

WORKING GROUP ON THE TEACHING PROFESSION  
BETTER SCHOOLS SERIES

# RESOURCE MATERIALS FOR SCHOOL INSPECTORS

## Module Two

### A Self-Study Guide for Newly Appointed Inspectors



Commonwealth Secretariat



Association for the Development  
of Education in Africa

# **BETTER SCHOOLS**

**RESOURCE MATERIALS  
FOR SCHOOL INSPECTORS**

**Module Two**

**A Self-Study Guide for  
Newly Appointed Inspectors**

**Commonwealth Secretariat/ADEA**

**1998**

© Commonwealth Secretariat, October 1998

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or otherwise without the permission of the publisher.

The views expressed in this document do not necessarily reflect the opinion or policy of the Commonwealth Secretariat or ADEA.

Published jointly by the Commonwealth Secretariat and ADEA.

Printed in Britain by The Chameleon Press Ltd, London.

May be purchased from the Commonwealth Secretariat's distributors:

Vale Packaging Ltd  
420 Vale Road  
Tonbridge  
Kent TN9 1TD  
Britain

Telephone: +44 (0) 1732 359387  
Facsimile: +44 (0) 1732 770620

ISBN: 0 85092 571 1

# Preface

Effective school inspection and advisory support is the sine qua non for ensuring quality in education. Owing to inadequate professional preparation and a serious lack of field support, many developing countries still use conventional methods of school inspection. Inspection is often limited to monitoring implementation of the school curriculum and education policies, and rarely are inspection findings used to inform the preparation of staff development strategies and school improvement programmes. It has also been observed that many programmes which aim at improving school inspection have tended to follow a reactionary approach such as creating more posts for the school inspectors, providing limited logistical support to enable inspectors to visit schools, or sending them overseas for training.

Recruitment and selection of school inspectors is still largely based on seniority, academic qualifications and some limited teaching. That the majority of school inspectors are recruited mainly from the ranks of classroom teachers rather than experienced headteachers has tended to present problems for headteachers in schools.

The rationale for the SADC-TMS School Inspectors' Training and Support (ITS) programme is therefore based on the recognition that the task of improving instructional work in schools and raising the performance of both teachers and pupils rests with all the key actors in the education enterprise including: headteachers, teachers, parents and school inspectors/advisors. School inspectors/advisors must therefore be carefully recruited and selected, and above all be well trained to perform their functions effectively in accordance with set norms.

Following the adoption of the ADEA Working Group on the Teaching Profession Work programme for 1995-97 at the Teacher Management and Support (TMS) Review Meeting held in Accra, Ghana in July 1995, eight Southern African Development Community (SADC) countries (Botswana, Lesotho, Malawi, Mozambique, Namibia, Swaziland, Zambia and Zimbabwe) met on the fringes of the Accra meeting to initiate a regional plan of action on improving school inspection and advisory services. The global objective of the regional plan was to improve the quality of basic education through the provision of a structured local training programme for school inspectors/advisors as well as on-going professional support. The regional TMS Working Group met in Botswana (1995); Zimbabwe (1995, 1996); Zambia (1997); Lesotho (1997); and Namibia (1998) to identify priority training needs for basic school inspectors; to develop needed training modules for school inspectors/advisors; to test the training modules in all participating countries; and to conduct the first training of trainers for school inspectors in the region in Namibia in February 1998. The exercise has made a significant contribution towards local and regional capacity building in resource materials development, developing confidence among professionals and providing resource materials for training:

- Module 1      A Trainer's Guide for Newly Appointed School Inspectors
- Module 2      A Self-Study Guide for Newly Appointed School Inspectors
- Module 3      A Trainer's Guide for Inset of Serving School Inspectors
- Module 4      A Self-Study Guide for Serving School Inspectors

We are particularly grateful to the Association for the Development of Education in Africa (ADEA) and its partners for providing financial support which facilitated writing workshops and the procurement of services of consultants and lead resource persons;

the Netherlands Government for supporting the meetings of Principal Secretaries which were instrumental in guiding the SADC-TMS programme; and UNICEF (Lesotho) for funding the final review workshop in Maseru.

Nothing could have been achieved without the very generous contribution of participating Ministries of Education. Permanent Secretaries played a key role in facilitating the implementation of the programme by releasing officers to take part in workshops and meetings and also by funding some aspects of the workshops and making available their printing facilities to produce draft materials for the programme. In the end it was a collective effort of which all the parties (ADEA, Commonwealth Secretariat, Ministries of Education, Development Partners, and school inspectors/advisors) are proud.

Finally, in the background the consultants and lead resource persons, and the Chief Programme Officer provided excellent technical advice and management of the programme: Mr. Stephen Ngwenya (Zimbabwe), Chairperson, SADC-TMS Programme; Ms Kgomotso Motlotle (Botswana), Secretary, SADC-TMS programme for the effective leadership of the SADC-TMS programme; Mr. John Hilsum, Consultant, UK; Ms Patricia Murgatroyd, Consultant, UK; and resource persons: Mr. Rogers Sisimayi, Zimbabwe; Mr. Geoffrey Tambulukani, Zambia; Mrs. Florence Stoneham, Botswana; Mr. Reuben Motswakae, Botswana, Ms Ntsebe Kokome, Lesotho; Mr. Alfred Ilukena, Namibia. We thank them all. Responsibility for this work within the Education Department of the Commonwealth Secretariat rested with Dr. Henry Kaluba.

Professor Stephen A Matlin  
Director  
Human Resource Development Division  
Commonwealth Secretariat

May 1998

# Contents

<b>Acknowledgements</b>	<b>vii</b>
<b>Unit 1: Personal Review</b>	<b>1</b>
<b>Unit 2: Inspection and Supervision</b>	<b>5</b>
<b>Unit 3: Instructional Supervision</b>	<b>15</b>
<b>Unit 4: Report Writing</b>	<b>23</b>
<b>Unit 5: Financial Management</b>	<b>33</b>
<b>Unit 6: Training Programmes</b>	<b>39</b>
<b>Unit 7: Guidance and Counselling</b>	<b>51</b>
<b>Unit 8: Management of Change</b>	<b>59</b>
<b>Unit 9: Action Research</b>	<b>71</b>
<b>Glossary</b>	<b>77</b>
<b>Abbreviations</b>	<b>78</b>

# Acknowledgements

The materials in this module were written, tested and reviewed by teams of writers in mixed country groups from the following:

## CORE WORKSHOP DEVELOPMENT TEAM

Dr Henry Kaluba - Chief Programme Officer, Commonwealth Secretariat  
Mr John Hilsum - Consultant  
Ms Patricia Murgatroyd - Consultant  
Mr Stephen Ngwenya - Chairperson, SADC TMS  
Ms Kgomotso Motlotle - Secretary, SADC TMS

## WRITERS

### BOTSWANA

Mr Reuben J. Motswakae  
Mrs Florence Stoneham  
Mr Melton B. Bangale  
Mr Owen N. Pansiri  
Mr Keketso J. Phaswana  
Mr Philip Bulawa  
Mr Haniso Motlhabane

### MALAWI

Mrs Marsela M.J. Bonongwe  
Mrs Lillian E. Sankhulani  
Mr Nelson T. Kaperemera

### NAMIBIA

Mr Alfred Ilukena  
Mr Lamek T. Kafidi  
Mr Charles Kabajani  
Mr David H.A. Tait

### ZAMBIA

Mr Geoffrey Tambulukani  
Mr Ilya Wamulwange  
Mr Bix C. Mwale

### LESOTHO

Ms Khoboso Tlali-Ntsane  
Ms Malehlohonolo Matia  
Mr Paramente P. Phamotse  
Mrs Jessie Mankoneng  
Ms Matseliso Letsunyane  
Ms Ntsebe Kokome

### MOZAMBIQUE

Miss Filomena F. Munguambe

### SWAZILAND

Mr Joseph Malaza  
Mr Daniel Mayisela

### ZIMBAMBWE

Mr Rodgers G. Sisimayi  
Mr Peter Dube  
Mr Erison Huruba  
Mr Evaristo C. Utete

The Secretariat and Core Workshop Development Team are grateful to the writers and secretarial support staff in Botswana and Lesotho for working extremely hard to produce the training modules according to the agreed schedule.



# Unit 1: Personal Review

## INTRODUCTION

The aim of this unit is to enable new inspectors to reflect on their professional experience and to consider their own professional needs in order to fully develop their role as inspectors.

## LEARNING OUTCOMES

By the end of this unit, inspectors will be able to:

- identify their professional strengths and weaknesses
- reflect on their past experience in order to inform future action
- proceed with confidence into the next unit

## PERSONAL LEARNING JOURNEY

If you are using the self study guide you will probably be a newly appointed inspector, or one with only a short time in post. You will, undoubtedly, have held a number of posts in your life, and done a number of jobs. Your success as an inspector will depend, partly, on your ability to recognize your own strengths and weaknesses.

### Activity 1a

List the jobs you have had and determine the professional skills that you acquired or developed whilst doing each job.

## COMMENT

Did you take into account the jobs you have done outside your educational experience? Perhaps, as a student, you worked in a shop or a factory - what did you learn there? Perhaps you are a member of your local church council or other community group - what skills have you developed there?

## SELF REVIEW

On different occasions we are often asked what we do, why we do it, how we feel about our work.

At various points in our career paths we may formally be asked such questions. Giving an articulate and honest response can provide you with a greater insight into your own motivation, needs and learning patterns.

The following exercise might best be done orally.

Can you ask a colleague or family member to listen to you talking through the starter statements? If not, then write a short response to each.

### **Activity 1b**

- I became an inspector because ...
- I believe I am / will be an effective inspector because ...
- My objectives as an inspector are ...
- Some negative things about the job are ...
- The way I deal with professional problems is ...
- I would like more experience in the area of ...
- Some evidence of my success includes ...
- Some educational ideas that I would like to know more about are ...
- Ways in which I could help schools improve are ...
- Ways in which I could help myself improve are ...
- An idea I have about inspection which I would like to share with others is ...
- I came into education as a career because ...

### **COMMENT**

Your answers will tell you a lot about yourself and the way you approach this exciting and demanding job. You can be completely honest because no-one will report what you have said. (Ensure, if you are working with another person, that he/she respects the confidential nature of the exercise.)

### **Activity 1c**

As a newly appointed inspector what do you think are your current professional needs?

### **COMMENT**

The following list was generated by an inspector in the writing group who had been an inspector for one year. Check your list against this one and look for similarities and differences.

- Training in the education and training of adults
- Refining computer skills
- Research methods and techniques
- Inspection data gathering techniques
- Report writing
- Field survival skills
- Educational law and statutes
- Counselling skills
- Resource management
- Primary school curriculum management

It is to be expected that your learning curve will be very high in your first year in post. You will, most probably, be expected to absorb a great deal of information, adapt to new systems, adopt a wider perspective and communicate effectively with a large number of new colleagues. Quite a challenge!

The following information was supplied by the new inspector whose list we looked at previously. This time the knowledge and skills acquired (or in some cases developed and refined) during the first year in post are identified.

KNOWLEDGE	SKILLS
<p>National policy acts/laws/statutes</p> <p>National development plan</p> <p>Protocol (who is senior to whom) and accepted practice</p> <p>Modes of communication</p> <p>The role and function of inspectors</p> <p>Headteachers' views on the role and function of inspectors</p> <p>Knowledge of the country, location of schools, culture etc.</p>	<p>Reading a lot of information quickly</p> <p>Gaining an overview</p> <p>Taking care not to offend</p> <p>Communicating with fellow professionals</p> <p>Supervision skills refined Resource management e.g. government transport, requisitions time management</p> <p>Organizational skills</p> <p>Finding my way around</p>

### COMMENT

No one likes to admit to mistakes. But the likelihood is that we learn more when we make a few mistakes (and ask ourselves why) than we do when we assume that what we do is perfect and any mistakes are the fault of someone else!

#### Activity 1d

Think of a time when your work did not go as well as you would have liked:

What would you do differently if you could do that work again?

### SKILLS CHECK-LIST FOR INSPECTORS

#### *Key Information*

The identification of one's skills early on in a job (self audit) can be used later on to identify development. The following activity is a simple check-list.

**Activity 1d** Put a tick in the appropriate box for yourself. Save the chart for review at the end of the units in this book.

<b>SKILLS</b>	<b>FULLY COMPETENT</b>	<b>NEED TO PRACTISE</b>	<b>LEARNING/ ACQUIRING</b>	<b>UNSKILLED AS YET</b>
evaluation				
management				
conflict resolution				
computer literacy				
note taking				
report writing				
classroom observation				
planning				
interviewing				
record keeping				
financial				
training				
project management				
research				
guidance				
counselling				

## **SUMMARY**

The preceding activities will have given you the opportunity to reflect on your previous experience and current practice. Before embarking on the following units, you might begin a Personal Action Plan which can act as a record of needs and achievements throughout the course. It need not be a time consuming exercise. Simply note down any areas of interest to you or issues that you need to know more about, or areas where you would like some professional development as you work your way through this self study guide.

The writers know that you are not an empty vessel waiting to be filled. It is hoped that this guide will inform and direct you and help you to hold up a mirror to your own practice.

# Unit 2: Inspection and Supervision

## INTRODUCTION

As an inspector, you will be involved in the task of inspection and supervision of educational institutions.

In the past, the role of inspectors was perceived as that of policing teachers. Inspectors were seen as fault-finders who were mainly interested in reporting teachers to the Ministry of Education without giving them any advice to enable them to improve their teaching and learning techniques.

It is doubtful if this type of school inspection yielded the required positive results in terms of instructional quality. There is now a movement away from the traditional inspector to that of an advisor/inspector ('adsector').

In addition to conducting formal inspection, the inspectors should give advice and support to teachers and schools for the improvement of teaching and learning.

## LEARNING OUTCOMES

By the end of this unit, you should be able to:

- define the terms 'inspection' and 'supervision'
- list the objectives of supervision and inspection
- describe the different types of inspection
- describe the different styles of inspection
- determine the most appropriate style of inspection
- plan for inspection activities
- conduct inspections and give feedback to stakeholders
- explain what the job of inspection and supervision entails.

## THE MEANING OF INSPECTION AND SUPERVISION

Inspection and supervision have been defined in several ways.

