

CHAPTER 2

AREAS FOR LEADERSHIP

Because of widely varying circumstances and traditions, there will be many differences in the duties and responsibilities of school principals from country to country within the Commonwealth. This applies equally to the duties and responsibilities at a district or regional level of education officers and inspectors.

Task Areas

In spite of such differences, it is not difficult to identify broad task areas of educational leadership which are widely applicable both to principals, to education officers, and to inspectors. In this chapter five such areas are examined.

Curricular issues

Student welfare

Staffing matters

Resource management

Community relationships

Under each heading principals and education officers/inspectors will be invited to consider the extent to which they do provide leadership, and to assess whether their activities contribute to the formulation and achievement of agreed educational objectives.

School Level

In each section questions will be suggested that principals might ask of themselves and of their colleagues on the staff of the school, related to that task area. Because of the many differences of structure and circumstance, the questions are only offered as examples and should not be regarded as definitive or comprehensive. Principals are advised, however, not to underestimate the contribution which their staff colleagues may be able to make, and which they can usefully be encouraged to make to the consideration of many of the questions posed. These school-related questions also give an indication of the kind of issue which might appropriately be opened up by an inspector when he visits a school.

District Level	There are also matters in each area of leadership which need to be considered by education officers and inspectors at district level. Some of these will be indicated in the various sections, and are again intended mainly as examples to stimulate discussion and the formulation of additions and alternatives more relevant to particular circumstances.
Exercises	Finally, each section will include an exercise or a problem which might be considered in a group situation. The aim is simply to suggest to course organisers the kind of real life local material which they might usefully compile for use in in-service training. The topic of case studies, in-tray exercises and simulations will be considered in Part 2 of the Handbook.

Curricular Issues

Definitions	The term 'curriculum' is sometimes used restrictively to refer to a detailed programme of study in a subject or group of subjects at a particular stage of education, i.e. as an approximate synonym for 'syllabus'. More usually today the term is used to signify the whole complex of planned courses and learning experiences which are provided by the school. In this sense it includes not only details of course content but also the proposed learning strategies, the study materials - whether centrally supplied or developed at the school - and even the extra-curricular activities, in so far as they are designed to influence and reinforce the learning process. It is in this wide sense that the term curriculum is used in this section.
Curriculum Development	In most countries the school curriculum is strongly influenced by ministry regulations or the requirements of examining boards. Special institutes or centres have also been established in some countries to help in curriculum development, including the production of resource materials, guidelines for teachers and evaluation instruments.
Curriculum Appraisal	A substantial element of discretion remains with the teacher, even in highly structured curriculum projects. This is hardly surprising, since one is concerned with the sum total of intended learning experiences, formal and informal. However centralised or decentralised the system, and irrespective of the activities of publishers, examination boards and curriculum development centres, it is relevant to ask questions about the curriculum as it exists in the schools, and within a district.

School Level Questions

Objectives	1. What are the objectives of the school curriculum? Consider the question generally and in terms of specific areas of study and development. 2. How were the objectives developed, and to what extent were the teaching staff involved? 3. Are all teachers aware of the objectives? Are they interpreted differently by different members of staff?
Implementation of Objectives	1. How do the courses, other learning activities, and the methods of presentation, contribute to achieving the objectives? 2. What options are available within the curriculum. How far is the resulting programme, as experienced by individual students, well balanced in relation to the different areas of knowledge, skills, and behaviour? 3. To what extent do members of staff communicate with each other about the curriculum? Does the organisation of the school facilitate such communication?

4. Are special arrangements made in relation to individual needs, e.g. for handicapped children, or children from a different linguistic background?

5. What arrangements are made to provide guidance to students and their parents when curricular choices have to be made concerning optional subjects?

Evaluation
and
Feedback

1. How are outcomes assessed, whether within the school or externally? Are the assessment procedures clearly related to the objectives that have been identified?

2. If an assessment is adverse, what kind of action is likely to be taken to improve the situation?

3. What curricular problems occurred last year? How have they been dealt with, and who has been involved in tackling them?

4. Are opportunities taken to communicate with the community, and particularly with parents, about the school programme, so as to take account of their views in its planning and assessment?

District Level Questions

The involvement in curricular issues of the district level educational leader will vary from system to system. At a minimum he will be concerned with two matters:

(a) Helping teachers in different schools to learn from each other's experience.

(b) The learning needs of those outside the school system.

Some questions are suggested on both aspects.

