially practical. This did not mean that they should be arranged as a series of unrelated activities strung together like a string of sausages. Course design should be based on a sound conceptual framework and should be structured to help participants interpret their own experience in relation to this framework and to extend that experience through a sequence of learning situations including practical visits and attachments. Participants should be better equipped to tackle problems which they had already encountered and to develop strategies for dealing with new problems which would arise in a changing situation. Courses should therefore blend together training in specific ways of handling specific problems and a greater awareness of the principles which underlie the problems and the techniques of problem solving.

Training should focus on task areas common to administrative and supervisory staff (including head-teachers and deputies, inspectors, supervisors and education officers). In this way the understanding of basic concepts could be related to practical training in the administrative processes of planning, decision making, organizing, co-ordinating, communicating, influencing, and evaluating in each task area. A course could cover one task area or a selection of conceptually related areas according to the time available and the particular needs of participants. Training in different task areas could be arranged to provide a common course as part of specialist courses for administrators and supervisors.

ConceptsTask Areas and Administrative Processes

(a) Organization theory, aims, goals and objectives

National objectives - Planning and evaluating education programmes in relation to national objectives and instrumental targets for social and economic development; implementation, supervision and support of development projects.

(b) Human relations and creative development of potential

Pupils - Grouping of pupils, setting and streaming: allocation of pupils to courses; academic and pastoral counselling; assessment procedures (internal and external); recording of pupil progress and skill profiles; control of pupil-behaviours.

<p>(i) Leadership and decision making in formal and informal organizations*</p>	<p><u>Staff</u> - Assessment of needs; recruitment selection, and induction of staff (as applicable); conduct of supervisory discussions, principal-teacher, and inspector-teacher; preparation, conduct and follow-up of staff meetings; co-ordination of auxiliary staff and para-professionals; staff development (internal, and by external in-service courses); self-evaluation of staff and progress reviews; continuing professional development and professional ethics.</p>
<p>(ii) Group dynamics, power structures, organizational development</p>	<p><u>Community</u> - Programming school community contacts; use of community expertise and resources in school programmes; integration of school interests with areas of community concern; involvement of teaching staff in out-of-school education and community development; role of parents associations, school committees and boards of governors.</p>
<p>(c) Managerial concepts and programme development</p>	<p><u>Management</u> - School management system; channels of communication; network and critical path analysis; identification of routine and developmental activities; delegation of duties or responsibilities; improving consultation sideways, upwards and downwards; allocation, and use of resources; office-routine, record keeping, simple accounting procedures.</p>
<p>(i) Systems theory</p>	<p><u>School programme</u> - Curriculum planning, implementation strategies and evaluation; assisting adaptation in relation to local environment and individual abilities; lifelong education; balance and assessment (internal and external) of school programmes and activities; support needs and motivation - use of library facilities and teaching materials, inter-school co-operation and subject associations; rationale and procedures for piloting new curricula; feed-back channels.</p>
<p>(ii) Curriculum development and learning theory</p>	<p><u>Training</u> - Development of training skills and techniques including course design and appraisal; development of national in-service programmes in educational administration and supervision.</p>
<p>(iii) Course design and appraisal</p>	<p><u>Evaluation</u> - Preparation of tools of information and evaluation; the implication of such tools; the basis and methods of test construction.</p>
<p>(iv) Evaluation</p>	<p><u>Evaluation</u> - Preparation of tools of information and evaluation; the implication of such tools; the basis and methods of test construction.</p>

* The concepts indicated under (b), (i) and (ii) provide a framework for all three task areas, relating to pupils, staff and community.

Expected Outcomes

Courses could be expected to achieve the following outcomes:

- (a) Deepening participants' awareness of the relationship between education and socio-economic development in terms of planning for instrumental objectives and national goals.
- (b) Improving the efficiency and effectiveness of participants in their performance in a specified task area.
- (c) Developing co-operative attitudes among participants towards the interlocking nature of their roles, by discussions, case studies, and group activities involving headteachers, inspectors and educational administrators in a particular task area.
- (d) Assisting participants to identify particular task areas where training in educational administration and supervision would be of benefit in their country and, by example, assisting them to formulate and run programmes to meet such needs on in-service basis.

Structure of Training

The training programme would comprise seminars, workshops, case studies and simulation exercises. Lectures, if needed, should be at a minimum. There would be observation of the appropriate administrative process within a particular school or district of the education system in the host country of the regional centre. This might take the form of a practicum arranged during the course to enable participants to undertake a period of internship in the host country. The particular mode of the practicum would depend on availability of suitable institutions, adequate supervision, costs, and the individual needs of participants.

The professional group identified as supervisors and inspectors are concerned with ensuring effective implementation of policy and perform both advisory and evaluative functions. They could profitably train with administrators at some other levels on courses as suggested above. Alternatively, special courses could be provided for supervisors, developed on the basis of clinical supervision and extending those skills to wider contexts after participants had tried out the skills for an extended period in supervision of teaching staff.