The Malawi Handbook for Inspectors (1982) defines inspection as:

"...that specific occasion when an educational institution is examined and evaluated as a place of learning in such a way that advice may be given for its improvement..."

Tait (1993) defines it as:

"...the process through which central authority, represented by inspectors, monitors and evaluates the teaching and administration in the schools."

From the two definitions you will notice that inspection has the following characteristics:

- it involves examining and evaluating the quality of teaching and learning in the school, based on established criteria
- it is judgemental in nature
- it monitors education trends and standards in institutions
- it checks availability and suitability of the required physical facilities, human resources and instructional materials
- it checks on the social environment of the school

On the other hand, supervision is defined as follows:

“...a process that leads to the improvement of teaching and learning.” (Mogasha and Tsayang, 1990)

“...a constant and continuous process of more personal guidance based on frequent visits when attention is focused on one or more aspects of the educational institution and its organisation.” (Malawi Handbook for Inspectors, 1982)

“Supervision is a process through which supervisors visit schools to work with the teachers and school administrators to ascertain the quality of teaching and administration and to provide advice and guidance to teachers and administrators where it may be necessary.” (Tait, 1993)

You will notice that supervision aims at giving advice, support and direction for the improvement of the following:

- classroom instruction
- teacher performance
- institutional performance.

Supervision is more constant and regular than inspection.

### **Activity 2a**

What are the similarities and differences between inspection and supervision?

### **COMMENT**

You will notice that both inspection and supervision are aimed at teacher and institutional improvement through observation and evaluation.

The main difference is that supervision is more constant and regular than inspection. Supervision is concerned with guiding and advising teachers while inspection is concerned with evaluating adherence to educational standards.

### **THE PURPOSE OF INSPECTION AND SUPERVISION**

Having defined the terms supervision and inspection, let us now consider some of the reasons why inspection and supervision are important.

Some of the reasons are to:

- ensure quality
- improve and maintain standards
- evaluate the performance of teachers and schools
- monitor instruction
- encourage and manage change and development
- identify needs of schools
- collect data
- provide professional development for teachers
- provide advice to schools
- strengthen the supervision of headteachers
- provide feedback to the Ministry of Education and other stakeholders.

### Activity 2b

List five reasons why schools should be inspected and supervised regularly.

### COMMENT

All the reasons given above are designed to improve the quality of teaching and learning.

### TYPES OF INSPECTION

There are many types of inspection. They include:

- **general/full inspection** - entails inspecting aspects of an institution as a place of learning.
- **partial inspection** - it looks at some aspects of the institution.
- **follow-up inspection** - a visit to an institution previously inspected. The main focus of such an inspection is to assess the extent of progress since the initial visit.
- **special inspection/specific enquiry** - may be aimed at fact finding, investigating a problem, confirmation of teachers and settling of disputes.

Note that each of the types of inspection can be conducted through various strategies such as:

- individual inspection - one inspector inspects one school or a series of schools
- team inspection - this is where a team of inspectors inspects a school
- block inspection - "This is a form of inspection carried out in a given district or area by a team of inspectors." (Malawi, Handbook for Inspectors, Ministry of Education, 1982)

### Activity 2c

Read the following case studies and decide what type of inspections you would recommend for each.

1. You have been informed that students at a nearby school have boycotted classes in protest against being taught by a certain teacher.
2. Ray School was inspected two months ago. The report contained recommendations for the school to implement. You intend to check on the school.
3. Following an inservice programme for school heads, inspectors have been asked to visit schools to check on the implementation of staff development programmes. In addition to the above assignment you also take the opportunity to observe some social studies lessons.
4. At one of the schools in your district/region, the pupil performance at the end of the academic year was disastrous in that all the candidates failed their final examinations. When the school re-opened, pupils became unruly. They started destroying school property, citing poor teaching and administration as reasons for their action.

## COMMENT

As seen in the case studies outlined on page 7, the type of inspection will depend on the objective of the visit to the school. For example, if an inspector visits a school to investigate a specific problem, that is a special inspection or specific enquiry.

## STYLES OF INSPECTION

In carrying out inspection activities, a number of styles may be used.

- The styles can be seen to be on a continuum ranging from:
  - 'soft-edged' i.e. little inspection but lots of advice (critical friendship) to 'hard edged' i.e. inspection with no advice to the school but a report is produced on the school.
- The other styles are in between, thus;
  - mentorship, which involves providing professional support to school leaders
  - non-directive, which involves an inspection where advice is given only upon request
  - 'adspction' which is inspection leading to advice.

An appropriate style of inspection should be a combination of inspection and advice characterised by:

- good working relations
- listening
- approachability
- open mindedness
- receptivity
- dialogue
- fairness
- firmness
- analysis
- rigour/thoroughness
- feedback both ways
- problem solving
- reporting with recommendations
- action planning
- expectations of high accountability of schools

### Activity 2d

While still a teacher, you were inspected at one time or another.

- (a) What styles of inspection were used then?
- (b) Identify the characteristics of the inspection styles.
- (c) Which style do you think is most appropriate and why?

## COMMENT

An appropriate style of inspection should be a combination of inspection and supervision.

## ROLES OF INSPECTORS

In your work as an inspector, you are required to perform a number of roles especially aimed at improving the quality of teaching and learning in schools and colleges.

Your major roles will be to:

- monitor and evaluate standards
- guide, advise and support teachers
- ensure that the curriculum is effectively implemented and evaluated
- ensure accountability of institutions to the public, government and the pupils
- facilitate and manage educational change.

### **Activity 2e**

List other roles of an inspector and explain how you would get involved in each of them.

## **COMMENT**

Did your list of roles include:

- curriculum development and evaluation?
- staff development/in-service education?
- guidance and counselling?
- examinations?

## **PLANNING FOR INSPECTION**

Before an inspector embarks on an inspection visit, it is important to plan. Planning helps the inspector to focus on the following:

- objectives of the visit
- the type of inspection visit
- resources that are required
- institutions to be inspected
- the programme and time of the inspection visit.

In planning an inspection programme and visit, the following steps should be considered:

- determining the schools that need to be inspected

The inspector may consider the following:

- looking at performance in the final examinations
  - looking at schools that have not been inspected for a long time
  - accessibility of schools
  - schools requesting to be inspected
  - problematic schools.
- Making a schedule for inspection. This will show the dates or months of inspections. Some schools may need to be visited at specific times, for example, during the dry season.
  - Appointing team leaders. During a block or team inspection there will be the need to appoint team leaders. In appointing team leaders care should be taken to match the team leaders with the nature of the institutions to be inspected.

- **Budgeting for the inspection.** For successful inspection programmes, the financial implications should be considered since inspection involves travelling, subsistence and other incidentals.
- **Making a list of the participating inspectors.** A list of participating inspectors will enable the team leader to make necessary preparations.
- **Booking/arranging transport (in writing).** It has to be done in good time. It involves arranging for the appropriate mode of transport.
- **Informing headteachers about the inspection.** There is the need to inform the headteacher about the visit so that he/she makes available all the necessary information for a successful inspection.
- **Requesting for information from the school prior to the visit.**

The following will be required:

- individual timetables for all teachers
- statistical information that can be helpful during the inspection, for example, enrolment, staffing, drop-out rate, examination results/pupils' performance, organisational chart.

This information enables inspectors to programme their visit and manage their time effectively.

- **Checking records of past inspections.** Before embarking on an inspection, it is important to read past inspection reports in order to check on the implementation of previous recommendations. This will help the inspector determine where to start.
- **Booking and confirming accommodation for all participating inspectors.** The team leader should book and confirm the accommodation for all participating inspectors.
- **Calling for a short meeting prior to the visit to brief participating inspectors on the programme and objectives and to allocate duties.** At this stage it is important to brief participating inspectors about survival needs.

### **Activity 2f**

Choose a school which is the furthest from your district/regional office and consider all the preparatory arrangements for a successful inspection visit.

### **COMMENT**

Did you consider:

- time for notifying the school?
- transport and accommodation?
- advance information?
- allocation of duties?
- size of the team?
- objectives of the inspection visit?
- survival needs?

Planning for inspection is a necessary process. It enables one to consider the requirements for successful and purposeful inspections. It enables one to consider constraints and therefore, the means of overcoming them.

## CONDUCTING AN INSPECTION

The school visit should not be handled in a haphazard manner. Procedure for the visit needs to be properly planned and set out. The following steps are necessary:

- (i) Meeting the school administration upon arrival at the school. This provides an opportunity for inspectors to introduce themselves and outline the purpose/ aims of the inspection visit. It enables the inspectors to be briefed by the school administration on the school's general status and performance.
- (ii) Familiarisation tour of the school. This is necessary to make inspectors aware of the school's geography and environment and enable them to reach all areas of the school with ease.
- (iii) Introduction to the staff (both teaching and non-teaching) to acquaint them with the purpose of the inspection and help them understand their role in the inspection process.
- (iv) Introduction to students. This is to help them realise that there are other people in the school who are not the usual school community members. This allows information to be given to students about their role in the inspection process and the purpose of the inspection.
- (v) Conducting the inspection. This involves looking at various aspects of a school depending on the nature of the inspection. Below is a list of typical areas of inspection and their guidelines:

- **School Management and Administration**
  - school mission
  - school development plan
  - organisational chart showing the responsibilities of the head, deputy head, teachers and pupils
  - financial management - books of accounts
  - supervision of staff and pupils
  - communication within the school-meetings, school committees, staff manuals, school prospectus
  - records - log book, admission register, punishment book, stock book, transfer book, staff list and visitors' book.
  - school curriculum and timetable
- **Classroom Observation**
  - class time-table and rota
  - class register
  - pupils' progress chart
  - school rules/safety rules that are subject specific
  - teaching aids and their appropriateness
  - schemes of work, record of work and teaching plans
  - lesson presentation
  - pupils' work including assignments, their marking and frequency
  - class inventory/stock books
  - remedial records

- **Relationships Within The School Community**
  - pupil to pupil
  - teacher to pupil
  - teacher to teacher
  - teacher and administration
  - teacher and support staff
  - school and community (catchment area)
  - support staff to administration and pupils
  - administration to support staff and pupils
- **Departmental Organisation**
  - departmental staffing
  - planning, organisation and management
  - resources - books and equipment
  - pupil performance charts
  - essential documents - syllabus, schemes of work, records of work, reference materials
  - departmental records: schedule of meetings, minutes of meetings, decisions made, constraints
  - team work/spirit
- **Physical Infrastructures**
  - signposts and notices
  - general school upkeep
  - adequacy and appropriateness of structures such as toilets, classrooms, specialist rooms, (kitchen, laboratories, library), sporting facilities, teacher accommodation, office accommodation
- **School Tone**
  - pupils' discipline and appearance
  - teachers' attitude to work
  - appearance of the school surroundings
  - the general mood of the school

- (vi) Holding departmental meetings to inform teachers of the inspectors' findings in the specialist areas.
- (vii) A meeting by the inspection team to consolidate its findings regarding the general impression on the tone, management, quality of teaching and learning and to formulate recommendations.
- (viii) A meeting with the headteacher to report on the main observations and recommendations.
- (ix) A meeting with the teaching staff to report on the main observations and recommendations and to respond to any questions they may have.

### **Activity 2g**

You are part of a team of inspectors that conducted a full inspection of a school.

How would you draw conclusions about the school?

## COMMENT

In order to reach an objective judgement/assessment about educational standards, a comprehensive audit of all aspects of an institution is essential.

After conducting a full inspection, the inspection team will need to meet in order to discuss the findings and arrive at joint conclusions.

The collective manner of arriving at conclusions brings about reliability and validity of the inspection report.

## SUMMARY

In this unit, you should have learnt:

- the meaning/purpose of inspection and supervision
- the types and styles of inspection
- the roles of inspectors
- planning for inspection
- procedures for conducting an inspection.

The aim of inspection and supervision is to improve and maintain quality of teaching and learning.

## REFERENCES

- Canham, P. (1983) *Inspectors' Handbook - A Guide for Primary School Inspection and Supervision*, Evans Brothers Limited, Nigeria
- Central Inspectorate (1996) *Guidelines for Inspectors of Secondary and High Schools in Lesotho*, Ministry of Education, Lesotho
- Ministry of Education (1982) *Handbook for Inspectors*, Ministry of Education, Malawi
- Ministry of Education (1988) *Headquarters Inspectorate*, Ministry of Education, Lesotho
- Ministry of Education (1996) *Standards and Evaluation Guidelines*, Ministry of Education, Zambia
- Motlhabane, H. (1996) *Formal School Inspections - A presentation to a workshop of Senior Management Teams of Secondary Schools in and around Molepolole* (not published), Botswana
- SADC TMS Guidelines* (1997) Lusaka
- Secondary Education Department (1995) *Guidelines for School Inspection*, Secondary Education Department, Botswana
- Tait, D.H.A. (1983) *School Inspection as Educational Supervision*, A paper from Namibia, Ministry of Educational Culture
- Mogasha, M. and Tsayang, G. (1990) *School Supervision: A Modern Approach to Working Collaboratively with Teachers in the Improvement of Instruction*, A paper from the University of Botswana

# Unit 3: Instructional Supervision

## INTRODUCTION

Instructional supervision facilitates effective learning. Teachers spend most of their formal engagement time giving instruction to their pupils. Inspectors and other supervisors need to ensure that lessons are delivered as effectively as possible. It is the concern for effective lesson delivery that gives rise to instructional supervision.

## LEARNING OUTCOMES

After working through this unit you should be able to:

- define instructional supervision
- explain why instructional supervision is necessary
- identify key aspects of the clinical approach to supervision
- apply the clinical approach to instructional supervision
- develop an instrument for assessing inputs in the teaching/learning environment.
- analyse the teaching and learning records in order to determine the instructional needs of both the learner and the teacher.

## DEFINITION OF INSTRUCTIONAL SUPERVISION

Supervision is a developmental approach where a practitioner assists a client to carry out an assignment more easily and more effectively in order to achieve improved results. At school level, supervision concentrates on improving the quality of instruction. The supervisor has the responsibility to assist the teacher. The interactive process of helping the teacher to improve standards of teaching in a learning situation is referred to as instructional supervision.

### Activity 3a

Write down common errors that teachers often make in lesson delivery.  
Suggest supervision strategies to rectify the errors.

