

SCHGOL AND SYSTEM ORGANISATION

1. THE NEW HISTORY SYLLABUS

The Director-General of Education of the Federation of Eurasia opened yet another file. As he read the letter from his Director of Curriculum which submitted for approval a new history syllabus for upper primary classes he mused on the difficulties involved.

In the rural areas of his country there were at least 3000 teachers possessing low academic qualifications (six years of primary schooling) and brief professional training. These would be required - if he agreed to the proposed syllabus - to cope with heavy demands involving new content and new methods of teaching. Obviously they would need immediate retraining if the syllabus were to be introduced next year and this could be expensive. However, the Minister was very keen to have the Ministry courses up-dated in order to stress local content rather than the present left-over fare from a colonial past so it seemed likely that he would support the change.

Taking up his pen the Director-General wrote the following Minute:

The proposal is approved. The Director of Curriculum is to set up a steering committee which will design a plan to enable the 3000 presently under-qualified teachers to implement the new syllabus.

The Committee will be concerned also with the implementation of the change and it will take into account both the constraints and the available resources together with the implications of the change on the roles of teachers, school principals, college lecturers and others.

Resources will be made available as follows:

1. Funds will be provided for in-service training of 3000 teachers for a period of two weeks.
2. About 100 lecturers can be drawn from the various colleges of education to assist in conducting the in-service courses - if considered necessary.
3. Consultancy services will be available from:
 - (a) The federal inspectorate.
 - (b) The various state organizers.
 - (c) The local universities.
 - (d) The Curriculum Development Centre.
4. Technological support will be available from the Education Media Service Centre:
 - (a) A television studio.
 - (b) A sound recording studio.
 - (c) Four sets of high speed cassette duplicating machines, each capable of servicing six cassettes at the same time.

- (d) Printing facilities.
- (e) Programme producers and script writers.
- (f) Camera men and other technicians.
- (g) A team of 10 media experts.

5. Technological software in the form of cassette tapes and portable cassette replay machines are available in the open market. Prices are reasonably cheap. Ministry of Education has funds to buy them in bulk to supply to schools.

The Committee is to proceed with its task with the utmost despatch. A full report outlining proposals in detail is to be submitted for my approval within three weeks from this date.

Mohamad bin Azir
Director-General

Discussion

This exercise lends itself to the preparation of sections of the report by different groups and to discussions to co-ordinate the sectional plans.

2. INSPECTION

Discussion

Read the school inspection report, with its three appendices, which follows, then:

1. List the changes that the inspectors have recommended for the school.
2. In relation to each proposed change give your opinion as to how desirable it is.
3. List (a) the constraints that might make change difficult to achieve in this school.

 (b) the elements in the situation that might be favourable to change.
4. In the light of the above produce a new subject distribution that would provide for more relevant courses. What staff changes would be needed to implement your new subject plan?

INSPECTION REPORT ON SECONDARY SCHOOL
CONDUCTED ON WEDNESDAY 12 JANUARY, 1972

Inspectors: Mr
Mrs
Accompanied by

Buildings and Grounds

Situated right out of the hustle and bustle of diamond mining town life this newly developed mission school with its seven permanent teaching blocks is striving hard to make good progress in the chiefdom headquarters whose name the school bears.

The site itself is roughly three miles long and two miles wide, one edge of this boundary being washed by a stream. Fourteen classrooms, three laboratories, one geography room, one bookshop, a small library, the office, staff-room, and a store occupy the seven teaching blocks. Of the seven blocks one was built to fit in a single classroom which is occupied by the fifth form, thus separating them from the rest of the school. Provided these fifth formers are conscientious this arrangement should be of immense help in their studies. The entire compound, with the exception of the toilets (for both day and night use) was very well kept and the exterior of the buildings looked rather dignified in its surroundings. Immediate attention and regular supervision ought to be paid to the toilets in order to obviate the risk of an outbreak of some terrible disease.

Away from the teaching blocks are the dormitories; the girls in two buildings on one side of the compound and the boys not exactly on the opposite side, but quite a distance from the female dormitories.

Of necessity staff houses have been erected in the compound.