Between
Schools

1. How can the teachers in the schools of the district be assisted and encouraged to help one another in:

(a) Clarifying their objectives?

(b) Implementing new curricula?

(c) Adapting the curriculum to the local environment?

(d) Identifying local resources which can be used in programmes of instruction?

(e) Devising teaching strategies for specific areas of the curriculum?

(f) Improving their evaluation procedures?

2. What organisational structures, such as subject organisations, in-service courses, and curriculum centres are needed to promote teacher interaction and involvement?

3. Where curricula are designed centrally, is adequate feedback being provided to the course designers of the experience, of the teachers of the district in implementing the curricula? How is this information provided, and does it have any effect?

Outside the
Schools

1. What are the learning needs of those who have left the school system, for whatever reason?

2. How can the leavers be helped to appreciate their learning needs and to find the motivation and resources for satisfying them?

3. If there are young people and adults who have not had the opportunities of formal schooling, what are their minimum learning needs?

4. What educational programmes are needed for these groups, bearing in mind the objectives for economic and social development agreed at national and district levels?

5. What resources are available? If resources are inadequate, what action can be taken in the matter?

Contrasting Models of Curriculum Management

Consider schools A, B and C, which present three different approaches to the curriculum and to the induction of new staff into the teaching programme:

- School A New teachers find out from their heads of department (or the principal) what are the main subject areas to be covered in each form. Using the old notes from their own school or college studies, and following the sequence set out in the students' textbook, they cover the syllabus as best they can in preparation for internal or external examinations. Questions on each of the main topics may be expected. As more experienced teachers, they can repeat the same lessons in future years.
- School B New teachers are provided with a copy of the approved syllabus for each form and subject they are teaching. Using this and the prescribed textbooks, they plan the sequence of lessons in outline for the term. This outline is discussed with their supervisor (a head of department or the principal). It then provides the basis for detailed planning of lessons each week. Plans are adjusted in the light of students' progress and learning difficulties, and the situation is reviewed with the supervisor after termly or yearly class examinations. The same process is repeated each year, but as the teacher becomes more experienced, supervision of his teaching programme by the head of department or principal is dropped.
- School C New teachers are provided with a statement of educational objectives worked out by the principal and staff in relation to national goals and the school's situation. The curriculum for each year is planned on the basis of the approved syllabus and directed towards these agreed educational objectives. New teachers submit lesson programmes which are discussed with their supervisor. In addition, the supervisor and all staff involved with each area of the curriculum, or each group of students, meet on a regular basis to review students' progress, to identify topics or concepts with which students are having particular difficulty, to discuss the best ways of tackling these problems and any changes in the curriculum recommended by the Ministry. Students' competence is assessed on completion of each unit of work, and at the end of term, against criteria established in relation to the agreed objectives.
- Questions 1. What are the respective strengths and weaknesses of each approach as a model to be followed?
2. How far do the schools with which you are closely acquainted correspond to any of these models?
3. Keeping within the requirements of your ministry, describe briefly, in similar terms to the above, the arrangements you consider to be most likely to result in a high standard of education in the school(s) for which you are responsible.

4. If the existing situation differs from your proposed model, consider what changes would be necessary to bring it into line with your model. How might they be achieved?

Student Welfare

However widely the term curriculum is interpreted, it would be a mistake to consider the relationship of a school to its students purely in terms of planned courses and other curricular activities. It is generally recognised that, to carry out its educational functions effectively, the school also has to be an institution for student welfare and guidance.

In today's world it is increasingly desirable for the principal and the staff of the school to be sensitive and sympathetic to the individual problems, circumstances and viewpoints of the students. Experience in many countries shows that disregard of such matters may lead not only to poor educational outcomes but also to acute unrest and serious disciplinary problems.

Information

In order to develop an effective programme of student welfare and guidance, a first requirement is a well organised information system concerning students. On this basis a system of pastoral care or student guidance is developed, which is able to respond to the personal, academic and career needs of the student. It is also important that the staff as a whole should be concerned not only with academic, but also with behavioural outcomes.

As education becomes more widely available and is no longer largely confined to a privileged minority, the quality of the relationship achieved between staff members and students, and particularly between the principal and students, is of crucial importance to the well-being of the school if it is to be a seat of learning rather than a seat of conflict.