## COMMENT

There is never perfection in the delivery of a lesson where a teacher deals with a group of learners who obviously are unique and different in many respects. Supervision as a deliberate approach to enhance and improve classroom instruction, promotes teachers' professional growth. The constant and continuous process of more personal guidance tends to focus on one or more aspects of learning/teaching during instructional delivery. Some common shortfalls include:

- poor questioning techniques
- gender insensitivity
- failure to reinforce correct responses
- illogical sequencing in lesson delivery
- poor introduction and conclusion
- poor management of mixed ability classes

## **THE KEY ASPECTS OF CLINICAL SUPERVISION**

The clinical approach to supervision is similar to the doctor-patient situation in a clinic, where the patients are open in telling the doctors their problems. In the same way, the supervisor and supervisee should be open to each other. The supervision exercise is planned by both parties. Among the clinical supervision aspects to be considered are:

### **PRE-OBSERVATION MEETING**

- The supervisor and teacher schedule time and place for supervision ensuring the headteacher's approval for the convenience of administrative procedures.
- The pre-observation meeting ensures that the supervisees (teachers) have the opportunity to state personal concerns, needs and aspirations. The following points should be borne in mind during the meeting:
  - (i) establish a rapport (climate setting) between the teacher and the supervisor
  - (ii) discuss the lesson plan and note the following:
    - lesson objective
    - relevance and appropriateness of content
    - availability and relevance of teaching aids
    - learning activities
    - time allocation
    - evaluation
  - (iii) Characteristics of learners:
    - knowledge
    - understanding
    - skills
    - needs
    - special needs
    - parental support
    - attendance
    - gender distribution
  - (iv) Teacher's needs:
    - strengths
    - intentions/ambitions
    - shortcomings/limitations
  - (v) Classroom environment:
    - space
    - furniture
    - seating arrangement etc.
  - (vi) Agree on the observation strategy

### **CLASSROOM OBSERVATION**

At this stage, the supervisor as a professional practitioner observes the teacher, based on areas agreed upon. The main emphasis during the exercise is to collect as much information as possible about the teaching and learning situation. The following should be noted at this stage:

- (i) the lesson plan should be available
- (ii) the supervisor should take objective notes of events as the lesson unfolds
- (iii) during lesson observation, attention should be paid to one of the following as agreed in the pre-observation meeting:

### **Introduction**

- link with previous lesson
- the lesson objective
- pupil involvement

### **Development**

- logical development of content
- display of mastery of content by teacher
- pupil involvement
- proper use of teaching/learning aids
- variety of teaching methods
- relationship between pupils and teachers
- discipline

### **Conclusion**

- Summary of the main points of the lesson

### **Evaluation**

- Assessment of whether the lesson objectives have been achieved

### **Other considerations:**

- questioning techniques
- gender sensitivity
- voice projection
- interpersonal skills
- time management

**NB** “The supervisor should be as unobstructive as possible during the lesson. Discussion with the teacher should not take place during lesson time unless absolutely unavoidable. This does not preclude working with groups of children and talking with them about their work.” (Sussex County Council 1991)

This exercise is meant to collect as much information as possible about the teaching and learning situation.

## **3. POST-OBSERVATION MEETING**

Supervisors and supervisees review the data collected, making sure both parties participate in the discussion. The supervisors encourage the supervisees to make their own observations about teaching effectiveness. It is also at this meeting where plans for follow-up visits can be arranged.

### **Other points to consider include:**

- (i) ensuring that both the supervisors and teachers have a few minutes to themselves after the lesson observation, and before the meeting. This should be done so that they can reflect on the observed lesson and formulate their impressions.

However, a teacher may wish to have some feedback immediately the lesson ends. In such circumstances it is often best to acknowledge the positive features of the work seen, point out items which you will find out more about later, and hold more detailed reporting until feedback proper.

- (ii) The teachers should preferably be given a chance to give their own impression of the lesson before the supervisors give their views.
- (iii) The supervisors should present their observations of the lesson to the teachers based on objective points noted during the lesson.
- (iv) There has to be agreement between the supervisors and the supervisees about the areas that need improvement in order to facilitate follow-up.

### **Activity 3b**

- (a) Explain briefly how the three phases of clinical supervision are related.
- (b) Identify circumstances where the clinical approach to supervision would be applied.

### **COMMENT**

Instructional supervision is a systematic approach. It begins with setting the climate and the tone of the working relationship between the two parties. Development of supervision is based entirely on collegiality and on common viewpoints. The observer is a mirror to the observed.

Discussions during the last stage encourage the two to measure strengths and weaknesses and to further identify any gaps when measured against the ideal, particularly the needs of the learners and the teacher. While the clinical approach is a powerful instrument to all teachers, it is most effective with weak performers and newly appointed teachers who can be assisted to be more competent and confident.

### **MEASURING INSTRUMENT FOR ASSESSING INPUTS IN THE TEACHING/LEARNING PROCESS**

There should be a conducive teaching environment for quality instruction to occur. The elements which contribute to such an environment have to be assessed separately from the lesson observation. Such an assessment should be done on a sliding scale, refined according to the intended purpose of the inspectorate. It is therefore necessary for an inspector to be able to devise such an instrument if a standard one does not already exist.

The following points should be borne in mind while devising such an instrument:

- it should be confined to the learning environment
- the list of items should be exhaustive yet concise
- the measuring scale should have a finite number of well-defined levels
- there should be room for remarks or comments for any outstanding cases

Here is an example of such an instrument:

<b>Key Information: Sample Check-list for the Trainers</b>				
<b>Physical materials that affect teaching/learning processes</b>	<b>Scale</b>			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>Comment</b>
<i>Stationery</i>				
pupils' stationery				
teacher's stationery				
<i>Instructional materials</i>				
pupils' text books				
teacher's guides				
audio equipment				
visual equipment				
science kits				
mathematics kits				
<i>Accommodation</i>				
size of classroom				
ventilation				
light/illumination				
furniture				
				<b>Key</b>
				1. not available
				2. inadequate
				3. adequate

### **Activity 3c**

Following the guidelines given earlier, design an instrument of your own which would measure more accurately the instructional inputs in your area of inspection.

### **COMMENT**

Individual circumstances will determine the format and the content of the instrument. As an inspector you need to identify all material inputs that have direct bearing on the teachers' work. You may classify the inputs or treat them separately. The scales of measurement are entirely dependent on your choice. However, it is of paramount importance that data collected should be easily interpreted. It should lead to an objective conclusion that spells out the impact of the inputs on teaching and learning.

### **EVIDENCE OF EFFECTIVE TEACHING AND LEARNING**

Instructional supervision through the clinical approach does not give a complete picture of teachers' performance. Supervision has to also function to review factors that enable the system to measure quality and determine standards of work in the teaching/learning spheres.

Some of the records to be reviewed are:

- schemes and records of work
- prep book/lesson plan
- pupils' written work
- test/examination records
- test/examination question papers and marking schemes
- continuous assessment records
- timetables
- teaching aids records
- stock book/inventory

### **Activity 3d**

Explain how the records listed in this section can be used to establish whether there has been effective learning/teaching.

### **COMMENT**

After going through the process of examining available records, inspectors should be able to make a valid judgement on the standard of work reached in order to assist the teacher. They should also be able to trace content material from the syllabus through the scheme of work, lesson plans, pupils' exercise books, records of work and the test records.

### **SUMMARY**

In this unit the concept of instructional supervision was explained. The clinical approach to instructional supervision was introduced and its key aspects identified. In recognition

of the fact that continuity and progression cannot be properly assessed from one lesson observation, the analysis of teaching/learning records was introduced as an additional activity. An instrument to measure inputs found within the learning environment that have an impact on the quality of instruction was suggested. Basic understanding of the above skills should put you in a good position to undertake instructional supervision.

## **REFERENCES**

Ministry of Education and Culture (1990) *In-Service Teacher Education Programme, Learning Module for Inspection and Supervision*, CIDA, Malawi

Pansiri, O.N. (1996) *Instructional Supervision, A Practical Guide for a Primary School Headteacher*, A Paper Prepared and Presented to Kweneng North Promoted Staff Workshop at Mochudi Education Centre, Botswana

West Sussex County Council (1991) *Manual of Guidance for Monitoring Inspection*, UK

# Unit 4: Report Writing

## INTRODUCTION

Generally, it is considered that the amount of report writing that inspectors do, is an important indicator of their productivity. It is indeed a good measure of the extent to which their expertise is available to schools.

It is therefore imperative that report writing will be part of your key activities as a supervisor and monitor of educational standards. This unit aims at assisting you to write accurate and informative reports, following your visits to schools. Please note that report writing is only part of your supervisory functions and should be carefully balanced against other activities.

## LEARNING OUTCOMES

At the end of this unit, you will be able to:

- Differentiate between types of inspection reports
- Analyse observations and data
- Identify key issues from analysis
- Draft reports according to a set format
- Report main findings to supervisors.

## PURPOSE OF WRITING REPORTS

Questions about why inspectors write reports when they visit schools often elicit a variety of responses. However, most inspectors agree that stakeholders in education need to be informed as to what extent schools are meeting the demands of the curriculum, and what standards of achievement pupils are attaining.

Teachers need to be advised about improvement of instruction. This is normally done in the form of recommendations emanating from strengths and weaknesses identified during visits. It helps to discuss the issues during the post-lesson conference so that the teacher is not surprised when such remarks appear in the report. This is also one way of enabling you to write a report which is fair to the teacher.

Note further, that school management may need your assistance to improve the effectiveness of their institution in order to meet the expectations of the society to which they are accountable. Your reports, therefore, will also form a basis on which the community will compare the efficiency and effectiveness of its schools.

Many organisations, including Ministries of Education in some countries, have embraced the concept of performance appraisal as a means of improving productivity among employees. These appraisals are often linked to promotions and rewards. Your report will form a basis on which the Ministry of Education will take decisions on promotion prospects and salary adjustments for teachers.

Useful information pertaining to the training needs of the teachers can be obtained by reflecting on previous reports. This will enable you to decide who to train and in what area. As indicated earlier, the number and quality of your reports will also be used to measure your productivity as an inspector.

Sections of the Ministry of Education like the Standards Control Unit, the Curriculum Development Unit and the Personnel Management Unit will be some consumers of the reports material. It will assist them to monitor educational standards, implement the curriculum and manage personnel effectively.

Your reports will help schools to enhance their performance and efficiency by highlighting their strengths and identifying the key issues. It is therefore necessary that your reports not only reflect weaknesses but also point out strengths.

The Ministry of Education has policies which facilitate the attainment of set goals. It will be informed through your reports on the state and level of implementation of these policies and further on, the successes and failures of these policies. Your reports will therefore provide valuable feedback to the Ministry.

## **Types of Reports**

The list below categorises the types of reports that you might need to compile after visiting schools:

- quick memo
- institutional or full inspection report
- crisis report - "fire brigade"
- report on special aspects of a school
- report on teacher/headteacher
- teacher assessment report
- subject inspection report
- annual report
- disciplinary report

### **Activity 4a**

Carefully analyse these case studies and decide on the type of report you would write for each case.

#### **Case Study 1**

A Member of Parliament has taken the Minister of Education to task about poor conditions (low standards, low attendance, high drop-out rate and parental dissatisfaction) in a remote school and wants to know what the Minister intends to do about it. You are a member of the team that has been sent to inspect the school.

#### **Case Study 2**

There is a strike at a nearby school. You have been sent to investigate.

#### **Case Study 3**

The Permanent Secretary wants to know why the English results are poor in a certain region of the country.

#### **Case Study 4**

You were passing through a boarding school where you discovered that the water supply had been cut off for three days. You decide to report on the situation.

#### **Case Study 5**

You have been informed that the local community is unhappy about the behaviour of the headteacher. You are sent to investigate and write a report.

## COMMENT

You should have indicated the following choices for the case studies:

Case Study	Report Type
1	full inspection
2	crisis
3	subject
4	quick memo
5	headteacher

Now look at what each of these types entails:

### Quick Memo

As the name suggests, these are written quickly and normally are in point form for immediate action. Usually they are followed by a comprehensive report at a later stage.

### Institutional or full inspection report

This type of report projects a holistic picture about the whole school and contains detailed information about:

- standards of achievement of pupils
- quality of teaching and learning
- administration and organisation in the school
- physical infrastructure and assets
- professional aspects and other curriculum related issues
- conclusions and recommendations

### Crisis report

This type is written after attending to, or resolving, a crisis. Normally the main aspects to be addressed in the report are:

- the nature of the crisis
- the method used to collect information (i.e. interviews, observations, etc.)
- conclusions
- recommendations

### Report on a special aspect of a school

You may want to write this report after you have inspected a school in one area of interest. These areas could be on learner attendance, food provision, staffing situation, hygiene level, etc. It covers basically the same aspects that the crisis management report deals with.

### Report on a teacher

This one is written after a routine supervisory visit. It focuses largely on teacher quality and competencies i.e. lesson planning and organisation, marking, record keeping, etc. Assessment of the teacher is often built into the report.

### Report on a headteacher

This report is written after an inspector visits a school to monitor and offer support to the school management. It hinges on administrative issues, physical environment of the school, management styles, leadership qualities, etc.

## **Subject inspection report**

This report is written after an investigation into the state of a certain subject. It can be school based, regional etc. It focuses on the subject content, methodology, availability, procurement and storage of teaching materials, subject management and performance of pupils.

## **Annual report**

This type is compiled at the end of the year and is a summary of your activities for the year. It also addresses the strengths and weaknesses identified. It also provides statistics of the area under your care. The content of this report is normally included in the district/regional annual report.

## **Disciplinary report**

This report follows an investigation into some misconduct or misdemeanour in a school. This is normally used as a basis to formulate punishment. Normally, it follows a set format for such a report and makes reference to the code of conduct. Note that this report has legal implications and should be handled with great care when recommendations are formulated.

## **FORMAT AND STRUCTURE OF REPORTS**

There is need to streamline all reporting procedures in the system to ensure uniformity without compromising adequate reporting on vital aspects of education. It is hoped that the broad structures discussed in this section will assist you to format your reports.

