

Foreword

The education service in most African countries has expanded at a profound rate in the last three decades. This has created a variety of administrative and management problems for the education system: poor communication between headquarters, regional offices and schools; lack of accurate information and data for decision-making and management of the education service; and delays in dealing with teachers' confirmation, appraisals, promotion, deployment, payment, pensions and discipline. School heads are rarely prepared for their managerial and professional responsibilities. The proportion of untrained headteachers is unacceptably high, while poor working conditions result in widespread frustration and low morale among teachers.

Against this background, it is clear that the quality of education in Africa will depend to a large extent, on the capacity of ministries of education to address both professional and management problems. Ian Halliday seeks to address teacher management issues and problems by highlighting good management procedures and practices.

This guide, as part of the companion series, *Better Educational Management*, is directed at teacher managers. The publication has two main purposes, to act as a reference guide and as a training manual.

This publication is part of the ongoing Teacher Management and Support series (TMS), led by the Commonwealth Secretariat under the auspices of the Association for Development of Education in Africa (ADEA). In executing this programme the Secretariat works with partner agencies to help African ministries of education address teaching profession problems. Resource persons such as Ian Halliday have made a valuable contribution to this process as exemplified by this latest publication.

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