School Level Questions

Information Systems

1. What kind of information is needed about students? Does the school have adequate and reliable information about the previous schooling, health, and home background of students?
2. Where is the information about individual students recorded? Who has access to it, and who is responsible for updating it?
3. Are the appropriate staff informed when the need arises or the students change school, of the special difficulties of individual students regarding medical or other conditions?
4. Does the school have appropriate links with external welfare services, which enable relevant information to be communicated both ways?
5. Is a systematic attempt made to follow up and record the progress of former students after they have left school, and then to use the information as part of the evidence in evaluating school programmes and objectives?

Pastoral
Arrangements

1. What is the system, whether on a "house" basis or on a "year" basis, for giving personal and individual care to students? How well is it working? Are there ways in which it could be improved?
2. On what basis are newcomers to the school allocated to different groups or classes? What steps are taken to make new students welcome, and to get to know their parents?
3. On what basis are students divided into groups? Are mixed ability groups created for some purposes? Justify your current grouping arrangements.
4. What guidance is available to students on opportunities for further study, and on career opportunities after leaving school? Are former students used as a source of career advice?

Behavioural
Aspects

1. How do the principal and teaching staff seek to influence student behaviour? How much reliance respectively is there on sanctions, on rewards, and on praise?
2. What attempts are made to find out the cause of delinquent or anti-social behaviour? Is persistent absenteeism followed up?
3. What opportunities are given to students for the development of initiative and responsibility? Should senior students have a part to play in the school's consultative or decision-making arrangements? If so, are the present arrangements working well, or could they be improved?

District Level Questions

District level educational leaders may be expected to provide support to the schools in carrying out their student welfare responsibilities, consider demographic issues related to student numbers, and to consider the needs of those who have had no formal schooling. Questions are suggested for each of the three aspects.

Supporting
the Schools

1. What steps are taken to ensure that there is appropriate liaison between the schools and external agencies for welfare and guidance?
2. Is information available at district level on absenteeism and the number of students in the schools who drop out without completing the course? Are such matters discussed with the school principals?
3. What steps are taken to improve communication between the schools and the community? Are any arrangements made for teachers, parents and community leaders to meet from time to time to exchange views?
4. When matters relating to students become of general concern in the community, whose responsibility is it to deal with them? Is anything done to tackle the underlying causes?

Demographic
Issues

1. Are population statistics available by age, by sex and (where appropriate) by sub-districts?
2. Are corresponding statistics available of school enrolments in terms of the same characteristics?
3. What attempts are being made to increase the enrolment of any groups which are systematically under-represented in schools (e.g. girls, or children from a particular sub-district)?

The Needs of
Those
Outside the
School
System

1. What proportion of the population above school age is illiterate or has had no opportunity of formal schooling?
2. Have the areas in which educational disadvantage is most prevalent been identified?
3. Are there schools or other centres of community activity within reach of these areas where educational programmes could be provided? What arrangements need to be made to enable existing facilities to be used to the best advantage?
4. What further provision is desirable? How and when can the necessary resources be provided?

A Student Record Card for Re-Consideration

Here is a specimen student record card. Consider the different kinds of information it contains - which items are objectively factual, which are evaluative, which are subjective impressions, which should be confidential?

(Front)

SURNAME	FORENAMES	ADMISSION NO.
DATE OF BIRTH	SEX	ADDRESS
FATHER/GUARDIAN'S NAME OCCUPATION		CHANGE OF ADDRESS
DATE OF ADMISSION DATE OF LEAVING		PREVIOUS EDUCATION FUTURE EDUCATION/EMPLOYMENT
SPECIAL NOTES HOME/FAMILY LANGUAGE BACKGROUND HEALTH		

(Back)

FORM TUTOR'S COMMENTS YEAR 1 YEAR 2 YEAR 3 YEAR 4 YEAR 5	DISCIPLINE-- SERIOUS OFFENCES
LEAVING EXAMINATION	

1. Is there a case for recording any of these items separately and not on the card?
2. Who will keep the card up to date, and how frequently?
3. Where will the card be kept and who will have access to it?
4. What additional items, if any, should be included - annual performance mark or grade in each subject, for example?

Staffing Matters

Questions are suggested under three headings: (a) Allocation and specification of tasks; (b) Communication and participation; (c) Staff development and self-evaluation. The questions relate specifically to the school situation. But they may also be of interest and concern at the district level, whatever the degree of autonomy granted to individual institutions.

Allocation and Specification of Tasks

1. How systematic are the selection and allocation procedures for:

- (a) Teaching staff?
- (b) Technical and ancillary staff?

How effective are they?