### **Activity 4b**

Most reports on teachers include the following information:

- Information on the school
- Teacher's personal details
- Teacher's assignment/responsibility
- Lesson delivery
- Planning and preparation
- Teacher qualities
- Recommendations

How does this information compare with one contained in the format used in your country? What else could be included?

### **Activity 4c**

Look back at Activity 4a, Case Study 1. This report should be a full institution report. What are the components (main features) that will make up this type of report?

## **COMMENT**

If you are not in possession of the teacher report format and full inspection report format, you may consult your supervisor for copies. You should be given copies of these report formats.

## INFORMATION AND DATA ANALYSIS

The art of collecting information and analysing data is a special one. As an inspector, you will meet several situations in your job where you will be required to draw conclusions and make judgements and recommendations. Hence you will be expected to acquire and perfect these skills.

Various methods are at your disposal to enable you to collect information accurately and quickly. You may consider looking at previous statistics, previous examination results, student work, your own notes and other observations you might make.

### Activity 4e

The chart below gives an analysis of 'A' level subject results of a school at the end of 1996. Carefully study the data and attend to the three tasks.

1. Draw a bar chart to represent subject performance.
2. What conclusions would you draw from the data provided about performance in individual subjects?
3. What would you recommend to the school?

### ANALYSIS OF 'A' LEVEL RESULTS: 1996 - SCHOOL CANDIDATES ONLY

SUBJECT	TOTAL NO OF CANDIDATES ENTERED	A	B	C	D	E	O	F	TOTAL NO. OF CANDIDATES WITH Es OR BETTER	% PASS RATE
ENGLISH LIT.	17	2	2	1	9	3	0	0	17	100
SHONA	18	1	1	3	9	2	2	0	16	89
DIVINITY	24	0	0	4	9	8	3	0	21	88
HISTORY	18	0	0	1	4	2	9	1	8	44.4
GEOGRAPHY	25	1	1	1	6	6	5	3	17	68
ECONOMICS										
PHYSICS										
BIOLOGY										
MATHS	6	0	0	0	0	2	4	2	2	33.3
ADD. MATHS	8	0	0	0	0	3	2	3	3	37.5
NDEBELE										
MAN. OF BUSINESS	8	1	1	1	2	1	0	8	8	100
ACCOUNTING										

Total number of candidates entered = 40

Total number of candidates with 2 Es or better = 33

Percentage pass rate = 82.5%

A is highest possible grade

E is lowest possible grade

O is converted from 'A' level to 'O' level pass

F is fail

### COMMENT

You probably have realised that it is not possible to pinpoint the actual causes of poor candidate performance in specific subject areas. This is largely because a wide range of factors about pupil performance is not given. However, it is possible, from the available

data, to make broad recommendations. You can advise the school to review the results and institute appropriate remedial action where poor performance is manifested. You can further recommend that they acknowledge good performance.

## **ORAL FEEDBACK**

Oral feedback entails communicating information verbally and is within the confinement of professional confidentiality. During the oral exchanges, the teachers' or headteachers' views are recognised and when a full report is written, these views should be accommodated.

Some instances where oral feedback is often necessary are:

- to the teacher after a lesson observation
- to the school management team immediately after an inspection
- to your supervisor

### **Activity 4f**

- (a) Write down the importance of giving oral feedback immediately after the visit.
- (b) List the problems you would anticipate in giving oral feedback and explain how you would solve them?

## **COMMENT**

Teachers and headteachers are often anxious about the outcome of an inspection visit, since this has implications for the effectiveness of their schools, their promotions, salaries and job security. It is therefore important for you to give an oral report that:

- articulates all the issues emanating from the visit
- is brief and to the point
- emphasises issues under investigation
- is corrective rather than vindictive

## **WRITING THE REPORT**

Much value is attached to report writing because the report is a permanent record. In many cases, it is the only means by which the Ministry of Education gets to know about the state of affairs in a particular school. It therefore follows that you should exercise great care in compiling your reports.

### **Activity 4g**

Go out to a school, observe a lesson and write a report.

## **COMMENT**

It is advised that your report should be factually correct i.e. it describes correctly what actually happened.

It should be complete i.e. it should give a full and clear picture of competencies and their effectiveness.

It should be positive, that is, it should help the teacher/headteacher to improve their performance. It should not raise emotions.

It should be simple and understandable i.e. written in a language that will be understood by the consumer, a language that is straightforward and correct.

A good report about a teacher may include:

- the performance of the teacher: the use of a variety of teaching techniques, the use of teaching materials, the interaction with pupils, the voice projection during presentation, class management and discipline, knowledge and mastery of subject matter, language usage, ability to recognise and address learners' needs and personal performance.
- pupil performance: how pupils respond to questions (oral and written), how pupils interact with one another, how they interact with the teacher, their learning, discipline and their appearance etc. The most important thing to describe is the standards of achievement of the pupils.
- the learning environment: general appearance of the classroom, quality, quantity and relevance of teaching/learning aids etc.

In its assessment function, the report evaluates standards and performance of both teachers and pupils. Thus work could be judged as good, satisfactory or unsatisfactory, in varying degrees. In short, the report should be a combination of descriptions and judgements. Finally, recommendations should be justified by facts within the report.

In finalising your report, keep the following important aspects in mind and wherever possible:

- maintain good communication skills
- stick to an appropriate register

(a) Avoid obsolete terminology that is common in reports e.g.

'It goes without saying ...'  
'It has been brought to my attention ...'  
'Needless to say ...'

(b) Make use of the passive to make reports more objective e.g.

'Several lessons were observed ...'  
'A meeting was held ...'  
'The number of participants invited was ...'

(c) Avoid over-technical jargon or verbosity. Plain English is best in reports. Compare the following reports on an injury sustained by a worker in an office.

**My employee's current indisposition is the unfortunate consequence of a work-related occurrence where failure of the said employee to extract two left digits from the aperture caused by the receding motion of the filing cabinet resulted in temporary incapacitation of the left hand used for typing.**

**Plain English: My secretary is off work because of fingers injured while closing a file drawer.**

(d) Avoid offensive expressions e.g.

‘The teacher is ignorant of the syllabus ...’

‘The head is lazy ...’

‘The deputy head must be present at all assemblies ...’

• Use of the appropriate layout and length:

(a) Use concise, brief paragraphs in your report.

(b) Use main headings and sub-headings to make the report easy to follow.

(c) Make sure the stages of the report follow a logical sequence especially in terms of headings.

(d) Keep to a consistent format for the different types of reports.

(e) Keep reports short and to the point. Long reports do not get read and so have no impact: two to six pages is the ideal range for a report, depending on the type and purpose.

(f) Care should be taken to avoid contradictions in the report.

(g) Recommendations should arise from observations made in the report.

(h) The report should highlight both strengths and weaknesses.

As an inspector, your duty is to undertake follow-up with heads of schools. You are charged with the responsibility of monitoring action plans as well as the effectiveness and feasibility of programmes initiated by the individual school. Inspectors, in addition, make follow-ups on examination results, whole school performance and make certain that established needs are met and appropriate action taken.

Furthermore, it is the inspector’s duty to followup those recommendations made during school visits. They also make sure that the recommendations are addressed, where appropriate, through a planned workshop.

## **SUMMARY**

You have now come to the end of this unit on report writing. You have looked at several aspects on report writing and have been asked to write at least one report yourself.

It is advised that you reflect on the learning outcomes and make sure you have acquired the necessary skills. It is also suggested that you write several reports to sharpen your newly acquired skills. To have feedback on your work, you are advised to solicit comments from your supervisor on the format and nature of your reports.

## **REFERENCES**

Bell, J. (1987) *Doing your Research Project: A Guide for First-time Research in Education and Social Science*

*Chief Education Officer’s Circular Minute No.14 of 1988*, Ministry of Education, Zimbabwe

- Mortimer, L.A. *Report Writing: Main Points of the Address*, Ministry of Education, Zimbabwe
- Midlands Region (1996) *'A' Level Results Analysis*, Ministry of Education, Zimbabwe
- Phaswana, K.J. (1997) *Tips of Report Writing: Department of Teacher Training and Development*, Ministry of Education, Botswana
- The Ofsted Handbook: Guide on the Inspection of Special Schools*
- The Standards Control Unit: Some Guidelines of Report Writing by Heads*, Ministry of Education, Zimbabwe
- Training Manual for Registered Inspectors*, England
- White R. and Wight J. (1989) *Scottish Centre for Education Overseas, Report on a Seminar*, Gaborone, Botswana

# Unit 5: Financial Management

## INTRODUCTION

Schools command financial resources that they receive from a variety of sources. It is imperative that these resources are managed effectively and efficiently.

As an inspector you are expected to assist schools with advice on how to manage the resources at their disposal. For you to be able to do this, you need to understand what a budget is, the nature and purpose of budgeting, the role of the head in financial management, strategies for fund-raising and how funds are accounted for.

The aim of this unit is to equip you with the relevant knowledge and skills to enable you to advise headteachers on issues relating to financial management.

## LEARNING OUTCOMES

By the end of this unit you will be able to:

- define a budget
- explain the nature and purpose of budgeting in a school
- outline the role of the headteacher in financial management
- identify strategies for fund-raising
- explain how funds are accounted for.

## DEFINITION OF A BUDGET

According to COMSEC, Module 5 (1993), budgeting is defined as “a process of preparing a statement of anticipated income and the proposed expenditure. In other words, it is a process of preparing a summary of programmes of the school reflecting the expected revenue and expenditures.” (p10).

The manual for heads of secondary and high schools in Lesotho (1995) defines a budget, as a financial management planning tool which summarises the estimated income and expenditure for a specific period of time.

“A budget is a carefully thought out plan for financing the desired purpose and objectives of a school.” (DFID INSSSTEP Secondary School Training Materials, 1997, UGANDA).

### Activity 5a

Using the definitions given above, what would you say are the key elements of a school budget?

## COMMENT

The key elements of a school budget may include, planning, the expected revenue and expenditure, and a definite time-frame.

## NATURE AND PURPOSE OF BUDGETING IN A SCHOOL

Drawing up a budget facilitates the effective implementation of school programmes.

**Activity 5b**

Why do you think it is necessary for a school to have a budget?

**COMMENT**

The following are some of the reasons why a school should have a budget:

- to assist the headteacher in allocating funds to various school programmes in accordance with the school development plan
- to ensure budget control and to avoid over-expenditure
- to ensure accountability.

**THE ROLE OF THE HEADTEACHER IN FINANCIAL MANAGEMENT****Activity 5c**

As an inspector what do you think is the role of the headteacher in financial management?

**COMMENT**

The headteacher is ultimately accountable for the effective management of school finances. It is therefore important that the role of the headteacher in managing school finances is fully understood.

The headteacher's role includes:

- drawing up a school budget in consultation with teachers and other stakeholders
- allocating the funds
- ensuring effective maintenance of financial records
- mobilising financial resources.

**STRATEGIES FOR FUND-RAISING**

Usually schools do not have enough funds to finance their needs. They therefore have to raise funds to meet these requirements. As an inspector you may be called upon to advise schools on how to raise funds.

**Activity 5d**

List ways in which schools can raise funds.

**COMMENT**

Fund-raising can be a complex activity. It requires the ability to communicate with various stakeholders and an assurance that the funds will be used for the purposes for which they were sought.

As an inspector, it is important to appreciate that the following can be major sources of funds which schools can exploit:

- parents/PTA
- supporting agencies
- community
- sponsors
- government
- income-generating activities

## **ACCOUNTING FOR THE MONEY**

Schools should keep proper records for all financial transactions. As an inspector, you need to be able to offer sound advice on effective financial management; it is important that you familiarise yourself with, and understand, the accounting system that schools should put in place.

### **Activity 5e**

List the financial records that a headteacher must keep to facilitate the effective management of school finances.

## **COMMENT**

The school should keep the following financial records:

### **Cash Analysis Book**

The cash analysis book reflects the details of all transactions relating to income and expenditure on a daily basis.

The income side shows:

- the date
- the receipt numbers
- the amount paid into either the cash or bank account or income account
- a corresponding reference number.

The expenditure side should reflect:

- the date
- payment voucher number
- cheque number (if paid by cheque)
- the total amount paid out.

All entries into the cash analysis book must be done on a regular basis, preferably daily. Entries must be made in a chronological order in ink. Errors must be crossed through neatly and initialled by the person making the corrections. Rubbing out or the use of Tippex/correction fluid is not allowed under any circumstances.

The cash analysis book must be balanced at the end of each business day.

Bank reconciliation must be done as soon as a bank statement has been received.

## **Receipt Book**

A receipt book is a book of accounts providing evidence of cash received or spent.

A receipt should indicate the following details:

- the payer of the money
- the purpose or account to which it was paid
- the amount of the payment in figures and words
- the date on which the money was received
- the signature of the person receiving the money
- the receipts should be numbered consecutively
- the reference number (student's admission number)

## **Bank Statement**

A bank statement is a record produced by the bank indicating deposits and withdrawals including bank charges and interest earned. Each account will have its own bank statement. It is used to reconcile the cash book, which means bringing about an agreement between the cash book and the bank account.

## **Cheque Book**

- wherever possible schools are encouraged to use a cheque book as against liquid cash
- it is important to establish that cheques are signed by authorised signatories
- the counterfoils of the cheque book should be completed in detail in the cheque book
- it is important that funds and surplus to immediate requirements be kept in interest earning accounts.

## **Order Request and Payment Voucher**

A payment voucher is used to record details of every school expenditure and includes:

- the date
- unique reference number
- name of the supplier
- description of the goods or services
- number (quantity) required
- unit cost
- total cost
- budget/vote heading

All purchases must be approved by the headteacher or any authorised authority.

An order request/purchase order/requisition/indent is used to identify and authorise purchases for the school.

If not kept in a book, order requests should be properly filed. Only one order book should be opened at a time. Items purchased should only be for school rather than private use.

## **Petty Cash (imprest)**

- Petty cash or imprest is an amount of money kept for the small daily purchases which may not need authorisation. However, such funds should be accounted for and there should be rules regulating their use.

- Inspectors should check if the size of the imprest is relevant to the location and needs of the school.
- Proper records of petty cash purchases should be maintained and finally recorded in the Cash Analysis Book.