The following skills should be developed; observing, interviewing, counselling, report-writing, researching and linking teachers with their colleagues and with the headquarters.

Participants would be trained in these skills through a basic course unit: The Supervisor and the Teacher, concentrating on how to help teachers analyse their own (and each other's) teaching performance and its outcome in relation to pupil learning and behaviour. The course would cover techniques of clinical supervision:

- Planning
- Observation
- Analysis
- Treatment of teachers' classroom performance

Incorporated in this unit would be a period of extensive practice for participants, to include visiting a school with their senior inspector or a course tutor.

The second part of the course would comprise two further units:

The Supervisor and the School

- (a) Techniques of organization development: communication flows, effective meetings, goal clarity.
- (b) Inter-group and inter-role conflicts, procedures for problem-solving and decision-making.
- (c) Crisis management.

The Supervisor and the System

- (d) Curriculum development and evaluation.
- (e) Staff development.
- (f) Public relations and community involvement.
- (g) Strategies for implementing change.

Participation in the courses would be expected to improve the efficiency and effectiveness of participants in the performance of their duties. They would be expected to develop new attitudes to their role - a stronger commitment to its supportive functions and a clearer understanding of the functions which they already performed on an intuitive basis. They would be expected to acquire and develop new skills particularly in the area of guiding teachers to more effective performance of their duties and in the management of change to implement policy in education. It was expected that participants in courses at a regional centre would perform a training function after their return home.

It was felt, however, that the initiative taken by some ministries of appointing an officer specifically to be responsible for the development of in-service programmes was a valuable development and that such officers would profit from the courses conducted specifically for the training of trainers. Such courses would use either of the course models described above, and with regard to those areas, would especially demonstrate the development of training methods. Course design and appraisal would form a component of the course, providing opportunity for the study and development of training skills and techniques.

Evaluation

Evaluation would be done by participants, staff and the participating countries. The participants would evaluate themselves and also the course. Staff members would evaluate the achievement of their participants and also the effectiveness of the course. Participating countries would evaluate both the effectiveness of the officers they send and the effectiveness of the course offered to the participants. Follow up of the participants would be needed for feed-back.

APPENDIX 2

COMMONWEALTH PACIFIC REGIONAL TRAINING COURSE ON
EDUCATIONAL ADMINISTRATION AND SUPERVISION

LIST OF PARTICIPANTS

Cook Islands

Mr Piri Maa,
Deputy Principal,
Araura College,
Rarotonga.

Mr John Teao,
Deputy Principal,
Avatea Primary School,
Rarotonga.

Mr Tatuava Tanga,
Deputy Principal,
Atiu College,
Rarotonga.

Fiji

Mr Etuate Toronibau,
Senior Education Officer,
Savusavu.

Mr Raniela Railege,
Principal,
Naitasiri Junioe Secondary School,
Vunidawa.

Mr Hansraj,
Education Adviser (Primary),
Nausori.

Mr Hector W. Stephens,
Head Teacher,
Holy Trinity Anglican School,
Suva.

Mr Samsher Khan,
District Education Officer,
(Eastern) Suva.

Gilbert Islands

Mr Beiabure Bakea,
District Education Officer,
Butaritari.

Mr Itaake Nare,
District Education Officer,
Abemama.

Mr Tekea Takabwebwe,
District Education Officer,
Tabiteuea North.

New Hebrides

Mr Abel Kaloris,
District Education Officer,
Vila.

Niue

Mr Ikinepule Etuata,
Senior Schools Inspector,
Alofi.

Mr Pokotoa Sipeli,
Head Teacher,
Alofi.

Papua New Guinea

Mrs Marehari Liriopu,
Executive Officer,
Course Development,
Konedobu.

Mr Sport Varage,
Regional Secondary Inspector,
Konedobu.

Solomon Islands

Mr Abraham Baeanisia,
Principal,
Teachers' College,
Honiara.

Mr Gabriel Taloikwai,
Secondary Education Officer,
Honiara.

Mr Donald Ale Rigeo,
Senior Education Officer,
Honiara.

Tokelau

Mr Luciano Perez,
Education Office,
Tokelau.

Tonga

Mr Sione Moala Fineanganofu,
Middle Schools Supervisor,
Nuku'alofa.

Mr S. Tahalo,
Inspector,
Ministry of Education,
Nuku'alofa.

Mr Sione Faeamani,
Senior Tutor,
Beulah College,
Nuku'alofa.

Tuvalu

Mr Pasoni Taafaki,
Education Officer,
Ministry of Social Services,
Funafuti.

Western Samoa

Mr Ugapo Pusi Ulale,
Manager,
Educational Development Projects,
Apia.