Administration

Mr, a very hard working, experienced graduate heads this part boarding school with Mr as his second in command. No clerical assistance has as yet been appointed, so the principal finds himself in charge of collecting fees. Sometimes he is assisted in this by his senior assistant teacher, Mr The fees collected are:

Tuition	-	£10.00 per term
Registration	-	£10.00
Boarding	-	£22.00
Games	-	£2.00
Medical Fees	-	£0.50

The majority of pupils in this school have their homes miles away from this village so a boarding department is the best solution to the problem of distance to school or suitable guardians. There are 216 boys and 92 girls at present in the boarding department. It is compulsory for girls to be boarders

regardless of whether they live near the school or not. Mrs, wife of the principal, and two fifth-form girls are in charge of the female boarders while Mr looks after the males. The senior prefect works in conjunction with Mr to see that there is order in the male dormitories. With the exception of the toilets all the dormitories are fairly well kept. The necessary lockers etc have been provided for the boys but it is a pity the girls have been neglected in this respect. Since water is sometimes a problem in this area the principal is advised to attend to the construction of decent local type toilets as early as possible.

Organisation

There is no streaming yet but the principal hopes to introduce it in the third or fourth form next school year. Since the school is now fully developed it would be to their advantage if proper heads of subject departments could be allocated immediately, so that schemes and work records and also junior staff can be effectively taken care of.

A prefect system operates. The prefects - eight in number (including the senior prefect) are appointed by the staff. Form teachers are normally responsible for selecting class monitors but up to the day of inspection this had not yet been done for the current school year because of some slight misunderstanding.

A very small library is maintained in the school but a good supply of new editions would enhance its usefulness.

Curriculum

General school subjects including Agricultural Science are taught in the first three forms. The curriculum is modified in the fourth and fifth forms by the addition of Government and Economics as teaching subjects. It is a pity that with such good staff on the science side there is no one experienced and willing enough to teach General-Science as a single subject in Forms I and II. Splitting up into Physics, Chemistry and Biology as early as the first form takes the joy out of understanding science as it should in the junior forms.

There is an adage which reads: 'All work and no play makes Jill/Jack a dull girl/boy'. This has been proved over and over to be correct, and is one of the reasons why educational authorities in every part of the world have included some form of Physical Education in their curriculum. This school should not be an exception because by non-inclusion of this so important item in the curriculum the pupils are made to suffer heavily.

There is however one subject in the curriculum which is not quite clear in the minds of the Inspectors. Why is German being taught for one year only and in the Middle School?

Extra Curricula Activities

At the moment only Scouting is enjoyed outside the classroom but a new self-help agricultural project for rice and vegetable production is beginning to gain ground.

Discipline

This does not seem to be much of a problem in this school. The principal has been able to cope with the few cases that have cropped up. Lateness is almost negligible.

Classroom Work

Pupils in the senior school should do well in Biology under the guidance of Mrs, a graduate with 10 years' teaching experience. Somehow the third-form pupils looked rather weak, but it may well be the effect of obvious spoon-feeding or plain shyness because of the presence of the inspectors.

Junior Biology in Form II on the other hand was badly taught by Mr who on the day of inspection gave a very dull lesson on the structure of mantids. With just a little more effort on this part Mr should do well. Apart from preparing his lessons in advance he should watch out for the following weaknesses:

- (a) Avoid walking continuously backwards and forwards while doing actual teaching.
- (b) Should not allow pupils to answer questions in chorus; questions should be directed to individual pupils.
- (c) When teaching, he should not start a word or a sentence and expect pupils to finish it; this is very bad teaching.

Agricultural Science is a 'light' and 'natural' subject and must be handled as such. Mr in teaching this subject to second form pupils made it clear that he knew his facts, but by spelling out these dry facts in a monotone to junior pupils nothing is achieved.

Mr who has been recommended for the post of senior teacher is doing a good job with his first form pupils for Maths. Apart from his good lesson, which the pupils enjoyed, he makes it his practice (as observed from exercise books) to give regular assignments to the pupils and these have been marked up to date.

Six years' experience in the teaching of French has done a lot for Mr who seemed to be making good use of this when dealing with his third-form pupils. During the lesson, all his instructions to the pupils were given in French, and somehow they were well understood by the pupils whose response was very encouraging. Regularly marked assignments as from the 22 September 1971 were observed in the pupils' exercise books. Mrs, a fairly new graduate without much experience, could profit from his experience.

English Language Form IB Roll: 18 boys and 5 girls

Teacher: Mr, B.Sc. (Agric) one year's teaching experience.