### **Pupils' Accounts Ledger**

Schools must maintain a ledger book, card or some such suitable system, on which every child in the school is noted, together with the details of that child's account, namely:

- child's name
- child's reference number
- fees outstanding from previous period
- fees required for the current period
- amount of fees paid, together with date and receipt number

The total outstanding could also be shown for each child.

### **Budget Control**

The headteacher should ensure that at an agreed period a statement of actual income and expenditure (financial statement) is drawn up, compared to the budget estimate and discussed with stakeholders in the interest of accountability. The attached financial information flow chart summarises how information flows from primary documents to the financial control report.

### **Financial Probity**

In the interest of financial probity, there should always be a balance between income and expenditure. Where there is a disparity, the causes may lie in poor recording, fraud or robbery.

## **SUMMARY**

In this unit you have learnt about:

- what budget is
- the nature and purpose of budgeting
- the role of the headteacher in financial management
- some strategies for fund-raising
- the books and methods used in financial control.

It is hoped that you are now in a position to offer schools some advice on sound financial management. However, in addition to this unit you need to familiarise yourself with the rules and regulations governing financial accounting for schools in your country.

## **REFERENCES**

DFID INSSTEP (1997) Secondary Training Materials, Ministry of Education, Uganda.

Commonwealth Secretariat (1993) *Better Schools Resources Materials for School Heads. Module 5 Financial Management*, Commonwealth Secretariat, London

Ministry of Education (1995) *A Manual for Heads of Secondary and High Schools*, Ministry of Education, Lesotho

Wray, B.F. (1997) *Secondary Education Support Project*, Ministry of Education and DFID, Lesotho

# Unit 6: Training Programmes

## INTRODUCTION

Many organisations, providers of services and commodities, have invested time and money to improve the productivity of their human resources. This is done largely through training programmes.

Training of teachers will form an integral part of your job as an inspector. This unit is designed to assist you to plan and execute training programmes, and to institute follow-up activities.

The effectiveness of your training programmes will depend largely on how well you practise these key skills.

## LEARNING OUTCOMES

By the end of this unit you will be able to:

- identify needs and prioritise them
- design a programme for a training session
- plan and conduct workshops
- design evaluation instruments to assess the effectiveness of training
- plan and carry out follow-up programmes

## PURPOSE OF TRAINING

Training is important for the professional growth of teachers. Can you think of reasons why there is a need to conduct training programmes?

It is noted that training is conducted for multiple reasons. Some people conduct training to improve the quality of teaching. This means that teachers are instructed on the methodology, the content and techniques that relate to certain subjects. Others conduct training for newly appointed teachers. These training programmes will address policy guidelines, schemes of work, continuous assessment, lesson planning and issues relating to the state of subjects in schools.

You might also have noted that, changes in a syllabus and the curriculum are normally followed by a series of workshops. These training programme are meant to familiarize both new and serving teachers with curricular changes and other innovations.

There is always a need for serving teachers to receive training even though the curriculum may not have changed. During these workshops, teachers share ideas, and they are also provided with guidance during training. Training also provides serving teachers with opportunities to reflect on the work they do at their schools and they are further provided with an opportunity to receive positive criticism of their work.

Training is also conducted to address any other identified needs that may hamper the learning/teaching process. These needs might have been identified by the school, by yourself the inspector, by the school community or by any other agent.

### **Activity 6a**

When you looked at the reasons listed earlier, did you come up with other reasons that you think are not covered by the list? Add those to this list.

### **COMMENT**

Look back at the five reasons why training is conducted:

- to improve the quality of teaching
- to help new teachers
- to inform teachers of curricular changes and innovations
- to provide training and guidance to serving teachers
- to address identified needs

### **IDENTIFYING TRAINING NEEDS**

Current thinking on staff development focuses on the need to involve teachers in deciding on issues to be addressed in their training. It will therefore be important for you to identify the correct needs when planning a programme.

In the face of limited financial resources, it will not be possible for you to address all the needs at any one time, therefore it will be necessary for you to decide on the order of importance or urgency of the issues to be addressed. Obviously, you will need to focus on these first and leave the rest to a later date or until more funds are available.

### **Activity 6b**

Suppose headteachers of schools in one of your districts have written you a letter, expressing concern about the persistent low performance of their pupils in public examinations. They are happy with the provision of learning facilities, the level of staff qualifications and the quality of pupils. List the steps you would take to find out about the problems affecting pupil performance.

### **COMMENT**

A possible starting point could be to ask each headteacher to complete a questionnaire containing the following points:

- List what you think are the causes of poor performance in your school.
- How do you think you will try to improve the situation?
- What measures have you put in place to address the problem?
- What is your policy on the amount of written work, homework and number of tests per term?
- Does your policy conform to regional guidelines?
- How often do you:
  - sit in lessons?
  - collect pupils' exercise books?
  - look at schemes, lesson plans and attainment records?
  - attend departmental meetings or ask to see minutes of such meetings?
  - call departmental meetings?

- Does your school keep past examination papers for all subject?
- How committed are your teachers to discharging their responsibilities?

This type of instrument, like any other, has its advantages and disadvantages. What are the advantages of using a questionnaire?

### **Analysis of Examination Results**

Examination results are common indicators of teacher performance and also of the learning in schools. You would agree that much more attention is given to external examination results. However, internal (school based) examinations are equally important.

When analysing examination results, a lot of information about performance in subject areas and in individual schools can be obtained. These may prompt a need to mount a workshop to address any identified shortcomings. However, further planning might be needed to address other specific aspects.

### **Reflecting On Inspectors' Reports**

As you have noted in Unit 4 of this module, reports contain valuable information on the teaching, administration and performance of teachers. They also contain useful recommendations from inspectors. These will, in many instances, identify needs for further training for the teachers and schools in question. They are very useful instruments for needs identification.

### **Plenary Meetings**

You might also find it necessary to call teachers to a meeting and explore their problems through interviews. This is more practical when planning a school-based programme or a cluster programme.

Why do you think it is more difficult for other types of programmes?

## **TYPES OF TRAINING PROGRAMMES**

Part of your job, as an inspector, is to mount workshops for teachers, school heads and other stakeholders. You have at your disposal quite a number of training programmes. The type and nature will vary depending on the problems to be addressed. You have probably attended training programmes in one form or another during your career.

### **Activity 6c**

List the types of training programmes that you have attended and also list others that you think would be appropriate to the needs of schools.

### **COMMENT**

The list you made may include the following:

- short duration programmes
- extended programmes
- school-based programmes

- cluster programmes
- departmental programmes
- subject programmes

*Short duration* programmes are often meant to address urgent matters. Normally, they last for a day or part of a day. If held at a central venue, time should be provided for participants to get back to their stations on the same day.

*Extended programmes* on the other hand can last from a few days to weeks. The programme normally has several issues to be addressed. Sometimes provision is made for participants to visit specific places to reinforce some aspects of the workshop.

*Subject programmes* normally focus on the subject content and its mode of delivery, the quality and quantity of written work, pupil performance in the respective subject and general day-to-day matters which affect the teaching of the subject.

*Departmental programmes* as the name suggests, are organised to discuss departmental issues. They may be internal or external. They are normally scheduled outside teaching time. The content of the programme can address both administrative and instructional issues.

*School-based programmes* normally address issues peculiar to that school and may involve all or part of the staff. Resource persons could be drawn from within or from outside the school.

*Cluster programmes* involve participants from a group of neighbouring schools and the venue could be one of the schools or some central place. Quite often, issues pertaining to the cluster are discussed and like school-based programmes, resource persons could be drawn locally, from another cluster or from the district or regional office.

## TYPES OF TRAINING TECHNIQUES

Generally, in training, knowledge and skills are acquired for a specific purpose. It is therefore imperative that each training programme is serving a specific purpose. The training technique to be used in such a programme should then suit the purpose of the programme. It should be designed around the identified needs. Note that research into how adults learn, emphasises the need for the active involvement of participants.

### Activity 6d

In a typical training session, which training techniques would you use?  
Give advantages and disadvantages of each technique.

## COMMENT

You may have chosen to include some of the following in your workshop:

- participatory
- lecture
- role play
- case study
- film/video
- field trips
- demonstrations

- group work
- games
- ice breakers
- simulations
- exposition

Let us look at one advantage and one disadvantage of some of these techniques:

*Participatory Technique:*

This is a technique in which participants are actively involved.

Advantage: encourages participation and therefore learning by all.  
 Disadvantage: difficult to manage, especially for new trainers.

*Lecture:*

Information usually dispensed through a monologue.

Advantage: maximum information given in minimum time.  
 Disadvantage: reduces participants to passive receptors of information.

*Role Play:*

An exercise/or game in which participants act the part of another character.

Advantage: members participate actively.  
 Disadvantage: takes time to prepare (time-consuming).

*Case Studies:*

These are write ups drawn from real life situations e.g. newspapers etc.

Advantage: these are very useful because they put participants in a real situation.  
 Disadvantage: may drag on for too long; there might not be clear cut conclusions.

*Field Trips:*

Advantage: expose participants to actual situations.  
 Disadvantage: expensive and time-consuming.

*Ice Breaker:*

A strategy used to relieve inhibition at the start of an activity.

Advantage: very good starters of a new topic.  
 Disadvantage: can be misinterpreted.

**PLANNING A TRAINING PROGRAMME**

Planning is one of the most crucial steps in conducting a successful training programme. Some of the aspects to consider are:

- rationale for the training programme
- workshop objectives
- resources

The rationale for any programme is an expression of the purpose for mounting that programme. It is expressed in precise and clear language. Sometimes background information leading to the purpose is given.

**Example:**

The rationale for a workshop organised for newly qualified teachers could read “For any teachers in the district schools who are new and are not able to exploit the resources around the school for teaching purposes. The workshop will equip participants with skills of improvisation.”

Objectives are statements of intent about what participants will gain from the workshop in terms of knowledge, skills or attitudes.

**Activity 6e**

Several factors are included under resources. List them.

**COMMENT**

For you to mount a training programme, you have to think about the venue and what is available there in terms of facilities and training materials, accommodation and regular meals for both resource persons and participants. Also consider funding to cover travel and subsistence for both participants and resource persons. You may consider designing a checklist to avoid leaving out important aspects. When considering a venue, take note that government institutions are preferred, to cut down on expenses.

**Activity 6f**

Think of a workshop you may want to conduct. You have identified the key issues that you want to address. You have decided to run a two day instructional workshop that will address the role and importance of home work, drawing up a scheme of work, lesson presentation, lesson planning and any other issues raised by teachers. You have targeted new teachers in your area of jurisdiction.

It is assumed that the programme takes two full days starting at 08:00 and ending at 17:00.

- what is the best time to conduct that workshop?
- what is a reasonable time to send out invitations to participants?

Give reasons for your answers.

- draw up a workshop programme for the two days.

**COMMENT**

Since this is an induction workshop for new teachers, it is ideal to conduct it before the actual teaching starts. However, in practice this is impossible in many schools. It is suggested that these workshops are planned some time at the beginning of the first term of school (the term they are recruited).

Sending workshop invitations is a very tricky issue. In the first place, it is necessary for teachers to have the information in time to be able to plan properly, even for the days

they will be away from school. It is also true though that if too long a time lapses after the invitations are sent out, some teachers may forget about them. It is, therefore, suggested that a reasonable balance be maintained or alternatively a reminder be sent as the date closes in.

Your programme may look like this one below:

### **DAY 1**

08:00 - 08:30 Registration and administrative aspects  
08:30 - 09:00 Aims, objectives and scope of the workshop  
09:00 - 10:00 Discussions  
10:00 - 10:30 BREAK  
10:30 - 13:00 Drawing up a scheme of work  
13:00 - 14:00 BREAK  
14:00 - 16:30 Lesson planning  
16:30 - 17:00 Evaluation of the day

### **DAY 2**

08:00 - 10:00 Lesson presentation  
10:00 - 10:30 BREAK  
10:30 - 13:00 Lesson presentation continues  
13:00 - 14:00 BREAK  
14:00 - 15:00 The role of homework  
15:00 - 16:00 Lesson evaluation  
16:00 - 16:40 Open discussion and action planning  
16:40 - 17:00 Workshop evaluation

### **COMMENT**

Time budgeting should allow for a natural flow of events, with minimum interruptions. You should make every effort to stick to the programme all the time. Any loss of time due to inevitable interruption should be compensated for.

### **CONDUCTING A TRAINING PROGRAMME**

The success of a training programme depends, in the main, on the trainer's skills, among which are: empathy, flexibility and versatility.

#### **Activity 6g**

Give at least six more desirable trainer qualities that would help you as an inspector to improve your training programmes.

- .....
- .....
- .....
- .....
- .....
- .....

From the above list you have provided, select three and write down the merits of each.

## COMMENT

Did your list include the following:

- subject knowledge
- creativity
- good sense of humour
- kindness
- liveliness
- tact/diplomacy
- non-threatening behaviour
- professionalism

*Empathy* means that trainers can put themselves in the position of the teachers (workshop participants). This enables them (inspectors) to understand what is practically possible from the side of the teachers. This will further make training meaningful and applicable.

*Flexibility* refers to the trainer's ability to change programmes and accommodate activities to cater for arising needs as the programme progresses. At some point, trainers may realise that participants are losing interest in an activity. They should be in a position to adjust the programme and do something else.

*Versatility* on the other hand refers to the skills of responding to arising needs that were not planned for. This means that trainers have to have the ability to address several issues relating to their work and to the teachers' responsibilities.

These qualities hinge mainly on the interpersonal skills of the trainer. An inappropriate approach to the participants will result in unsuccessful training. Remember you are dealing with adults and you need to be flexible in your approach to training.

## EVALUATING A TRAINING PROGRAMME

There are two main types of evaluation, formative and summative. Formative evaluation is carried out as the programme progresses and adjustments are made accordingly. Summative evaluation on the other hand "summarises" the programme. A summary of the programme is made, which looks at all aspects of the workshop. This is normally done at the end of the training programme.

Evaluation involves making value judgements about a process, its success and/or effectiveness. For evaluation to be useful, all conclusions drawn should be supported by quoting examples of actual instances.

Some reasons for continued evaluation are to:

- improve on the design and implementation
- check whether the identified needs have been met
- check whether objectives have been achieved
- check whether the presentation was effective.
- give direction in formulating follow-up activities.