APPENDIX 3

TRAINING COURSE STAFF

Course Director	Mr John Weeks, Reader in Education, Director, Institute of Education, University of the South Pacific.
Course Consultants	Miss Olive Lyken, Principal, Cyril Potter College of Education, Georgetown, Guyana. Mr Turoa Royal, Education Officer for Maori and and Island Education, Wellington, New Zealand. Dr Prem Udagama, Senior Lecturer, Fellow, Institute of Education, University of the South Pacific.
Assistant Course Director	Mr Narottam Bhindi, Assistant Registrar, University of the South Pacific.
Administrator	Mr Paras Ram, Senior Education Officer (In-Service), Ministry of Education, Fiji.
Course Social Secretary	Miss Venina Kaloumaira, Education Officer (In-Service Training), Ministry of Education.
Course Secretaries	Miss Ravi Nagatalevu Miss Suruj Singh
Course Staff, Visiting Lecturers and Visitors	Mr Rex E. O. Akpofure, Director, Education Division, Commonwealth Secretariat.

Course Staff, Visiting Lecturers
and Visitors (Cont'd...)

Mr Tapeni Baba,
School of Education,
University of the South Pacific.

Mr Jim Bentley,
Director, Educational Media Centre,
School of Education,
University of the South Pacific.

Mr Ted Booth,
School of Education,
University of the South Pacific.

Miss Marianne Burke,
Environmental Education Officer,
Ministry of Education,
Fiji.

Mr Nelson Delailomaloma,
Permanent Secretary,
Ministry of Youth and Sport,
Fiji.

Dr Alec Dickson,
Director,
Community Service Volunteers,
United Kingdom.

Dr Warwick Elley,
Institute of Education,
University of the South Pacific.

Mr H.T.B. Harris,
Executive Director,
Commonwealth Council for Educational
Administration.

Professor Pat Hohepa,
Senior Lecturer in Anthropology and
Maori Studies,
University of Auckland.

Dr James A. Maraj,
Vice Chancellor,
University of the South Pacific.

Professor William Maxwell,
School of Education,
University of the South Pacific.

Mr Hari Ram,
Deputy Secretary (Professional),
Ministry of Education,
Fiji.

Mr Taniela Raumakita,
Principal,
Navuso Agricultural School.

Course Staff, Visiting Lecturers
and Visitors (Cont'd...)

Mr C. J. Small,
Deputy Secretary-General,
Commonwealth Secretariat.

Dr A. Swamy,
Principal,
Fiji Institute of Technology

Mr David Woodward,
Central Planning Office,
Fiji.

APPENDIX 4

DAILY TIMETABLE

Week 1

9 May Opening ceremony
 10 May Country presentations
 11 May Country presentations
 12 May Plenary on country
 presentations

Week 2

15 May What is administration? Dr P. Udagama
 Leadership and decision
 making Miss O. Lyken
 Workshops
 16 May Communication Mr R.E.O.Akpofure
 Workshops
 17 May Communication Mr R.E.O.Akpofure
 Working with people Mr J. Weeks
 Workshops
 18 May Library work
 19 May Working with people Mr J. Weeks
 Commonwealth co-operation Mr R.E.O.Akpofure
 Workshops
 Commonwealth Secretariat
 reception

Week 3

22 May Change and innovation Dr P. Udagama
 Workshops
 23 May Change and innovation Dr P. Udagama
 Group tutorials
 24 May Building organizations Miss O. Lyken
 Evaluation Mr J. Weeks
 25 May Visit to YWCA Suva
 Informal and vocational
 education
 Mountfort Boys Town - St Gabriel
 Brothers
 Library work
 26 May Evaluation Mr J. Weeks
 Library

Week 4

29 May Planning Dr P. Udagama
 Workshops

Week 4 (Cont'd...)

30 May	National objectives and educational planning	Mr D. Woodward
	Economics and educational planning	Prof. W. Maxwell
	Group tutorials	
31 May	Planning through the system	Mr N. Bhindi
	Plan implementation	Dr P. Udagama
	Workshops	
1 June	Environmental education	Miss M. Burke
	Colo-i-Suva	
	Library	
2 June	Briefing for long attachment	Miss O. Lyken

Week 5 First long attachment

Week 6

12 June	Review of attachments	Miss O. Lyken
	Workshops	
13 June	The purpose of supervision	Mr T. Royal
	Group tutorials	
14 June	Visit to Navuso Agricultural School	Mr T. Raumakita
	Tutorials	
15 June	Supervision and the curriculum	Mr T. Booth Dr W. Elley Mr T. Baba
	Workshops	
16 June	Supervision and the curriculum	Mr T. Royal
	Peacesat Seminar series on secondary education in the Pacific	
	Tutorials and library work	Mr T. Booth

Week 7

19 June	Supervision and the quality of learning	Miss O. Lyken
	Workshops	
20 June	Supervision and professional development	Mr T. Royal
21 June	Visit to Fiji Institute of Technology	Dr A. Swamy
	Orientation for tour of Fiji	
	Tutorials	
22 June	Supervision and professional development	Mr T. Royal
	Workshops	
23 June	Educational tour of Viti Levu	

Week 8

26 June	Preparation of in-service courses	Mr T. Royal
27 June	In-service course presentations	Mr T. Royal
28 June	Visit to Crippled Children's School and Fiji Museum	
29 June	Tutorial and library work The supervisor, school and community Multi-cultural education - changes and issues in the Pacific	Dr P. Udagama Mr N. Bhindi Prof. P. Hohepa
30 June	The supervisor as manager Educational management in Fiji Briefing for second attachment	Mr T. Royal Mr H. Ram Miss O. Lyken