Topic: The Use of the Apostrophe

The teacher wrote on the blackboard the following sentence:

This is the book of Moses . He then proceeded to explain how the apostrophe is formed in the singular and wrote beneath the first sentence, This is Moses's book . The rest of the period was taken up by the pupils giving examples with no variations but only changing the word 'book' to 'pen', 'pencil' etc. etc.

English Language Form 1C Roll: 18 boys and 16 girls

Teacher: Mr, G.C.E. O Level, one year's teaching experience.

The topic was a comprehension lesson taken from Chapter 10 'Football' - 'English Course Book I' by Grieve.

This was a good lesson. The teacher after allowing the pupils some time to read the passage silently, proceeded to test their understanding of the passage and the use of some key words. His efforts were well rewarded.

English Literature Form IA Roll: 12 boys and 6 girls

Teacher: Mr, G.C.E. O Level, 2 years' teaching experience.

Topic: 'The Caine Mutiny' by Herman Wouk.

The teacher arrived late to start his lesson. He made no apology even though he found the inspector waiting for him. He sat down on the table and began to ramble about the topic. There was no direction, no purpose. His lecture was punctuated regularly by the expression 'Is that not so? It was a poor lesson.

English Language Form IIIC Roll: 19 boys and 5 girls

Teacher: Mrs, B.A. (Econ) (Hons), 2 years' teaching experience.

Topic: Lesson in appreciation of a poem 'Richard Cory' by E.A. Robinson.

This was a good lesson. The teacher succeeded in working up the class to the climax which they discovered without unnecessary meanderings. Key words in the poem were noted and explained. The class showed appreciation.

English Language Form IIIB Roll: 25 boys

Teacher: Mrs, B.A. (Hons), one year's teaching experience.

The class was engaged in correcting their mistakes in written work which they had done previously. Both pupils and teacher were working together.

Geography Form IIC Roll: 28 boys and 4 girls

Teacher: Mr, S.C., one year's teaching experience.

Topic: The British Isles - Climate

Too much was put in this lesson for a second year class. With remarkable swiftness the class was rushed through maritime type of climate to corresponding vegetation - then to isotherms. The blackboard was covered over with drawings, summaries, etc.

After the lesson the inspector called the principal's attention to the inappropriateness of the study of the British Isles in Form II.

Government Form V Roll: 9 boys and 1 girl

Teacher: Mrs, B.A. (Econ) (Hons), two years' teaching experience.

Topic: Source of Revenue.

This lesson was unsatisfactory. The class apparently was revising some notes which they had in their exercise books. No teaching aids, pictorials etc. were available. The lesson was dull and lifeless. Reference ought to have been made to the function of their local committee or barrie. The teacher admitted this later.

General Observations

Comparatively speaking the standard of work was satisfactory. Nearly all the teachers prepared their work and showed keen interest. The feeling of comradeship was high and infectious, their sense of responsibility commendable.

Records

Admission Register, Attendance Registers and Record-of-Work books need a little more careful attention.

Miscellaneous

The Principal is lucky in having such a wonderful staff, and the inspectors sincerely wish they will continue to be as happy and hard working for a long time yet. We also hope, in the interests of all concerned that efforts to bring the husband of Mrs (who is himself a graduate) over will be fruitful. Also that the application by Mrs for inducement pay on signing a new contract will soon be favourably considered.

The present choice of members of the Board of Governors to this school has proved to be rather faulty and affecting the smooth running of the school. According to the principal there is no member of the Board from the Chiefdom. Many of the members are from,, and, and so because of the problem of distance they find it almost impossible to attend Board meetings.

On the day of inspection the general tone of the school was good and pupils turned out in good number.

With the small donations given by some kind members of the public the principal has been able to start the construction of a separate science block but its completion will take years unless help in the form of finance is received from the Ministry. If completed, diversification (which is so necessary) for the girls could be started.

Full agricultural and commercial courses are also envisaged by the principal in the not-too-distant future.

The need for home economics, technical and agricultural courses is very great in this community which is mainly agricultural. Since it is very obvious that Secondary School is a progressive school the inspectors strongly feel that ratepayers' money could well be invested in this school to the benefit of that community.

