

Introduction

This guide, which has been produced to assist teacher managers, highlights procedures and practices which are the basis of their daily work. All too often the pressures of handling the multitude of tasks related to the staffing of schools distracts the senior manager from examining the methods employed in his/her department. The guide produces both checklists, which can be completed quickly, and references to related topics in some of the recent publications on teacher management. This has been produced under the aegis of the Commonwealth Secretariat as the lead agency for the Working Group on the Teaching Profession co-ordinated by the Association for the Development of Education in Africa (ADEA).

If the Ministry of Education wishes to be successful in its task of providing an effective education service it must have not only clear and definitive policies and procedures, but also a culture which encourages all members of staff to develop a proactive approach to their daily work.

This latter objective can be developed by the creation of good management practices. These could be summarised as:

- promoting the participation of staff in decision-making;
- being seen to be open to change;
- ensuring staff are sensitised to policies which seek to redress gender and other inequalities;
- encouraging administrative efficiency;
- being effective in the deployment of resources - manpower, money and materials;
- conveying policies and procedures to staff at all levels, through a well structured communication system;
- providing continuous evaluation and monitoring of performance;
- ensuring opportunities exist for staff development and training;

The term 'management style' is often used to describe these characteristics in practice.

The above practices, which permeate this guide, provide a continuous thread which, if adopted by all members of staff, whatever their rank, will ensure that good relationships are encouraged between offices and schools and between administrators and teachers. When these principles are ignored in practice, teacher morale, upon which the success of the education system depends, will quickly be dissipated.

References:

Management Style

Developing a Professional Teaching Service

Chapters 1 (in total)
3 (in total)

Turning the Tables on Teacher Management

Chapters 3, pages 14-17

4, pages 18-20

10, pages 45-47

11, pages 48-50

Training and Support for Headship in Africa

Chapter 2, page 9

Equality of Opportunity

Turning the Tables on Teacher Management

Chapters 7, pages 31-33

12, page 52

21, pages 88-90

**Teacher Morale and Motivation in Sub-Saharan Africa:
Making Practical Improvements**

Pages 6, 12,