Week 9 Second long attachment

Week 10

10 July	Discussion with Vice-Chancellor of the University of the South Pacific	Dr J. A. Maraj
	Review of attachments	
11 July	Evaluation of Commonwealth Secretariat's Handbook for Supervisors	Mr T. Royal Mr S. Packer
12 July	Is education the enemy of the community? Non-formal education in Fiji	Dr A. Dickson Mr N. Delailomaloma
13 July	Course evaluation Recommendations	Mr J. Weeks
14 July	Closing ceremony Presentation of certificates	

PARTICIPANTS MID-COURSE EVALUATION

Please indicate below your comments on the COURSE so far, in its various aspects, in order to assist the implementation of the rest of the course.

1. OBJECTIVES AND OUTCOME:

(a) Do you agree generally with the objectives set out for this as a non-examinable, non-certifying course?

..... Yes/No

Any other comments

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.....

.....

(b) What form do you consider that the certificate of attendance should take in future? Check against the appropriate statement.

(i) Statement of course duration and sponsorship.

(ii) Statement of course, broad contents/syllabus areas, sponsorship and activities.

(iii) Statement as in (ii) above, duly framed and or ornamented.

(iv) Certificate counting eventually towards a stated degree or diploma.

2. CONTENT

(a) Do you consider the course material as planned on the syllabus:

(i) Relevant Yes/No

(ii) Useful Yes/No

(iii) Too much Yes/No

(iv) Too little Yes/No

(v) Adequate on variety/level Yes/No

(vi) Too low/high pitched Yes/No

(b) Any other comments

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.....
.....

3. METHODS

(a) Do you consider that so far the approaches through lectures/
workshops/tutorials/discussions/written assignments have been:

(i) More or less balanced

(ii) Weighted too much in favour of

(b) What other approach or methodology would you like to see
used? Check (✓) against the approach you prefer.

(i) More visits

(ii) More attachments

(iii) More reading assignments

(iv) Others (please specify)

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.....

(c) Do you at this moment, consider the duration of the course
for its purpose:

(i) Long enough (just right)

(ii) Too short

(iii) Too long

(d) Staff use: Do you consider the use and variety of teaching
staff so far effective? Yes/No

Comments: Please indicate any changes or additional proposals
on staff use which you would like to see if possible.

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(e) Any other comments:

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4. FRAMEWORK AND LOGISTICS

(a) Would you have preferred, if possible residence:

(i) Within the University

(ii) Closer to the University

Please add brief reasons for your option:

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.....

(b) Subject to existing constraints, are physical arrangements for the course:

(i) Generally satisfactory Yes/No

(ii) Could be better Yes/No
(see below)

Please indicate areas in which you would like to see improvements or modifications, and any other general comments you may wish to make:

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.....

Your country

Your answers will be studied carefully for this course. A final evaluation is envisaged at the end of the course.

Course Director

2 March 1978

COURSE EVALUATION

We have now come to the end of our ten-week course. Below are questions aimed at finding out your evaluation of the course. This will be useful in the preparation of similar courses in future. Please react to all the questions.

1. CONTENT

Did you consider the syllabus course material:

- (a) Relevant Yes/No
- (b) Useful Yes/No
- (c) Too much Yes/No
- (d) Too little Yes/No
- (e) Adequate in variety Yes/No
- (f) Too low pitched Yes/No
- (g) Too high pitched Yes/No

2. COURSE AIMS AND OBJECTIVES

The following were the aims and objectives of the course. How far do you think they have been achieved? Put a (✓) in the appropriate column showing the degree of achievement.

Aims	Very Much	Much	Little	Very Little
(a) To broaden fundamental professional knowledge and to further develop understanding of the issues and techniques involved in the effective teaching-learning process.				
(b) To encourage a re-examination of the theory and practice of administration and supervision and their application to the improvement of the educational process.				
(c) To develop knowledge, skills and attitudes for effective professional leadership.				

Aims	Very Much	Much	Little	Very Little
(d) To promote an awareness of national aims and objectives and the role of education towards their achievement.				
(e) To develop professional competence in the planning of short and long-term in-service programmes for educators in national education systems.				
(f) To emphasize the complex roles played by people in organizations and the need for an awareness of individual and group aspirations.				
(g) To encourage a flexible and co-operative approach to problem solving.				
(h) To encourage personal development.				

Objectives	Very Much	Much	Little	Very Little
As far as possible, to enable course members:				
(a) To demonstrate an understanding of effective professional leadership in administration and supervision within the education system and the community.				
(b) To demonstrate an application of administrative and supervisory knowledge, skills and attitudes to practical institutional situations.				
(c) To prepare programmes for the further professional development of educational administrators, supervisors, head teachers and staffs in national systems.				
(d) To identify ways of promoting innovation in organizations.				
(e) To demonstrate co-operative approaches to problem solving and decision-making.				