APPENDIX I

FULL STAFF LIST

A.	<u>NAME OF PRINCIPAL</u>	<u>QUALIFICATION</u>	<u>TEACHING EXPERIENCE</u>
	Mr.....	B.A., Dip Ed.	23 years
B.	<u>STAFF</u>		
1.		B.Sc. B. Ed.	18 years
2.		B.A. Dip. Ed.	6 years
3.		B.Sc. Ed.	3 years
4.		B.Sc. Ed.	10 years
5.		B.Sc. Ed.	3 years
6.		B.Sc. Ed.	3 years
7.		B.A. Econ.	2 years
8.		M.A.	2 years
9.		M.A.	2 years
10.		M.Sc.	2 years
11.		B.Sc.	2 years
12.		B.Sc. Agric.	2 years
13.		H.T.C.	2 years
14.		B.Sc. Ed.	2 years
15.		B.Sc. Agric.	1 year
16.		G.C. of Agric.	2 years
17.		G.C.E. O Level	2 years
18.		G.C.E. O Level	2 years
19.		B.A. Dip. Ed.	2½ years
20.		S.C.	2 years
21.		S.C.	1 year
22.		G.C.E. O Level	1 year
23.		G.C.E. A Level	1 year
24.		B.A.	1 year

APPENDIX II

BREAKDOWN OF SUBJECTS TAUGHT IN SCHOOL

FORMS I, II AND V - 11 SUBJECTS
FORMS III AND IV - 12 SUBJECTS

SUBJECTS	PERIODS PER WEEK					DURATION
	FORM I	FORM II	FORM III	FORM IV	FORM V	
English Language	5	5	5	4	4	40 mins
English Literature	2	2	2	4	4	" "
Maths	6	7	5	5	5	" "
French	5	5	5	5	5	" "
Geography	3	3	2	5	5	" "
History	3	3	3	4	-	" "
General Science	-	-	-	-	-	-
Physics	3	2	3	5	5	" "
Chemistry	2	2	3	4	8	" "
Biology	2	2	3	4	5	" "
Government	-	-	-	4	4	" "
Economics	-	-	-	5	4	" "
German*	-	-	5	-	-	" "
Bible Knowledge	2	2	2	4	4	" "
Agricultural Science	2	3	2	-	-	" "
Physical Education**	-	-	-	-	-	-

* Of what use is this subject when being taught for only one year in the Middle School?

**Effort should be made very soon to remedy this situation.

APPENDIX III
ANALYSIS OF ENROLMENT

FORM	BOYS	GIRLS	TOTAL
IA	23	7	30
IB	20	15	35
IC	17	19	36
ID	18	18	36
IE	26	13	39
2A	34	6	40
2B	30	8	38
2C	36	6	42
2D	26	9	35
3A	27	1	28
3B	30	-	30
3C	27	5	32
4A	23	3	26
4B	23	4	27
4C	28	4	32
5	27	2	29
TOTAL	415	120	535

3. A RURAL CHALLENGE

Mr Vasilou has just been appointed as Headmaster of Periphai Primary School in rural Cyprus. By great good fortune the village of Periphai has been the subject of a survey conducted by the Educational Research Unit of the Ministry during the previous year. Vasiliou has read the voluminous report on Periphai with great interest and has listed its major findings.

1. Of the 75 families with children attending the school 63% had 5 to 7 children while 12% had 8 to 11 children.
2. 75% of the people are engaged in agriculture.
3. The occupations of the parents do not necessarily require secondary or higher education. Most had only a primary school education and some had themselves never been to school.
4. Annual family incomes vary between £1000 and £1500. Only 8% of families have annual incomes in excess of £2000.
5. All the children in classes 5 and 6 and most of the children in classes 3 and 4 are required to help with the family occupation. During its harvesting time children are often kept at home.
6. Only 10 families buy a newspaper regularly. 25 families never buy a newspaper. No family buys books but 69 have radios and 25 have T.V. sets.
7. Most of the village houses have two bedrooms only.
8. Homework must be done in the kitchen or dining room.
9. Bread is the basic food. This is supplemented by vegetables grown in the gardens. Meat or fish is eaten about once each week but cheese and milk are more frequently available.
10. Only 10 families have cars. Most children have not travelled more than 20 miles from Periphai.
11. The results of standardised tests in spelling show that Periphai children perform substantially below the norms of rural areas - although the situation improves in classes 5 and 6.
12. Mean I.Q.'s are:

4th class - 86, 5th class 87, 6th class 89 and this represents one Standard Deviation below the Standardised mean.

It was obvious to Vasiliou that Periphai School will be a challenge.

Discussion

If you were an inspector of schools advising Vasilou,

1. What would you suggest as the important educational priorities?
2. What style of management would you advocate?
3. What suggestions could you make for involving the parents in the active support of school policies?
4. If the research report provides insufficient information to guide the headmaster's planning what further information would he be well advised to seek?