To reach the stated reasons for conducting an evaluation, it is important that the instrument used satisfies the purpose. Such an instrument should consider all key aspects of the programme.

### **Activity 6h**

Design a simple questionnaire that you could use to inform you of the participants' impressions on the effectiveness of a workshop and whether the stated objectives have been achieved.

### **COMMENT**

There are several types of questionnaires that can be used to elicit quick responses from the participants. Sometimes trainers prefer to use a questionnaire in which provision is made for comments. This way, respondents are given the opportunity to open up and more information is collected. One such simple instrument could be framed as follows: Please be honest and forthright in answering the following questions. Your answers will be used to modify future courses.

- Have you found the workshop useful?
- Which parts of the workshop were most useful to you?
- Which parts should have been omitted?
- On which section of the course would you have liked more discussions or instructions?
- How do you think the workshop could be improved?
- In your honest opinion, were the personnel, methods and materials used relevant to your needs?
- Make any further workshop-related comments you wish.

Besides the questionnaires that are commonly used, you could also use tests and quizzes, behavioural analysis and participants' observations. If you are experiencing problems with any of them please consult your supervisor for a discussion.

### **WRITING A WORKSHOP REPORT**

Workshop reports are valuable resource materials, not only for yourself but for the participants, your supervisor and the sponsor as well. The workshop report is just another type of report and requires the same skills you learned in Unit 4. Among the aspects you may wish to highlight in your report, are:

- the degree of participation
- the achievement of objectives
- the attendance
- the pacing during conducting the workshop
- the logistics
- the effectiveness of training techniques.

### **Activity 6i**

Choose any four of the above aspects. Give reasons why it is important to include them in a report. [You may want to refer to the purpose of writing reports again: Unit 4 of this module].

### **COMMENT**

Compare your reasons to the following: (remember that this is not an exhaustive list and is only meant to give you an idea of what was required):

## **Attendance**

Inspectors must keep a record of those teachers who have participated in workshops. Comparative studies could be conducted between those who attended training on a certain aspect and those who did not. This record will inform employers which teachers/trainers are participating in staff development and upgrading courses. When and if similar programmes are conducted, it will be easy to identify the target group of participants, because the ones that are already trained, are known.

## **The Degree of Participation**

This aspect should be included to inform the trainers whether the workshop was interesting or not. High level of participation implies high degree of interest. When this is known, further training programmes could be adjusted accordingly. It is believed that participants learn more if they are actively participating.

A good report is not necessarily measured by its length, it is the quality that matters. Furthermore, the ability to write reports in a scholarly manner is desirable. Reports should be brief, logical and address only what they are intended to.

## **FOLLOW-UP**

Follow-up activities are important in order to evaluate the impact of the training programme. You will be interested to know if the skills acquired at the workshop are practised. However, due to constraints of time and money, it may not be possible for you to visit all the schools as soon as you would like.

### **Activity 6j**

Write down at least three alternative ways of ensuring that skills acquired during a training session will be implemented without you visiting each institution. Also write down advantages and disadvantages of each alternative method.

## **COMMENT**

It is hoped that your list might have included some of the alternative methods listed below. If not, then add them to your list.

- shifting the monitoring responsibility to headteachers
- peer monitoring in clusters of schools
- drawing up individual action plans for each participant, copies of which would be available to inspectors and headteachers
- making an agreement, copies of which would be available to supervisors.

### **Shifting the Monitoring Responsibility to Headteachers**

Instead of you doing follow-up activities, the headteachers have to make sure that expected assignments are carried out. They then check on the accuracy and provide further direction.

The advantage is that the support is on the spot and is readily available. There will be no additional expenses on transport. This will be done on the job and no work will be left unattended.

The disadvantage is that some headteachers may not be conversant with the topic in question.

## Peer Monitoring in Clusters of Schools

This alternative method, puts the responsibility of checking on progress and accuracy on the shoulders of co-participants. This means that teachers from neighbouring schools visit each other, sometimes during lessons and sometimes after classes, to hold discussions, monitor teaching and evaluate assignments.

The advantage is that distances are minimal and can be managed. These are peers and therefore open to each other. All participants are conversant with the topics since they all attended the same workshop.

The disadvantages are that some participants may not be committed to the task, thus making it difficult for others. Some schools too, may stand in the way of this arrangement if they are not committed to staff development.

## Drawing up Individual Action Plans

During the closing stages of the workshop each participant draws up an Action Plan. The participant monitors the progress but it is advisable to give a copy to the headteacher to assist. If the headteacher is not accessible, a colleague will suffice. The key issue here is commitment.

### Activity 6k

Look at the Action Plan form (page 50). Copy it and complete one for yourself to make use of the skills learned in this unit. Give a copy to your supervisor.

## Making an Agreement

Usually an agreement is made between two parties. Participants agree to perform stipulated tasks. This type of commitment is entered into between the teacher and yourself as trainer, the teacher and the headteacher or the teacher and pupils. The good thing about this agreement is that the progress is to co-monitored by the agreeing parties.

## SUMMARY

Now that you have completed the unit, please reflect on the learning outcomes. The unit has focused on staff development, the importance of identifying training needs and prioritising them. It has suggested a variety of training techniques that you could use to achieve the desired results. Finally, the unit has given you some advice on how to organise follow-up activities. The skills intended for you in this unit are not a complete package, it will be necessary for you to refine them as you gain experience in your new job.

## REFERENCES

McNie B., White R. and Wight J. *Headteacher Management Training and the Development of Support Materials: A Planning Overview*, Moray House College, Edinburgh

Better Schools (1993) *Resource Materials For School Heads*, Ministry of Education and Culture, Zimbabwe

Ministry of Higher Education *Recruitment and Training: Delegate's Manual*, Ministry of Education, Zimbabwe

### ACTION PLAN

ACTION	KEY STEPS	DEADLINE					
	<table border="1"><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr></table>						
	<table border="1"><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr></table>						
	<table border="1"><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr></table>						
	<table border="1"><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr></table>						
	<table border="1"><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr><tr><td> </td></tr></table>						

# Unit 7: Guidance and Counselling

## INTRODUCTION

Guidance and counselling are fairly new concepts in education. They are a necessary tool for preventing and solving problems in a complex school community. The complex situation created by interpersonal relationships and the uncertainties of life can more easily be handled when supervisors have the necessary skills.

This unit will equip you with the necessary skills.

## LEARNING OUTCOMES

By the end of this unit, you will be able to:

- define guidance and counselling
- explain the rationale of guidance and counselling
- identify circumstances that require guidance and those that require counselling
- develop awareness of the need for counselling skills and develop those skills through further study
- identify societal trends that justify the need for guidance and counselling in the school system
- explain the need for schools to incorporate guidance and counselling in the curriculum.

## WHAT IS GUIDANCE AND COUNSELLING?

- Guidance is a service provided by someone knowledgeable about the issue/topic raised. Inspectors might provide guidance to headteachers who have asked for information on e.g. administrative procedure or school development planning.
- Counselling is a service provided by one person to enable another to think through or analyse for himself/herself what the causes of a certain problem might be. A counsellor does not offer advice but enables the person being counselled to consider all aspects of a situation and to arrive at alternative solutions and courses of action.

### Activity 7a

Cite a situation where an inspector could be required to provide guidance and counselling.

## COMMENT

The inspector's job includes guidance and counselling. Heads often require assistance in providing good and effective services to all sorts of situations in the work place. They deal with teachers, pupils, students, officials in authority, parents, local authorities, school committees and communities. These sources may open the inspector to a harsh working environment. Guidance should help both heads and teachers to understand themselves. They should identify their own strengths and limitations regarding their professional and personal life. Counselling should expose heads and teachers to an interactive environment where they make informed decisions and appropriate choices.

## JUSTIFICATION FOR GUIDANCE AND COUNSELLING

Schools today are faced with a lot of problems affecting both pupils and teachers which need to be checked and solved to ensure effective teaching and learning.

In most countries, guidance and counselling has come up as a solution to problems of HIV/AIDS, drunkenness, drug abuse, sexual promiscuity, environmental degradation and so on. These problems affect teaching and learning both of which are elements in the development of responsible citizenship. It is hoped that the implementation of this programme will help educators to address some of these problems.

### Activity 7b

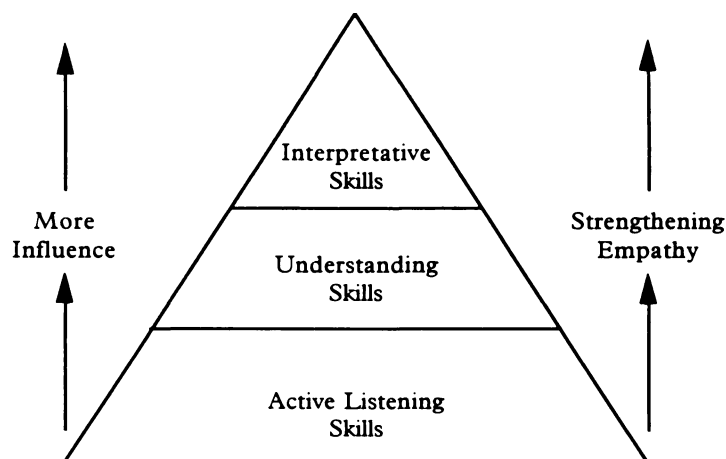
A school is run by a headteacher who cares only about teaching and learning and nothing else. The teachers at the school also care about nothing apart from teaching the pupils. Nobody in the school cares about the feelings and needs of the other. List possible outcomes of such type of leadership.

### COMMENT

Where there is guidance and counselling, teaching and learning is more effective and results are improved. This is possible because everyone in the system is sensitive to the needs of the other. This creates a healthy and productive environment.

### COUNSELLING SKILLS

Counselling practitioners should develop the requisite skills if their work is to produce results. Proper counselling goes beyond mere advising or giving information. Through counselling skills, a conducive relationship will develop between the practitioner and the client. In an ideal situation, the client will open up to the practitioner and gain a clearer understanding of their own situation, so that they can move forward with more hope and confidence.



**The Skills Pyramid**

### **Activity 7c**

Imagine you are the practitioner in a counselling situation. List in any order, the skills that you will need to employ.

Attempt to place the skills into the pyramid.

### **COMMENT**

It will be realised that the skills identified in counselling are not used in isolation. The levels cited in the pyramid are not watertight. However, each level is characterised by the dominance of specific skills. At the base of the pyramid are active listening skills, followed by understanding skills and interpretative skills.

As one moves from the basic skills up the pyramid to the interpretative skills, the influence of the practitioner is intensified. On the other hand, empathy is also strengthened.

### **ACTIVE LISTENING SKILLS**

“Active listening skills are complex, operating at many levels of awareness and using the eye, ears and awareness of personal feelings in order to determine what the client is really trying to say.” These basic listening skills are essential in establishing empathy. They will lead to a realisation by the client that his/her words and beliefs are valued by the counsellor.

The counsellor actively listens to:

- the content of what is being said
- how it is said
- the possible meaning behind the words
- the feeling expressed
- the nature of the silences which occur.

### **UNDERSTANDING SKILLS**

As the client unfolds his/her story, the practitioner will form impressions or perceptions of the situation. It will be prudent to confirm that the impressions created are the correct ones. The specific skills in use at this stage are restating, paraphrasing, summarising and questioning. These can achieve a number of objectives such as to:

- demonstrate that the advisor is actively listening to what is being said
- convey the essential qualities of caring and understanding
- check on the reality of the adviser’s understanding
- encourage the client to go on.

### **INTERPRETATIVE SKILLS**

These are the skills found at the top of the pyramid. The counsellor will convey his/her interpretation of the concepts and scenarios presented by the client. The skills include:

- challenging (e.g. pointing out inconsistencies)
- being specific (e.g. requiring examples)

- immediacy (drawing client's attention to what is happening in the interview to provide fresh insight into their own behaviour)
- provision of information.

## **GUIDANCE AND COUNSELLING SERVICES**

A school will institute its own self-contained counselling services that answer to the needs of its population. To equip itself to provide efficient counselling services, the school will put together resource materials to be used by advisors and counsellors. The school would also find it beneficial to involve outside agencies in the provision of vital information on the labour market, vocational training and further academic education.

Inspectors will need to encourage schools to organise careers days on which various employment agencies and practitioners from personnel departments are given an opportunity to give vital information to the school population.

### **Activity 7d**

Draw up a tentative termly regional guidance and counselling programme that could be recommended for adoption by schools in your area. At each stage, show what outside agencies could be involved.

## **AWARENESS OF SOCIETAL TRENDS**

The socio-economic changes in human society raise contemporary issues that require immediate attention. Some current issues are:

- gender sensitivity
- HIV/AIDS
- environmental education
- population education
- human rights

## **GENDER SENSITIVITY**

Cultural beliefs and practices have for a long time created societies which are gender insensitive. The world is full of traditional stereotypes of men's and women's functions and status. This results in gender inequality, inequality of opportunities, and sexist decisions. Guidance and counselling services should provide a clear path of equal opportunities for all those in the work situation, both men and women. Decisions should be based on informed background knowledge, but not on gender.

### **Activity 7e**

Identify stereotypes which encourage discrimination on the basis of gender.

Suggest how such stereotypes can be avoided.

## COMMENT

The education system and the school need to avoid all stereotypes in order to overcome discrimination in gender. Some common problems are:

- unequal gender balance in school admission, school leadership, teaching levels etc.
- higher school drop-out rates for girls
- gender stereotyping through historical curriculum structures and vocational guidance
- sexual harassment at work places
- timing of extra school activities which disadvantage working mothers
- inequalities in promotion arrangements.

## HIV/AIDS

The world has suddenly found itself in the grip of a rapid increase in the spread of HIV/AIDS. Education cannot overlook its responsibility and should help to introduce the population to preventive measures. As a component in the education practice, guidance and counselling must be used to save human life from this killer disease in all learning centres.

### Activity 7f

In the light of the possible controversies surrounding sex education, suggest the content of a school HIV/AIDS awareness programme.