2. When appointments or allocations are being made, are job descriptions made available in connection with the following posts:

- (a) A teaching post?
- (b) A technical or ancillary post?
- (c) A senior supervisory post?

If such job descriptions are provided, how much detail do they and should they contain?

3. Are new members of the teaching staff adequately informed about administrative procedures and the curricular and extra-curricular activities expected of them? What arrangements are made for their initial support and guidance?

4. On what basis are staff allocated to teaching groups? Is the allocation made fairly and appropriately, having regard to the particular expertise and interest of staff? Are the arrangements for internal promotion rational and fair?

Communication and Participation

1. What forms of communication are used:

- (a) Between the principal and the staff?
- (b) Among the teaching staff?
- (c) Between the teaching staff and the pupils?

Does information tend to flow in one direction only, or is there a two-way traffic of giving and receiving?

2. Are positive steps taken to promote co-operation within the school, between different groups? For example:

- (a) Teaching staff and support staff?
- (b) Teachers in different parts of the school or in different disciplines?

(c) Those mainly involved in academic and those mainly involved in non-academic activities?

3. Who arranges for the teaching or supervision of classes during short-term absences? Are the arrangements working fairly and effectively?

4. Are staff meetings carefully planned, regularly held and efficiently run? Do they usually produce positive outcomes, i.e. some specific action arising from the decisions or recommendations made?

5. Are staff working parties, or more permanent groups, active in subject areas or other areas of common concern? Are the decisions or recommendations of meetings of staff recorded and generally communicated?

6. Is there a well defined pattern of consultation and decision-making for the formulation of policy with regard to school objectives? Are there opportunities for all staff to express their views? Are there some matters on which support staff might be consulted?

7. Can teaching staff be confident of being consulted before decisions are made which will affect their work? Does your answer apply equally to technical and ancillary staff?

Staff
Development
and Self-
Evaluation

1. Is the in-service training of staff seen as an institutional as well as an individual responsibility? Has a senior member of staff been appointed as the school's staff development officer?

2. What opportunities are available, within the school, and by attending courses elsewhere, for members of staff to receive in-service training in subject areas, teaching methods and school management?

3. Is the allocation of tasks in the school linked to staff development? For example, are tasks rearranged or re-allocated from time to time to promote staff growth and to maintain staff morale and motivation?

4. Are there adequate arrangements for the in-service training of technical and ancillary staff?

5. Do members of staff receive guidance in evaluating their own performance? Is there an accepted procedure for the teachers to appraise their own schemes of work and programme performance, as individuals, and as a group in relation to agreed educational objectives and criteria?

A Job Description for a School Principal

Here is a job description. Does it leave out any points which you think should be included? Does it include anything which should be left out? Which of the "supervisory and administrative tasks" should probably be delegated?

Job Description

Post

School Principal, Owusu Secondary School

Responsible to: Regional Superintendent of Education

Direct Contact with: District Education Officer

Heads of Department, Owusu School

Teaching and support staff of Owusu School

Main
Responsibilities

- (a) General management of the school, implementation of directives from the ministry, maintenance of required records, accounting for stock and money.
- (b) Co-operation with district and regional education officers, community leaders, and representative bodies concerned with education.
- (c) Supervision of teaching and ancillary staff and care for pupils attending the school.
- (d) Development of educational objectives for the school (within the guidelines of national and district development policy), and monitoring performance in relation to those objectives.

Supervisory
and
Administrative
Tasks

- (a) Formulation, with staff, of educational objectives for the school as a whole, and for each subject and activity area.
- (b) Allocation of staff responsibilities.
- (c) Timetabling.
- (d) Allocation of pupils to classes.
- (e) Conduct of staff meetings and establishment of working groups on topics of special concern.
- (f) Monitoring performance with staff in each area and identifying ways to improve effectiveness of school.
- (g) Arrangements for internal and external examinations.
- (h) Arrangements for self-help projects in co-operation with community leaders.
- (i) Arrangements for pupils' travels and school visits.

(j) Arrangements for special activities - open day, sports day, national festivals.

(k) Requisitions to ministry, preparation of regular returns and stocktaking.

(l) Attending to correspondence.

(m) Maintenance of school buildings.

Qualifications and Attitudes Required	Graduate with qualifications in education. At least 7 years' experience, including appointment as deputy head, head of department, or head of house. Up to date professionally. Ability to work well with other people. Proven administrative capacity.
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Expected Level of Performance	The regulations and specific requirements of the Ministry of Education are to be followed. Staff are aware of school objectives and have agreed programmes relating their work to those objectives and to the local situation. Achievement of those objectives is under continuous review.
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There are established and clear lines of communication between the head-teacher, the community, the staff and the pupils, and there is evidence that these lines are being used co-operatively in both directions.