4. TEACHERS OF ENGLISH IN SECONDARY SCHOOLS

Discussion

On the following pages you will find details about secondary schools in Zambia and the teaching of English therein. On the basis of this information you are asked to make policy decisions on:

1. How to arrange for an orderly and equitable withdrawal of non-Zambian teachers.
2. What steps to take to ensure that the University and Nkrumah Teachers' College do not produce more teachers than can be employed once the non-Zambian teachers have left.

Schools

There are 114 Government and Grant-Aided Secondary Schools in Zambia for which the Ministry of Education is responsible for recruiting teachers or approving teachers recruited by the Church agencies which run the grant-aided schools. The salaries of all these teachers are paid by the Ministry.

Classes

The Secondary school course is a five-year course, with a selection examination at the end of three years. The approximate number of classes, each containing approximately 40 pupils, is:-

Junior School:	Form I	570 classes
	Form II	570 classes
	Form III	570 classes
Senior School:	Form IV	270 classes
	Form V	<u>270</u> classes
	TOTAL	2250 classes

English Teaching

All classes receive instruction in English. Each class receives eight forty-minute periods of English a week in the junior school and seven in the senior school. In addition about one third of the senior school classes take Literature in English for four periods per week.

Teaching Loads

The average number of teaching periods per week for each teacher is 28, but in some schools teachers take loads of up to 34 periods a week and in others, where there are surplus teachers the loads are as low as 20 periods. This means that a full-time teacher of English could teach four classes

which would give him or her between 28 and 32 periods a week, but it is recognised that this is a very heavy load in view of the amount of marking to be done, so the usual load is three classes of English (21-24 periods per week) and perhaps one or two classes of Literature in English (4-8 periods per week) or some other subjects.

Teachers of English

Zambian teachers of English are trained at the University of Zambia and Nkrumah Secondary Teachers' College. The University offers a four-year B.A. with Education after which the students are qualified to teach two subjects up to the Form Five level. Nkrumah Teachers' College runs a two-year course leading to a diploma which qualifies the holder to teach two subjects up to Form Three level (i.e. in the junior school).

Expatriate teachers of English are recruited on three-year contracts which can be reduced to thirty months or extended to forty-two months. The main areas of recruitment are Britain, India, Sri Lanka, and the Philippines, with a few teachers from other countries. Most of these are graduates but not all can teach in the senior classes because of discipline problems or the poor quality of their degrees. However, most of the non-Zambian non-graduates hold A Levels plus a three-year certificate in education and so are capable of teaching up to fifth form level.

Where a school has a shortage in a particular subject area, the headmaster can recruit a local person, usually the wife of someone working in or near the school, on a daily basis. These teachers are called relief or part-time teachers.

Zambianisation

There is a national policy of Zambianisation which applies to all firms and Ministries. Until 1980 the Ministry of Education was trying desperately to recruit more expatriate teachers as there were many vacancies in nearly all schools. In 1980 however the tide turned and there is now a need to refuse renewals of contracts to non-Zambians in order that sufficient vacancies may be found for all the Zambians graduating from Nkrumah Teachers' College and the University.

TABLE 1. PROGRESS OF ZAMBIANISATION - SECONDARY ENGLISH

	<u>ZAMBIAN</u>			<u>NON-ZAMBIAN</u>			
	<u>Grad.</u>	<u>Non-Grad.</u>	<u>Unqual.</u>	<u>Grad.</u>	<u>Non-Grad.</u>	<u>Unqual.</u>	<u>Relief</u>
1977	97	229	11	319	93	28	33
1978	99	263	23	328	89	28	35
1979	116	308	19	298	70	16	28
1980	140	352	16	268	71	7	16

5. We do not think that it will be necessary to recruit any more expatriate teachers for government schools for 1981. The vacancies can be filled by expatriates who renew their contracts, graduates from Nkrumah in May and from UNZA in August.
6. In 1977 at folio 110 (notes 1 and 2) I indicated that we were likely to be self-sufficient in junior teachers of English by 1985 but that we were unlikely to be self-sufficient in senior teachers of English for a very long time. The estimate about junior teachers still stands as can be seen from the figures given below, but the number of graduates entering the teaching service has increased considerably so we are likely to be self-sufficient in about seven years time.