## COMMENT

HIV/AIDS is the current leading cause of death amongst young adults and is a major contributor to high infant, child and maternal mortality in the region. The school curriculum should provide both students and teachers with basic information on HIV/AIDS. The basic information should include:

- definition of HIV infection leading to AIDS
- description of HIV and what it does to the body including mode of transmission
- description of common signs and symptoms of HIV infection
- discussion on the management of HIV/AIDS in the work place and the home
- discussion of the attitudes and beliefs of societies towards HIV/AIDS
- discussion of counselling methods for people affected by HIV/AIDS

## ENVIRONMENTAL EDUCATION

Human survival is entirely dependent upon our association with the social and physical environment. It has become increasingly necessary for people to be assisted to develop positive environmental attitudes and a sense of personal responsibility for the environment. The physical environment has become a major concern because of deforestation in areas where the source of income is agriculture, and trees are used for commercial purposes and fuel wood or have been destroyed by fire. Guidance and counselling should promote environmental awareness.

**Activity 7g**

- (a) In your area of operation, study the environmental issues that need to be addressed.
- (b) Discuss the issues with the school and the community.

**COMMENT**

Environmental conservation is a major concern in the world today. A carefully utilised environment can contribute to sustainable development. Issues at hand include land degradation, decline in wildlife populations, use of wood as fuel, indiscriminate cutting down of trees, fires that destroy flora and fauna, water pollution and overgrazing.

**POPULATION EDUCATION**

The planet earth as a home for humanity is not expanding. On the other hand the world population is increasing rapidly. The present population growth rates frustrate the socio-economic development pace. When all this is considered, population planning emerges as an important and integral part of any planning programme. Pupils, as the mothers and fathers of tomorrow, need to be introduced to issues of population growth at an early stage. The inspectors should facilitate the inclusion of guidance and counselling services that address population issues in the school curriculum.

**Activity 7h**

List population issues that could be dealt with at school level.

**COMMENT**

High population growth rates outstrip economic capacities in many countries of the world. The world experiences excessive demands on food resources, healthcare services, water supply, infrastructure, education, housing, sanitary services, energy resources and so on. There is high rural to urban migration leading to unemployment crises. The rate of unemployment is increasing each day. In the densely populated centres such as towns and cities, the social amenities are stretched to breaking point. The rural-urban migration negatively impacts on the productivity of rural economies resulting in rampant poverty. Standards of living become poor. The cost of living gets very high for the majority. This may lead to political instability.

**GUIDANCE AND COUNSELLING AND THE CURRICULUM**

When guidance and counselling first became a part of the school curriculum, it seemed that all teachers could participate in it through extensions in their various subject areas. That situation was not easy to monitor and supervisors were left to guess whether or not any activities were going on.

Some Ministries of Education went further and appointed inspectors to monitor the provision of guidance and counselling services in schools. That step necessitated the treatment of guidance and counselling as a subject in its own right rather than a thread running through other subjects in the curriculum.

### **Activity 7i**

In your opinion, are schools giving guidance and counselling the status it deserves? If not, what could be the causes of this situation and what steps should be taken to rectify the situation?

### **COMMENT**

An education system that places a lot of emphasis on examinations is likely to continue to marginalise non-examinable subjects like guidance and counselling. The challenge remains for the supervisors to come up with an approach that will enhance the status of guidance and counselling.

### **SUMMARY**

Now that you have gone through this unit, you should be able to:

- define guidance and counselling
- identify the requisite skills needed in guidance and counselling and nurture them
- identify current societal trends that should form part of the guiding and counselling agenda
- realise the need for schools to have guidance and counselling as an integral part of their curriculum.

### **REFERENCES**

- Halliday, G.I. (1995) *Turning the Tables of Teacher Management*, Commonwealth Secretariat, London.
- Joan O'Donoghue (1995) *Zimbabwe's AIDS Action Programme for Schools*, UNICEF, Harare
- Lynda Ali and Barbara Graham (1996) *The Counselling Approach to Careers Guidance*, Routledge, London
- Palmer Joy and Neal Philip (1994) *The Handbook of Environmental Education*, Routledge, London.
- Radibe Rebasele, R.K. (1996) *Demographic and Socio-economic situation in Botswana, a Paper Presented at the Training of Trainers Workshop on Population and Family Life: Education in Botswana Schools and Teacher Training Colleges*, Gaborone, Botswana

# Unit 8: Management of Change

## INTRODUCTION

Nothing is permanent in this world except change. The environment is always changing and consequently organisations keep changing too. Organisations are formed by society to cope with the demands that arise when changes bring about incongruence between society's expectations and reality. When the environment changes, society's means of coping with it become obsolete, hence the need for adaptation. In adapting to the changing environment, society has to develop new strategies, hence organisational change.

Change is an inevitable phenomenon. It cannot be prevented since it is environmentally driven. For it to be meaningful though, it should be controlled, directed and managed.

Managing change involves:

- understanding the forces of change and therefore being able to recognise the need for change
- understanding the factors that may work against change
- recognising the agents of change and how they bring about change
- developing a clear perception of one's role in the change process
- clearly outlining the intended goals of the change
- developing a plan with clear strategies for effecting change
- effecting the plan
- continuously evaluating and redirecting the change process towards the intended goals.

Inspectors, as managers and facilitators of educational change should understand what change involves and be able to control and direct the process so that it may lead to development. They are well placed to manage change because of their contacts with both the schools as organisations, and the government, or whoever is a provider of resources for education.

## LEARNING OUTCOMES

By the end of this unit, the inspectors will be able to:

- describe change
- identify agents of change
- identify need for change in education
- describe the role of inspectors in facilitating change
- describe the school development plan as a change management tool
- assist in the drafting of a school development plan

## DESCRIPTION OF CHANGE

Generally, change means alteration or modification. In an educational context, change could be in administration, curriculum, policy, structure, technology etc. Often, change in one aspect of education, results in changes in others. Educational change can manifest itself at a localised level of a school or at a national level.

### **Activity 8a**

In what areas of education have you experienced changes lately?

### **COMMENT**

Change is an integral part of development, therefore it is inevitable.

### **AGENTS OF CHANGE IN EDUCATION**

Changes in education may be prompted by some of the following agents:

- **Government Legislation**

New laws governing education are often passed by a country's legislature. The resulting changes are left to the educationists to implement.

- **Societal Expectations**

According to Banks, (1976), education is a means of upward social mobility. Schools are therefore there to provide members of the society with the necessary skills and knowledge to cope with the environment. If society perceives the schooling system as not living up to its expectations this creates a need for change.

- **Employment and Labour Requirements**

Schools are a basic training ground for a country's labour force. Thus the school system has to respond to changing employment and labour requirements of a country.

- **Technological Developments**

Technological innovations have been very rapid in the latter part of the 20th century and are to continue into the next. The schools must keep up with the trend. They should take advantage of modern technology to enhance instructional methods. New technology dictates new ways of doing things, thus bringing about change.

- **International Relations**

Contact with the outside world may reveal a need to change national education systems. The "global village" phenomenon has created the need for international citizenship which makes new demands upon education.

- **Innovations in Teaching**

The science of teaching is improving and new methods and techniques are being developed. Teachers should learn and adapt to the latest innovations in order to remain effective.

- **Inspection Reports**

Inspection reports reveal both good and bad practice which promotes or hinders learning. Recommendations for improvement, when implemented, become agents of change at national, regional or school level.

- **Research**

As a scientific inquiry into a situation, research explores issues seen to be important by the researchers, and change often comes as a result of the implementation of research recommendations.

- **Demographics**

Changes in population patterns are as old as humankind. Since education is meant to serve people, there has to be correlation between population dynamics and educational reforms. Such changes could be in the size and/or the composition of the population served by the school. These could necessitate a change in the school ethos, infrastructure, curriculum and so on.

**Activity 8b**

List changes in your education system which you think were brought about by each of the agents identified above.

## **COMMENT**

Some agents of change are often more forceful than others. You may find that in your area some of the agents identified are dormant.

## **HOW THE NEED FOR CHANGE CAN BE IDENTIFIED**

- Planned change is proactive. Organisations are set up to carry out specific functions and if they no longer play that role then the need for change becomes apparent. A critical analysis of the aims of an organisation i.e. an understanding of the purpose for which an organisation was established, will enable one to judge if it serves its purpose or not.
- Changes do not only occur in education as a result of under-performance. Since change is about development, it follows that success and the realisation of potential for improvement may also act as a driving force for change. The attainment of aims may in itself trigger the urge to strive for improvement and excellence.
- Evaluating the level of attainment of goals/aims assists in gauging the performance gap and thus determines the extent and nature of change that should be implemented. The change that is necessary could be that of strategy, structural adjustment or a total shift in the focus of the organisation.
- The need for change may be identified through many other ways such as educational research, recognition of new technology and recognition of potential to improve.
- During the colonial era, the African society considered the purpose of education as largely to provide only basic literacy and numeracy skills. The post-colonial era however heralded the need for technical and professional skills for the sustenance of the fledgeling African economies, hence the societal expectations of education changed. The need for a change in the quality of the education service was identified.

The development of an education policy should normally follow wide community consultations so that the policy should portray the societal perception. The ministries responsible for education should have units/divisions of research and statistics whose duty should be to collect and analyse demographic data and recommend appropriate educational policies.

### **Activity 8c**

Imagine you are engaged as a consultant to advise your government on the status of education in a particular institution and to recommend new institutional policies.

How would you determine the necessary changes?

### **COMMENT**

The identification of need for change is a systematic process. It involves a development of clear understanding of the aims of the education process, evaluating and determining whether the aims are being achieved or not, identifying constraints and other influential factors.

### **HOW ADOPTION OF CHANGE CAN BE ENCOURAGED**

Some organisations prefer stable conditions in which activities and outcomes are predictable. As such, unless circumstances bring about change, such organisations would otherwise not change. Most of the resistance to change is usually from within the organisation while forces for change are often external to the organisation. For change to occur smoothly therefore, its need has to be understood and appreciated. Its mode and process should be clear and well-facilitated.

Adequate information about the change is crucial. This information should include the aim of the change, anticipated outcomes, benefit of the change, strategies to be implemented in effecting the change, and resources and resource base for the change.

To encourage adoption of change, it is important also to:

- involve people who will effect the change in the planning for implementation so that they may own the change
- give people time to internalise the changes
- rebuild self-esteem, and confidence in people who could be feeling inadequate because of the changes
- make every participant in the change process a winner, so that the benefits of the change can be seen to be relevant and essential by all
- retrain and or develop those responsible for change since it may bring demands on people for which they may not have expertise, a situation that would threaten their core skills and competencies
- ensure availability of necessary resources so that the change may not be seen as creating demands which are beyond the means and scope of the implementers.

**NB:** The ability to handle resistance to change will depend on one's awareness of the sources of the resistance.

### Activity 8d

Reflect on your experience as a teacher.

Think of a change, either at the school level or national level which was not well-accepted despite its good intentions.

What could you have done to make it more acceptable?

### COMMENT

Understanding the nature of organisations is critical in change implementation. For change to be acceptable, the organisation needs a clear justification for why it should shift from a stable condition to a situation that may disturb the *status quo*. Information flow, and the involvement of people in planning change, are critical to the removal of uncertainties and suspicions.

### FACTORS THAT MILITATE AGAINST CHANGE

Resistance to change is not always a conscious and deliberate effort. It is characterised by lack of enthusiasm which may be a consequence of many factors, some of which include:

- **Fear of the unknown.** Since change means delving into new experiences, there might be fear of scepticism about its effects.
- **Lack of information.** Implementers of change need a lot of information about the intended aims, benefits, resource implications and the implementation strategies.
- **Misinformation.** Misconceptions about a change usually develop where incorrect information is given so that people's view of the change becomes distorted, and the benefits fail to be perceived.
- **Threat to the core skills/competences.** A new development may mean that ways of doing things change, rendering the learned skills and knowledge obsolete. Unless there are immediate retraining and inservicing opportunities, resistance may occur.
- **Threat to status.** Some changes diminish the size of organisations, and since size may relate to status, the change may be seen to be a threat.
- **Threat to power base.** Some changes may be seen to reduce the influence an organisation or individual may have in society.
- **No perceived benefits.** Where the benefits are not clear, the change will be seen as an unnecessary disturbance to established and reliable ways of doing things.
- **Low-trust organisational climate.** This is where there is mistrust within the organisation such that any move, even when it is seen as a positive one, is suspected to be a trap or bait.
- **Poor relationships.** Where they abound, information flow is often inadequate.
- **Fear of failure.** People may fear to try because they are not certain of the outcomes.
- **Fear of looking stupid** because of unfamiliar procedures.

- **Custom bound.** Changes which infringe on traditions and custom are seen as a threat to identify. Not only does this refer to societal way of life but even personal traditions and customs.
- **Reluctance to let go.** Developments which are seen as narrowing one's scope of operation may be resisted for fear of losing one's role within the organisation.
- **Peer group norms.** Peer groups develop norms which characterise them, on the basis of which members will want to be identified. Unless the whole group's perception changes, individuals may not easily adopt a change.

### **Activity 8e**

With reference to the change discussed in Activity 8d, why do you think the change was not well accepted?

### **COMMENT**

There are naturally two opposing forces in organisations, i.e. those for change and those against change. The forces for change are normally driven by the environmental changes. The need to adapt will be felt by those in favour of change in order to maintain the usefulness of the organisation in solving the society's problems with the environment. The forces against change are usually internal, driven by the preference for stability in an organisation and the fear of the unknown and its related threats.

### **THE ROLE OF INSPECTORS IN FACILITATING CHANGE**

While the need to provide all necessary resources to institutions for the purpose of providing quality education may be recognised, various constraints often undermine the process. The inspector role is crucial in that they monitor to see if all learners have equal access and opportunity to quality education. The inspectors identify good practices which promote quality education and disseminate these to other institutions. Where quality is found to be compromised, inspectors identify constraints and endeavour to have them removed. Inspectors therefore, facilitate change by giving advice to the government, and all key players on what immediate and long term developments they believe are necessary. The inspectors become vehicles of change in that they are a communication channel between institutions and the providers of education facilities.

The inspectors' role in facilitating a change process may be summarised as:

- identifying implementers of change and therefore providing them with relevant information
- disseminating relevant information to implementers and making sure the nature of change is understood
- ensuring provision of necessary resources to enable implementation of change
- training/retraining and/or inservicing the implementers so that they may have the necessary expertise
- continuously evaluating and re-directing the change process towards its intended goals.