Additional Exercise

Compile a job description

(a) for your own post.

(b) for a post which you supervise.

Resource Management

Material Resources As education, in most of its aspects, is still a labour intensive industry, the most important resource of all is undoubtedly the commitment of competent teachers. The management of this resource was under consideration in the previous section, Staffing Matters. The present section is concerned with the provision and use of material resources in the school and with related planning at the district level.

Priorities It needs to be stated at the outset that, if resources are limited - as they may be in many countries for some considerable time - the highest priority will have to be given to essential textbooks and other basic items, and it could well be that some of the more modern facilities and equipment to which reference is made below will have to wait until conditions are more favourable. Working out realistic priorities is then the most crucial aspect of resource management.

Even when resources are scarce, it is remarkable what can sometimes be achieved, e.g. in devising simple science equipment, through the intelligent improvisation and adaptation of competent and imaginative teachers, using local resources. This is an argument not for reducing resource allocation to schools but for making the best possible use of the resources which are available, and serves to re-emphasise the point made.

School Level Questions

Questions will be suggested under the three headings:

- (a) School buildings; (b) Educational facilities;
- (c) Community interest.

School Buildings

1. Are the available buildings used to the best advantage, having regard to the objectives of the school, the number of students, and their needs? Have alternative models been carefully considered, taking the size of teaching groups as a variable and looking critically at the extent to which specialist subjects require separate rooms?

2. Are there any minor additions or improvements to the present buildings which would substantially increase the efficiency of their use. For example:

(a) If it were found that some specialist rooms are under-utilised, would the provision of storage space, or other facilities for specialist equipment to be safely protected, make it possible for those rooms to be used for ordinary classes part of the time?

(b) Would removable partitions be helpful if large areas are often under-used?

3. Could better use be made of the building and its facilities by beginning and ending school at different times for seniors and juniors, and/or by having rest and lunch breaks at different times?

4. Is there an effective system of checking and monitoring the condition of buildings, fabric and fittings with regard to safety, security and appearance? Who is responsible for ensuring that repairs are rapidly and efficiently carried out?

5. Are steps taken to ensure that communal areas and corridors are tidy and pleasing? Are such areas used for displays of material and work, to stimulate interest among students and staff, and among parents and other visitors?

Educational Facilities

1. What special facilities and equipment are available in the school - science equipment, audio-visual aids, a language laboratory, craft tools, agricultural implements, printing and duplicating machines, musical instruments, sports equipment and facilities, transport, computing facilities, etc?

2. Who is responsible for the maintenance and checking of equipment? Is the system effective in keeping facilities in good working order? Are the resources as accessible as is practicable, to those who need to use them? Are teaching staff generally aware of the potential of the facilities which are available? Are they used to good effect?

3. What procedure is there for regular review of the provision of materials and equipment? Is there consultation with users on a regular basis, e.g. through a School Resources Committee? Are the procedures for the allocation of funds for resources considered to be fair and rational by the interests concerned?

4. Does the school have a Library/and or Central Resource Centre? If so, how is it organised? Is it meeting the school's needs?

Community Interest

1. If additional facilities are regarded as desirable to achieve the school's educational objectives, are the school's links with the community sufficiently strong for it to be feasible for the school and community to make a combined effort to find the necessary funds?

2. Are there facilities in existence in the community that could beneficially be used by the school for educational purposes? What obstacles, if any, would have to be overcome?

3. What facilities in the school are made available for wider community use? Given some input of resources, what arrangements could be made to extend this use? Could any additional facilities be made available by the school?

District Level Questions

Questions are suggested concerning: (a) The provision of support for the schools; (b) The future planning of educational facilities.