TABLE 2. TEACHERS OF ENGLISH REQUIRED 1980-85

<u>Junior teachers</u>		(i.e. non-graduates - 2 years' training)
<u>No. required:</u>		600
1980:	Actual number:	352
1981:	(estimate)	400
1982:	"	450
1983:	"	500
1984:	"	550
1985:	"	600
 <u>Senior teachers</u>		 (i.e. graduates - 4 years' training)
<u>No. required:</u>		300
1980:	Actual number:	140
1981:	(estimate)	165
1982:	"	190
1983:	"	215
1984:	"	240
1985:	"	265

The implications of these figures are serious for Nkrumah Teachers' College and UNZA. If the present trends continue for the next three years, it will be necessary to reduce the number of junior English teachers being trained at these institutions in 1984, so that the output of trained teachers is just sufficient to replace the teachers who retire or resign. Even the sixteen new secondary schools will only require one year's output of trained teachers to become fully staffed in English. At the inspector's meeting in May 1980, it was recommended very strongly that the teacher training courses at Nkrumah and Copperbelt Colleges should be lengthened to three years. This would be the most efficient way of reducing the output but continuing to utilise the existing resources. It would also enable the colleges to produce more adequately trained teachers. We therefore recommend that planning begin for the introduction of a three-year diploma course in 1983 or 1984.

Discussion

1. Before the Chief Inspector acts upon the report of the English Inspector what further issues should she consider in relation to:
 - (a) The progress of Zambianisation.
 - (b) The staffing of the Training Colleges.
 - (c) The costs of teacher training if a three-year diploma is introduced.
 - (d) The effect of these changes on the production of teachers of other subjects e.g. would a change to three-year training produce shortages in other subject areas?
2. In the light of the response to the above enquiries you should indicate what policy decisions need to be taken and give your reasons (see introductory paragraph).

5. WHO SHOULD FIX IT?

A District Education Officer was being shown around a primary school by the headteacher. One of the classrooms at the school was badly in need of maintenance and the District Education Officer made a note of this. Two other classrooms in permanent materials were in good order except for ceiling panels which were hanging loose. The District Education Officer asked why these had not been repaired and the headteacher replied that he had reported the matter but no maintenance had been carried out yet. The District Education Officer suggested that perhaps the headteacher or his staff could do such minor repairs but the headteacher replied that the people of the community became cross when the staff maintained the buildings because they knew if they waited government would eventually pay the men of the village to carry out the repairs.

Discussion

1. Was the attitude of the villagers reasonable?
2. Do you think the headteacher was right to ignore the need for simple repairs on the buildings because the people of the village complained?
3. How would you have handled this situation if you were the headteacher at the school?
4. If you were the District Education Officer how would you handle the situation?
5. What arguments could the headteacher or the District Education Officer use to encourage an attitude of 'self help' amongst the staff and the community?

6. NEW SCHOOL?

A District Education Officer returned from lunch one day to find a group of men from a village on a neighbouring island within his District waiting to see him. The men explained to him that some children from their village could not attend school because their parents did not like them to walk the considerable distance to the nearest school. The men asked the District Education Officer to support their request for the establishment of a new primary school in their village. What should the District Education Officer do?

Discussion

1. What further information would the District Education Officer require from the group of parents?
2. Who else would the District Education Officer have to consult?
3. What other information would the District Education Officer require?
4. If you were the District Education Officer what steps would you take before making your decision or recommendation on the matter?

7. DISAGREEMENT OVER TIME

Namasa School is situated in a small town in Fiji. Besides the headteacher there are seven teachers on the staff. Three of these are married ladies who, because they live some distance away, catch buses to school. The bus services run erratically and these teachers are often late for duty.

Since the School Committee is rather poor there is no possibility that it can provide suitable staff housing and the headteacher is at first resigned to the lateness of the three staff members.

Because of the situation other members of staff have been called upon to perform extra supervisory duties and they have become unhappy about this.

The headteacher believes that the problem can be solved by commencing school at 9 am instead of 8.30 am. However the four 'town' teachers object to this on the grounds that this will extend the school sessions into the hottest part of the day and so disadvantage the pupils.

The headteacher is now forced to examine the whole situation to see if he can locate the hidden agenda.

Discussion

1. Examine the issues through the eyes of the headteacher.
2. How might the problem be resolved?

8. THE STATE ATHLETICS COACH

Place

A Government secondary school in Malaysia in an urban area (large town - not a city) Enrolment of students 1000 girls. Staff 38 (mixed).