3. COURSE APPROACH AND CREDIT

(a) How much would you say you have benefited from the following experiences? Check (✓) the right column after each of the following experiences:

	Very Much	Much	Little	Very Little
(i) Lectures/discussions				
(ii) Workshops/tutorials				
(iii) Assignments				
(iv) Attachments				
(v) Weekly visits				
(vi) Educational tour				
(vii) Informal discussions among colleagues				
(viii) Library reading				

(b) Did you agree with the goals set out in this course as a non-examinable, non-diploma course? Yes/No

(c) Do you feel that future courses of this nature should be examinable and earn diplomas? Yes/No

4. METHODS OF INSTRUCTION

(a) The following methods have been employed during the course. Indicate the degree to which you think they have been effective, by putting a (✓) in the appropriate column against each method:

	Very Much	Much	Little	Not at All
(i) Lectures				
(ii) Workshops				
(iii) Role play				
(iv) Simulations				
(v) Tutorials				
(vi) Group assignments				
(vii) Individual assignments				
(viii) Attachments				
(ix) Visits				
(x) Others - (specify)				
1.				
2.				
3.				

(b) Staff Used:

(i) Do you consider the use and variety of teaching staff on this course satisfactory? Yes/No

(ii) If 'No' state reasons

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.....

(c) Catering for Different Groups:

Which of the following groups would you have preferred for better achievement of the objectives of this course?

- (i) Groups with the same background right through the course..Yes/No
- (ii) Mixed Groups right through the course Yes/No
- (iii) Mixed groups for core courses but groups with same background for special areas Yes/No
- (iv) Mixed groups but with specialized individual attention .. Yes/No

5. DURATION OF THE COURSE

Do you consider the duration of the course for its purpose:

- (a) Long enough Yes/No
- (b) Too long Yes/No
- (c) Too short Yes/No

6. FOLLOW-UP

(a) What action do you intend to take in organizing national training courses for heads of schools, administrators and inspectors of schools?

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.....

(b) What are some of the improvements you plan to make in your approach to your work as a result of this course?

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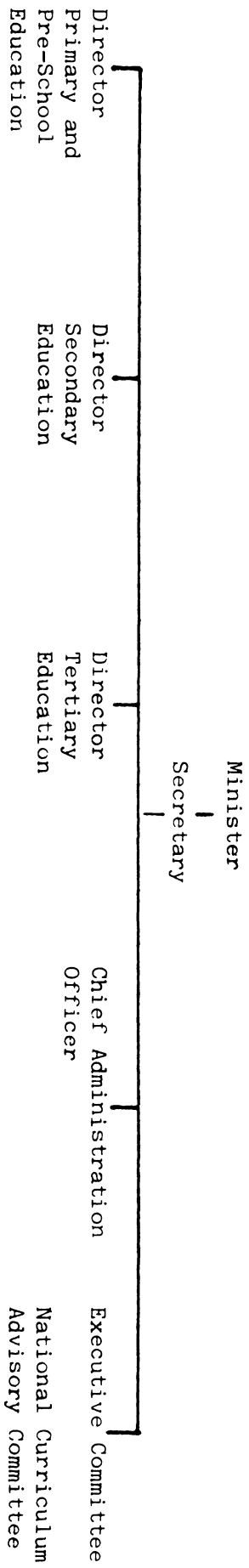
(c) What recommendations would you make for a follow-up programme after the course?

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(d) In the remaining space write an open critique of the course generally. Covering the course objectives, content, organization, teaching methods and staff, visits, attachment, etc.