Supporting
the Schools

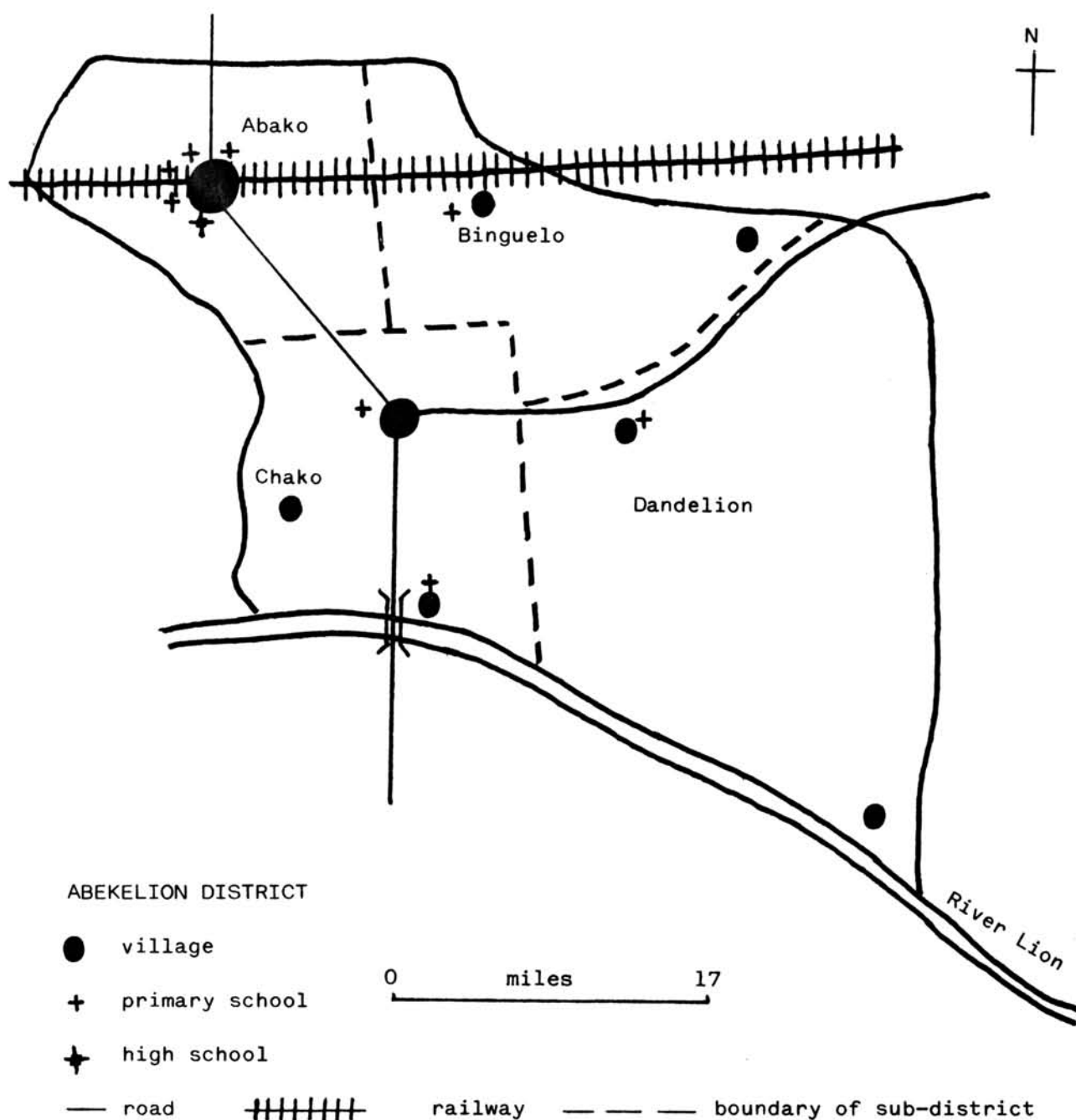
1. Is there a simple and fair procedure for the allocation of resources for the maintenance and improvement of school buildings?
2. Can proposals for minor additions or improvements to buildings be considered expeditiously? Can minor repairs be quickly authorised in an emergency?
3. Are there well defined and rational procedures for the allocation of funds to schools for material resources, or for obtaining facilities on their behalf?
4. Are the schools accountable to inspectors or district officers for the use made of resources provided? What procedures are involved?
5. What arrangements are made at district level to ensure that school staff are well informed about new developments in the field of resources? Is central guidance provided to ensure that scarce funds are spent wisely?

Planning
for the
Future

1. Given the student population data of your district and your present policies on enrolment and class size, estimate the buildings and facilities which will be required for schools in your district at each level next year. Indicating margins of error, give a similar projection for five years ahead.
2. What projects, in your view, should be given the highest priority? What steps are needed to obtain authority for, and to plan, the construction of these facilities? What resources would be available from the community?
3. Consider whether the expansion of existing facilities and/or the erection of new schools on similar lines is likely to be the most effective means of meeting the educational needs of the district in the long term. Can you envisage an alternative strategy which might be more appropriate for achieving the district's educational objectives for:
 - (a) Pupils of school age?
 - (b) Out-of-school youth?
 - (c) Adult learners?