Situation

A senior teacher, Mr X, teaches science in all 5 streams of Form III with classes in both morning and afternoon session. These students are preparing for the Government external examination on which their whole future depends. Failure can mean the end of their school days. Poor results can mean they get into the wrong stream for their studies in upper secondary. Mr X is a very good teacher - interested in his students.

Mr X is also a highly qualified athletics coach, appointed by the Sports Council as state coach for over 200 large secondary schools. The Sports Council is a voluntary body headed by the chief education officer and manned by school principals and teachers. The principal of our school is very keen also on sports and a member of the Sports Council.

The Problem

His duties as state coach require that Mr X is often needed for meetings and training in places far distant from his school. He is often called for weeks to other parts of the country. On occasions he has even had to accompany the national team overseas.

No replacement can be obtained for his work - because replacements are only given if a person is absent for more than 30 days at a time. Last year he was missing for a total of 92 days - on fully approved leave from the Department - but always in less than 30 days at a time. No one else on the staff can fill in for his science as it is a specialist job and science teachers are scarce. The laboratory boy tried to look after the students. Students grumbled. Parents complained to the principal. The principal realised that if she tried to limit the times the teacher left the school for these sports activities, this would be unpopular with the Sports Council.

Discussion

What action should the principal take to be fair to all parties?

9. TRANSFER

A District Education Officer after consulting his headquarters decided to transfer a teacher from school. He wrote an official letter advising the teacher that he/she should transfer before the commencement of the term.

The headteacher of the school was opposed to the transfer so he sent a telegram to the Ministry advising that the School Committee did not want the teacher to be moved to another school.

In response to the headteacher's telegram, the Ministry cabled the DEO disapproving the transfer of the teacher.

Discussion

1. Was the action taken by the District Education Officer correct in this matter.
2. Was the action of the headteacher correct?
- 3, Was the action of the Ministry correct?
4. How could this situation have been avoided?

10. OSEA

Osea Kaputin had volunteered to be headmaster of a big school in one of the outer islands. His wife was not at all pleased with the decision and so she decided to remain on the main island with the children. Osea left without them to take on his new job at the beginning of the year.

On arriving at the school, he did all that he could to maintain and even to improve standards. The Area Organiser, who was responsible for the district, visited him and was pleased with his performance but was surprised to find out that he had already written to the Ministry requesting a transfer back to the main island on the following year because of domestic problems.

Discussion

What advice should the Area Organiser give to this headmaster?

11. ELITE

Mr X taught the elite section of Standard VI last year. The year before he taught the same pupils in Standard V. Last year he wanted to move up with his class in order that (as he puts it) he might gain new experience and also pick up the class from where he had left it the previous year. However, his main interest in teaching the elite class lay in giving private tuition for remuneration, although he was not using the school premises to that end. Giving private tuition for remuneration is forbidden by law, but the law is not really enforced.

This year Mr X wants to stay in the same class and welcome its new pupils, on the plea that the Certificate of Primary Education elite section needs a teacher who is well equipped and who has adequate experience. He had prepared a good many teaching aids and visual aids last year and he is tired of preparing new things each year. He has told the principal that he is going to give private tuition - either naively or because he feels that the principal is very close to him and he can be trusted. May be also, he has some financial problem and he thinks that giving private tuition is an easy means of getting money. Consequently, he has expressed his wish that a streaming of the pupils be performed. But the reason he puts forward is that more intensive work can be done if the pupils are streamed.

On the other hand, Mr Y who taught Standard V A last year wants to move up this year - perhaps with the same motives. But the difference is that Mr Y is against the idea of 'streaming' and he would not part with any of his pupils even if they happen to be worse than those of the other sections. He loves his pupils (he says) and he got through a lot of work with them last year, thus paving the way for the next school year.

The Area Inspector in his turn, shares the opinion that the CPE (elite) section needs very careful handling and that Mr X is better placed to take the class. Now, what to do with Mr Y who has done such a tremendous amount of work last year? Keep him in Standard V? He is definitely not going to put in the same amount of work this year. Besides, the Standard IV teacher would like to go to Standard V. Giving Mr Y a Standard IV section would appear to be downgrading him - and he might feel frustrated. That might tend to alienate him. On the other hand, trying to please Mr Y could alienate Mr X.

Discussion

If you happened to be the principal how would you deal with the situation?