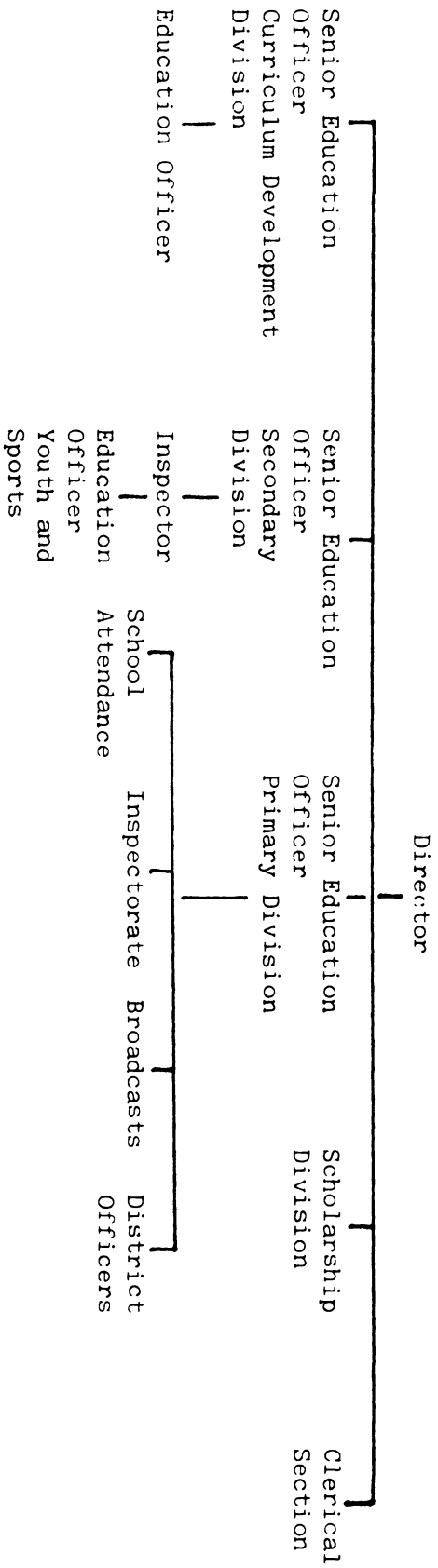
COOK ISLANDS

Department of Education



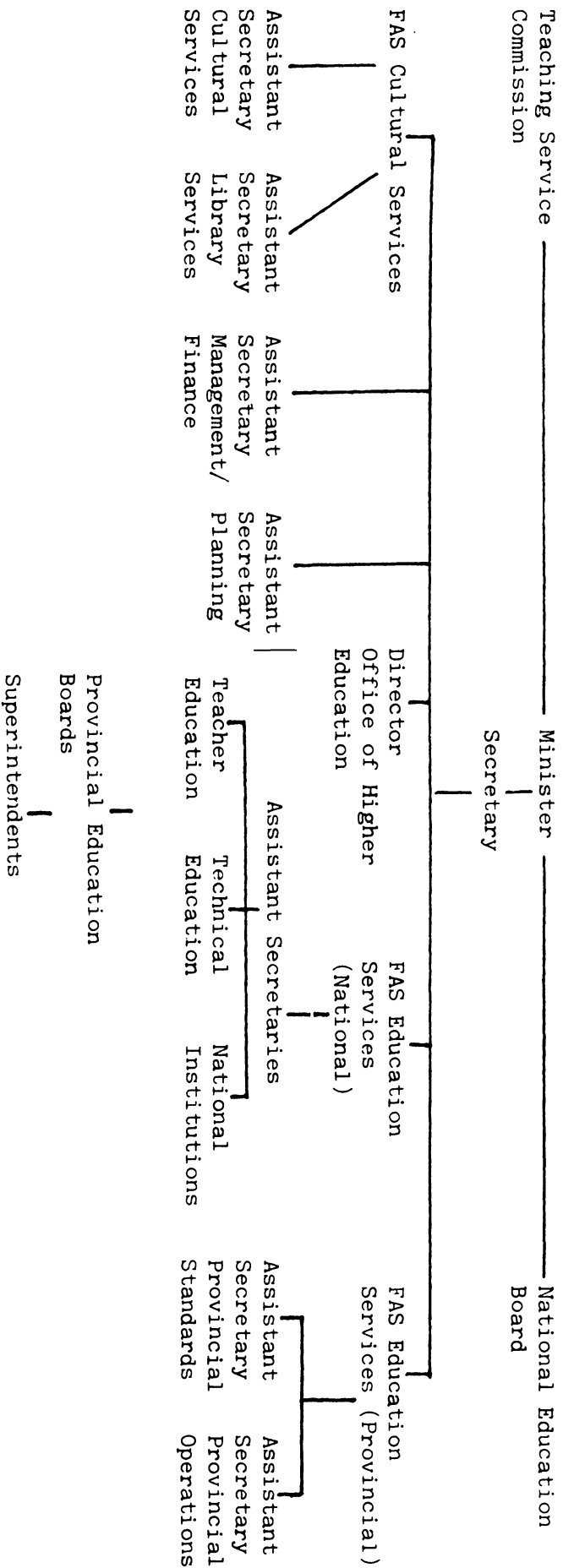
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Ministry of Education