What would be the resource implications?

A Case Study of an Imaginary District



Above is a sketch map of Abekelion District. It is a rural area approximately fifty miles wide, dependent mainly on subsistence farming and administered from Abako township. It is divided into four sub-districts, bounded on the south by the river Lion. The North-South road is a nationally important route and is joined by a feeder road from the East. The population is largest in the Abako sub-district and is concentrated mainly in the township of Abako. By contrast, the population in Dandelion sub-district is very scattered. The population of Binguelo, Chako and Dandelion sub-districts is roughly equal at the present time.

Population

Sub-district	Rate of population growth per annum %	% of primary school age children enrolled in school	% of literacy in population over age 15
Abako	8	90	50
Binguelo	2	55	30
Chako	3	70	40
Dandelion	2	25	15

Schools

	Primary, one-form entry	Primary, two-form entry	High School two-form entry
Abako	1	3	1
Binguelo	-	1	-
Chako	-	2	-
Dandelion	1	-	-

All forms have 35 pupils. The primary schools have the same number in their final year as in their first year forms. Their output is therefore:

6 schools x 2 forms x 35 pupils = 420 school leavers

2 schools x 1 form x 35 pupils = 70 school leavers

Total	490 leavers from primary school
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Entry to the high school is 70 per year, so only one pupil in seven can transfer from the top class of primary school to the district's high school. This is less than the Government's objective which is one pupil in five. If there were one additional form right through the high school (bringing entry up to 105) this objective would be achieved in Abekelion. On the other hand, if primary school enrolment were increased, and the Abako High School remained its present size, there would eventually be enough to justify a new high school elsewhere in the district. Nationally, 60 per cent of children of primary school age are enrolled at primary schools, and the course lasts six years. There is pressure for each of the following additions to educational facilities in this district:

- (a) Increasing the intake at the one-form entry primary school in Abako township.
- (b) Establishing a new primary school in Binguelo.
- (c) Establishing a new primary school in the south-east of Dandelion.
- (e) Starting a new high school in Chako at either the river crossing or the road junction.

Questions

- (a) What consideration would you take into account in planning the development of educational facilities in this district?
- (b) If it were your country, which of the facilities demanded would you be inclined to place first, second, and third, in order of priority, or what alternative proposals would you suggest?
- (c) What additional facts would you want to know about Abekelion District before making a firm recommendation, and how would you obtain them?
- (d) What consultations would you make in the process?

Community Relationships

It was noted in the previous section, in the context of resource considerations, the advantages for the school of good community relationships. In many countries it is increasingly coming to be appreciated as a principle of much more general application.

Parents	For any school a vitally important section of the community are the parents and prospective parents. They need to have a clear understanding of the objectives of the school, how they are being implemented and how <u>they</u> can help, whether by positive action or by moral support. They also need to be able to express their views to the school and to feel that their ideas and feelings will be taken into account.
Community at Large	A two way relationship is also desirable with regard to the community generally. The school can gain much, and not only in monetary terms, from the active support and assistance of the community. It can also make a positive contribution in a number of ways to community development. The two aspects can mutually reinforce each other.

School Level Questions

Parents and the School	1. Is there a prospectus for new parents? How much thought is given to the first contact between the parents and the school? Do parents meet personally the teacher or teachers mainly responsible for their child? 2. What opportunities are provided to enable parents to understand what the school is trying to do, and why? 3. Are parents made to feel welcome in the school? Are complaints and difficulties dealt with quickly and sympathetically? 4. Are there opportunities for parents to discuss their children's progress with the teacher concerned, and with the school principal if necessary? 5. Are parents encouraged and advised as to how they might help their children to learn? 6. Is there a parent-teacher association or a parent association? If so, how well is it supported by: (a) Parents? (b) Principal and staff?
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7. Does the PTA or PA give attention to educational matters?
Is it involved in social and fund-raising activities?

The School
and the
Community

1. Is there a formal link with community interests through a school committee or board of governors? Is there an association of 'old students' or of 'friends of the school'? What activities are undertaken by any of these groups.
2. Do the linking groups which exist, effectively ensure that the school programme takes account of matters and projects of community concern? Do they help in providing relevant community resources for this purpose?
3. What use is made in the school programme of:
 - (a) Community expertise in cultural and vocational activities?
 - (b) Assistance to the school in an unskilled capacity?
4. To what extent are students and/or teaching staff involved through voluntary or governmental agencies with local community service, such as out-of-school education, literacy work or community development?
5. Does the school arrange educational visits to community institutions and places of employment as a means of increasing students' understanding of life outside school?
6. Are external activities and programmes regularly reviewed to evaluate and improve the effectiveness of school community contacts?