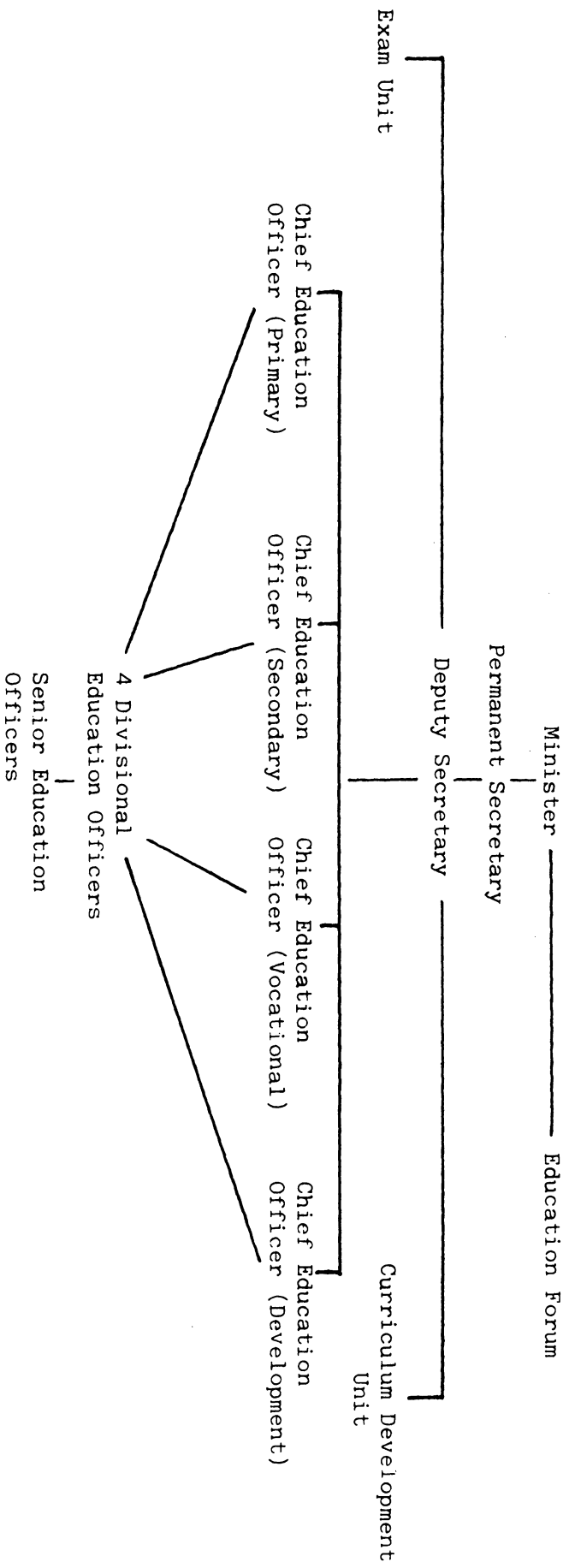
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Ministry for Education, Science and Technology



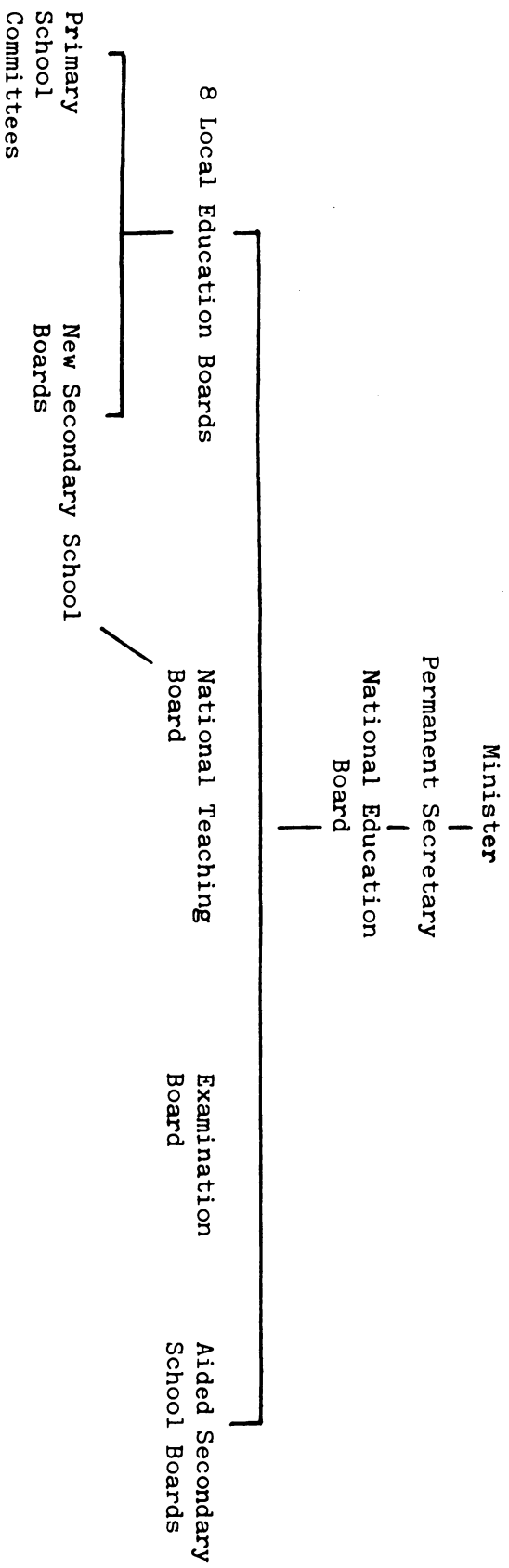
Fiji

Ministry of Education



SOLOMON ISLANDS

Ministry of Education and Training



APPENDIX 8

INSTITUTIONS FOR ATTACHMENTS

Ministry of Education

Development and Statistics
Divisional Organization (H.Q.)
Finance Department

Divisional Education Office (Eastern)
Divisional Education Office (Central)

Curriculum Development Unit

Ministry of Youth

Fiji Institute of Technology

Nasinu Teachers College

Schools

1. Adi Cakobau School, Suva
2. Annesly Infant School, Suva
3. Ballantine Memorial School, Suva
4. Draiba Fijian School, Suva
5. Dudley High School, Suva
6. Kalabi Fijian School, Nasinu
7. Lami High School, Suva
8. Lelean Memorial School, Nausori
9. Levuka Public School
10. Nehru Primary Memorial School, Suva
11. St John's College, Levuka
12. Suva Crippled Children School
13. Suva Methodist Primary School

LONG ATTACHMENTS

Guidelines to Observation

1. Objective

To provide an opportunity for:

- (a) The application of administrative and supervisory knowledge and skills to practical institutional situations.
- (b) The evaluation of administrative behaviour in an organization.
- (c) The assessment of one's own attitudes and responses to a new situation.

2. The Task

The main task is to relate your observation to administration and supervision.

3. Suggestions for Observation

- (a) Keep in mind the key functions in administration:
 - (i) Planning - goals and objectives
 - (ii) Organization
 - Structure - vertical and horizontal
 - Leadership - decision-making, delegation and communication
 - (iii) Co-ordination
 - (iv) Control and human relations
- (b) Seek information on financial provision, manpower and resources.
- (c) Try to find out what innovations have been introduced and the staff, pupil and/or community response to them.
- (d) Study the evaluative process in operation.
- (e) Collect all available printed material or handouts as these might be useful for your report, including tests, forms, etc.

(f) Remember that you are seeking information not giving information. Do not therefore be tempted to talk too much about your country. Be a good listener. Avoid open criticism. Behave as a learner and not an inspector.

(g) You might be asked to teach, or to give a talk on your country, you should therefore take with you, photographs, stamps, pictures, anything that might create interest. You might be able to collect material from your embassy in Suva or from the Institute of Pacific Studies.

4. Participants Attached to Schools and Other Educational Institutions

(a) Collect information on:

- enrolment
- sex: male, female
- staff-number: sex, training
- criteria for admission of pupils
- certification in the final year
- dropout rate

(b) Human relations - how effective?

head/staff	staff/staff	pupil/staff
pupil/pupil	parent/teacher	

(c) Community relations other than parent/teacher.

(d) The curriculum

- relevance to the cultural environment
- balance in the curriculum
- materials and resources
- evaluation

(e) Extra curricula activity - how important? for what activities?

(f) Staff development - what arrangements are made for professional development of staff, e.g. in-service courses.

(g) Identify the special features of the institution:

- areas of strength
- areas of weakness

(h) Collect samples of work

5. The Role of the Visitor

Please remember that we are guests in the institution. We do not want to give the impression that we are inspecting and reporting but rather that we are anxious to broaden our experience of systems and processes (and to learn more about educational administration especially as it concerns people) through the opportunity generously given to us by those responsible for the institutions in question.

We shall be thanking those concerned but a personal note from you would be much appreciated.

Guidelines for Attachment Reports

1. A brief description of the institution or department to which you are attached.
2. A chart and description of the organization's structure.
3. Are responsibilities for everyone clearly defined?
4. Is the authority commensurate with the responsibilities?
5. Any special leadership qualities observed in the manager?
6. What is the manager's/leader's relationship with his subordinates?
7. Are the people in the organization motivated to obtain the objectives (if defined)?
8. If your attachment is to a school what facilities were available for staff development?
9. What is the pattern of school and community relationships?
10. Are there specific areas of the curriculum that deserve to be mentioned?
11. What is the form of student government or student responsibility?
12. What specific extra-curricula activities did you notice?
13. Are there any field studies, surveys and community services undertaken by the school?
14. What specific skills and knowledge did you get from this exercise?

(Please note that these guidelines are only suggestions)

Organizational Health Quiz

Aim: To evaluate the health of the school organization in which you work with a view to doing something about it.

Quiz: Rate your school by writing a number from 1 (low) to 5 (high) beside each item.

1. Aims and Objectives:

The school's aims and objectives are reasonably clear to the staff, accepted by them and recognized as both achievable and appropriate.

2. Communications:

Within the school and between school and community, communication is relatively good.

3. Collaboration:

Groups and individuals collaborate rather than compete with each other, so as to influence decisions of top management.

4. Resources:

Staff work hard and are under minimal sense of strain.

5. Togetherness:

A community of work and play exists.

6. Morale:

Feelings of well-being, satisfaction and pleasure exist.

7. Innovations:

New tasks and goals are being put forward.

8. Autonomy:

While enjoying relative independence, the school is sensitive to community demands.

9. Adaptation:

The school can adapt to changes in the environment.

10. Problem-Solving:

The school has the machinery with which to identify problems, arrive at a solution and implement and evaluate its effectiveness.

Total Ranking

Add your rankings. If they total between 40 and 50, you have a healthy organization and you will have been using organization development (O.D.) principles although possibly not under that name. If your rankings total between 10 and 40, you might profitably investigate what O.D. has to offer you. If your rankings total less than 10, then O.D. cannot help and I suggest that you escape your organization's demise by joining another.

COMMENTS (if any)

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