District Level Questions

Parents

Parents of children at school and other members of the community will often go to a district level officer to raise questions relating to a particular school. It will happen particularly if they have failed to obtain satisfaction at the school. Parents of students, whether or not they pay fees, and other local residents, who also as taxpayers are providers of the school system, properly consider that they have a right to be heard and be informed on matters relating to their schools. Such matters are liable to take up considerable time for educational officers at the district level if the community links at school level are weak.

Many of the questions suggested above at school level are therefore also relevant at district level, for the district officer will need to have a broad appreciation of the school-community links, of the schools for which he has responsibilities. Where there is a complaint, he will also be well advised, before dealing with the matter, to confirm the facts and obtain the views of the school principal. The problem as presented may not be the whole story.

Other Community Groups District education officers will also relate to at least two other groups:

- (a) Committees and boards of officials and of community representatives concerned with the development and implementation of educational policy. Examples are district education committees or advisory boards, inter-departmental co-ordinating committees and district development committees.
- (b) Community leaders such as local councillors, chiefs and other traditional rulers, leading industrialists, representatives of employers and trade union organisations, media representatives and leaders of community and voluntary organisations including religious organisations.

New Developments If a problem raised by a parent or other local resident were sufficiently serious, it might need to be dealt with by, or in conjunction with, one of the above groups. They would also need to be involved with any major issue of community involvement in educational matters at district level. If a substantial new development is proposed, it may be desirable to undertake extensive informal consultations with community leaders, whether before or after proposals have been submitted formally to relevant committees or boards. Having obtained the approval of these groups, the officer may then call meetings or use the media to explain the new proposal to the local residents, including parents. The community support, which may well be vital at the implementation stage, is more likely to be forthcoming if account has been taken at an early planning stage of community views on the objectives and implementation of the programme.

Inter-Departmental Links It is at district level that it is also desirable to consider the extent to which co-operation with other departments or agencies (including health, rural development, social welfare, housing and transport) can strengthen the educational service. As always in such relationships, there is another, equally important question to consider: the contribution which education can make to the problems faced by other services.

A Calendar for Community Relations

1. Summarise briefly the main educational objectives of your school (or district) as you see them.
2. Try to recall any activities and meetings in which your school (or a school under your supervision) has participated with members of the community during the last three months.
3. List these occasions in the appropriate places on the calendar below. Include meetings of boards of governors, parent-teacher associations or similar bodies, school open days, and community development work of any kind in which the school has participated on an organised basis.
4. Discuss the resulting calendar with your colleagues. How does the programme you have outlined compare with the objectives you first stated? If they do not fit together, what are the main problems which limit your programme, and have other schools or colleagues fresh ideas or experience which may help to overcome them?
5. Draw up a suggested programme of school community contacts for the next three months on another calendar. Keep in mind:
 - (a) The educational objectives you have proposed.
 - (b) The situation as you know it.
 - (c) A realistic estimate of staff/student time available.
 - (d) The value of practical results both in the school and in the community.

Meetings	Activities
Week 1 2 3 4	
Week 5 6 7 8	
Week 9 10 11 12	
Any regular school/community contacts every day: Any regular school/community contacts every week:	

Concluding Exercise

This Chapter has considered five areas of educational leadership at a school level, and at a district level. The first two areas related to the curricular and welfare needs of students. The third and fourth areas were concerned with the management of resources, both human and material. The final area of study was the interaction of the school with its environment or neighbourhood.

For each area questions were asked, related to school and district, which were generally intended to probe the relationship of stated objectives to the extent to which successful implementation has been achieved. To complete the chapter a final exercise is now proposed. It is in two parts.

1. Consider for each of the five areas, what further questions might usefully have been asked of educational leaders, having in mind the specific circumstances of your educational system. Answer these additional questions for your own school or district.
2. Specify aspects of the life of the school which have not been included, or only marginally, in the 'five area' classification, e.g., sports organisation, health and safety, internal and external examinations, extra-curricular activities, etc. Identify questions in some of these further areas which are relevant to educational leadership at school and district levels in your system, and provide answers for your school or district.