### **Activity 8f**

Suppose a new education policy is introduced in your country, how would you facilitate its implementation?

### **COMMENT**

Inspectors are a communication channel between the implementers of change and the government, or whoever is the initiator of change in education. They, therefore, play a critical role in determining the need for change, directing change and making it understood by the implementers, and providing for its implementation.

### **THE SCHOOL DEVELOPMENT PLAN AS A CHANGE MANAGEMENT TOOL**

The school is the basic unit of change in an educational setting. The school development plan, therefore, is an important part of the process of change for the purpose of realising the school's aims.

#### **(a) THE FOCUS OF THE SCHOOL DEVELOPMENT PLAN**

The school development plan should seek to improve the capacity of a school to achieve the educational aims of the country and more specifically, it should focus on the aims and values of the school. The key areas that the plan should focus on include:

- raising standards of pupil achievement
- the development of the school curriculum and its assessment
- staff appointment and development
- enhancement of the school's organisation and management
- development of the school's premises by way of increasing accommodation capacity, renovations, landscaping, expansion of the infrastructure etc
- improvement of the school's financial position by fund raising and proper accounting
- upholding community values especially those of parents

#### **(b) ATTRIBUTES OF A GOOD SCHOOL DEVELOPMENT PLAN**

A school development plan has a greater chance of success if it has the following attributes. It should:

- have a small set of realistic and prioritised objectives
- be time-bound and there should be a timescale for achievement of each of its specified objectives; a medium term plan of two to three years would be ideal for most schools
- spell out the responsibility of all stakeholders individually and collectively and is important that they all should understand and consent to their roles

- outline the resources required so that the quantity, source and management of the resources come out clearly in the plan
- be presented in a format that can be easily followed by most people in the school community.

### (c) THE PLAN DRAFTING PROCESS

The following considerations are central to the school development plan drafting process:

- Where is the school at the time of planning? (current situation)  
A systematic situational analysis has to be carried out to establish the current status of the school. It is only then that the school's priorities can be positively identified.
- Where does the school want to go? (aims)  
It is only when the objectives are identified and prioritised that it will be clear to everybody where the plan should lead.
- How does the school get there? (strategy)  
Having established the current situation and having set the objectives, the ultimate phase of the plan is to define the method of implementation including all intermediate steps.

#### **Activity 8g**

“It is very difficult for those outside the schools to improve the quality of provision within them .... It is the quality of the teachers themselves and their commitment to change that determines the quality of teaching and the quality of school improvement. Teachers are, on the whole, poor implementers of other people's ideas.” (Rudduck, 1991).

In the light of the above comment do you think as inspectors you have a role to play in school development planning?

### **COMMENT**

The essence of school development plans is that they are school-based. It is, therefore, proper that they should be conceived and implemented by those within the school communities. As outsiders, the role of the inspectors is to equip teachers with the skills to devise effective school development plans, and to help headteachers to monitor their plans.

### **HOW TO DRAFT A SCHOOL DEVELOPMENT PLAN**

This could be based on the “C.R.E.A.T.E.” model (Ministry of Education, Botswana, 1995)

- Construction of a shared vision
- Reviewing the current situation
- Establishing priorities
- Action planning
- Taking and monitoring the action
- Evaluation

**(a) Construction of a school vision**

School aims should arise from a firmly held vision of the nature and purpose of education. Such aims should be established in consultation with staff, management committee (board) and parents. They should be specified in a mission statement which in turn should appear in the development plan (Drake, 1993).

**(b) Reviewing the current situation**

There should be a concise audit of all the focus areas mentioned in (a) (page 65). Such an audit should include major developments, if any, in recent times in each of the areas. This review will form the basis for prioritisation, so it has to be evaluative.

“It would be useful here if the school would indicate which processes they are finding most effective in evaluating their work and who within the school acts as (an) evaluator(s).” (MoE, Botswana, 1995).

**(c) Establishing priorities**

The audit should reveal which areas need most attention and also the requirements for each area. Based on these, the objectives of the development plan can be arranged in order of priority. It is this order which will guide the timescale and resource allocation.

**(d) Action planning**

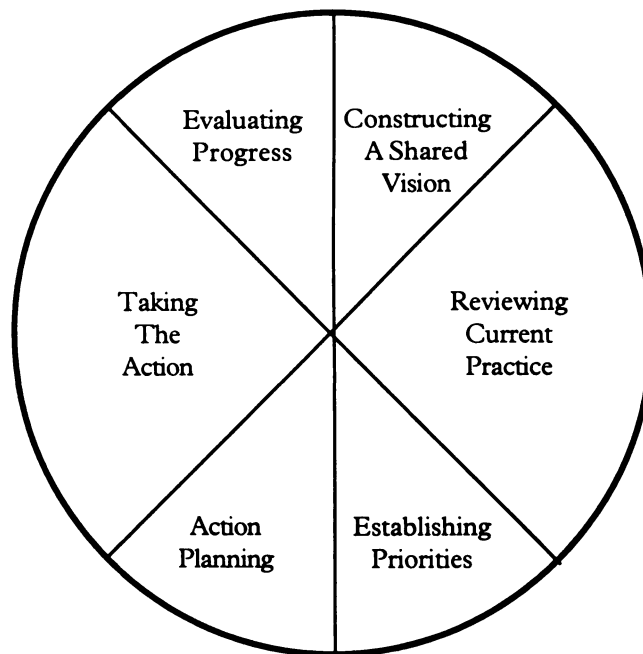
- (i) provides a schedule showing how implementation of the school plan is to be effected
- (ii) helps to clarify aspects of the plan that may be unclear
- (iii) identifies personnel within the school with tasks intended to meet the needs of the plan
- (iv) breaks up the plan period into time frames within which action on various aspects of the plan is to be taken
- (v) results in a planning sheet which normally has columns that address the following:
  - objective
  - activities - addressing the success criteria
  - date by which action should be taken
  - who initiates action
  - resourcing
  - success criteria

**(e) Taking and monitoring the action**

When an action plan has been made and approved, then it can be implemented with regular progress checks to monitor success and failures.

**(f) Evaluation**

The agreed success criteria as established have to be put to use at the end of the plan period. Below is a continuous school development plan cycle based on the C.R.E.A.T.E. model:



### Activity 8h

Take one of your schools as a case study. What *three* priorities would you set to ensure effective change in the school. Action plan each one.

### COMMENT

Check that you have completed each of the columns in d (v). Most school plans are weak on identifying costs/resources and in stating success criteria for monitoring purposes.

### SUMMARY

In this unit you were asked to consider change in an educational context. Usually change is not spontaneous, it is triggered by specific agents some of which were mentioned in this unit. As managers of education, inspectors should have the basic skills to identify the need for change, initiate it and facilitate it. Precautions should be taken before initiating change to encourage its adoption by all role players. Some hints on how to do so were given. The ability to identify factors that act against change is vital and should not be left to chance. Inspectors/advisors are in a strategic position in the facilitation of change. It is clear that, internationally, the school development plan is being adopted and recognised as the most effective tool for managing educational change.

### REFERENCES

Banks, O. (1976) *The Society of Education*, B.J. Batsford Ltd, London

Blake et al (1989) *Change by Design*, Addison Wesley, US

- Carnal, A. (1990) *Managing Change in Schools - A Practical Book*, Routledge, London
- Fullan, M. (1982) *The New Meaning of Educational Change*, Cassell Educational Limited, London
- Ministry of Education, Botswana (1995) *School Development Plan*, Gaborone
- Ministry of Education, Botswana (1996) *Action Research*, Gaborone
- Phillip Drake (1993) *Criteria for Inspection and Self Education*, Ministry of Education, Maseru, Lesotho
- Rudduck, J. (1991) *Modern Educational Thought - Innovation and Change*, St Edmundsbury Press, UK
- School Management Team (1996) *Development Plan* (not published) Gaborone, Botswana
- St John's School (1995) *School Development Plan*, Southampton, UK
- West Sussex Country Council (1994) *The British Inspection System: Using the Process to Develop your School*, West Sussex County Council, UK

# Unit 9: Action Research

## INTRODUCTION

One of your roles as an inspector is to bring about change and improvement in the education system, or to support those who are doing so.

During the course of your duty, you will encounter problems which may include:

- problems relating to teaching and learning
- curriculum development and implementation
- school management
- staff or professional improvement

In order to respond to these and many other problems, you, and those you work with, will need certain techniques of investigation. Action research is one of these techniques.

In this unit you will be introduced to the principles and skills of action research. Case study material from examples of real action research projects is used throughout the unit to illustrate potential progress and pitfalls.

## LEARNING OUTCOMES

By the end of this unit, you should be able to:

- define the term action research
- give reasons why action research is useful
- identify methods used in data collection
- describe how data is collected
- describe how data is analysed
- explain how data is interpreted
- write a research report
- make necessary recommendations based on findings
- take appropriate action

## DEFINITION OF ACTION RESEARCH

Different people have come up with different definitions on the subject of action research. Cohen and Manion in J. Bell (1993) describe it as:

“essentially an on-the-spot procedure designed to deal with a concrete problem, located in an immediate situation.”

Bogdan and Bicklen (1993) define it as:

“The systematic collection of information designed to bring about social change.”

### Activity 9a

Study the different definitions of action research and come up with your own definition which is applicable to your job as an inspector or change agent.

## COMMENT

**We hope that your definition included the following:**

- Action research can be defined as applied research aimed at solving particular problems.
- Action research is usually small scale and confined to one classroom, one school or a cluster of schools.
- Action research is ongoing and on the job.

**The main features of action research are that:**

- Participants research in their own institutions i.e. practitioner based.
- It leads to change or action.
- There is collaboration between researchers and researched.
- Action researchers are concerned with the improvement of a situation, through active intervention and collaboration with the parties involved.
- It focuses on the examination of a single situation using knowledge drawn from experience and research findings, to illuminate and improve that situation.

## THE PURPOSE OF ACTION RESEARCH

**The following are some of the reasons for doing action research:**

- To identify problems related to teaching and learning.
- To remedy problems identified in a specific situation such as classroom, school, cluster of schools or in a community.
- To bring about improvement in a given situation e.g. improving pupil performance, teacher performance, school administration, school and community relationship.
- To bring about a change in policy.

### Case Study

Following a full school inspection of a secondary school the headteacher and staff received a report which was positive about many aspects of the school. However, the criticism of some weaknesses in teaching methodology in some departments brought home to the headteacher that he did not know sufficiently well what was going on in the classrooms. He had been so busy with administrative tasks that he had neglected his managerial responsibility with regard to the quality of teaching. In his view this was a vital aspect of pupil achievement and he decided to engage in an action research project in classroom observation to remedy the situation. Working in collaboration with his inspector he planned an action research programme.

#### Activity 9b

Write down three reasons why you would embark on action research if you were the headteacher of this school.

## COMMENT

There will be situations where you will need to investigate problems affecting teaching and learning in schools.

In such situations, action research will help you solve the problems based on research findings.

## STAGES OF ACTION RESEARCH

Action Research can be carried out by following the stages outlined below:

### Stage 1: Problem Identification Or Situational Analysis

In this stage you will need to clearly define the problem you wish to investigate.

Look back to the first reference to the case study. Is the problem clearly defined?

### Stage 2: Planning To Investigate

This is where you:

- draw up a short list of topics
- select one topic for investigation
- list the aims and objectives or questions to be investigated (formulating a hypothesis)
- read about the topic (literature review) and talk to other people about it
- decide on the methods and the sample to be used
- Some of the methods are:
  - observations
  - questionnaires
  - surveys
  - case studies
  - interviews

If you are using questionnaires, you may wish to trial-test them. This is to perfect the instrument. This will ensure that the information which is being gathered is addressing the aim of the study. Refine the instrument after trialling.

When deciding on the sample size, please remember to keep it small.

- draw an outline of the research project.

### Case Study

The headteacher called a meeting with his two deputies and the inspector. They wanted to ensure that learners would achieve their full potential through quality teaching across the school. The method they selected was classroom observation followed by regular meetings to exchange their findings, and followed possibly by interviews later on. The headteacher and deputies decided to focus, in the first instance, on the mathematics, English and Science departments.

#### Activity 9c

What do you think was the basis for focusing on Mathematics, English and science first? Why did the headteacher involve the deputies?

### Stage 3: Carrying Out The Investigation

This stage involves the collection of data through the methods outlined above.

When collecting data, it is important to keep accurate notes and records of the information which is being gathered. This applies to the literature review as well.

## Case Study

By the time of the next meeting of the headteacher and deputies, they had done eight classroom observations between them. They had run into some difficulties. The heads of department were somewhat suspicious about the observations. The teachers were nervous (but also admitted that the pupils behaved better when senior staff were present). The main problem was that the senior management team could not compare data because they had all used different check-lists to do their observations.

### Activity 9d

If you were the inspector of this school what advice would you give to the senior management team?

## COMMENT

The senior management team have fallen into two classic difficulties. They did not communicate sufficiently what they were doing and they did not have an agreed common instrument for data collection.

### Stage 4: Reflecting On Data/Evidence

Raw data (taken from questionnaires, interviews and other methods that you have used), should be recorded, analysed and interpreted. As you analyse data, you will be constantly looking for:

- similarities and differences,
- groupings and patterns, and
- relationships.

You will present your information in a manner that is easy to interpret. In order to do this, the information may be regrouped, sequenced, tabulated and arranged in graphs, charts or diagrams. It may be useful to present figures in the form of percentages and averages.

From the analysis of the data, conclusions and recommendations will be drawn.

## Case Study

After ten weeks the senior management team had observed *all* teachers in the mathematics, english and science department. They were able to analyse their findings and identify only *two* teachers who needed professional support and development. Instead of writing a final report at this stage they decided to take a number of interim measures:

- involve HOD's in the next stage of observations
- support the two "failing" teachers starting with interviews with the headteacher
- circulate a short report explaining to all teachers, that the action research programme was to be extended.

### Activity 9e

What has been the value of the action research so far? What problems might the headteacher face in the extension of the programme?

### Stage 5: Report Writing

In writing the research report, you will compile the information collected during the various stages of the research i.e. putting together all the information gathered. A research report should include:

- topic
- objectives/research questions
- literature review
- methodology
- research findings
- interpretation of findings
- conclusion and recommendations.

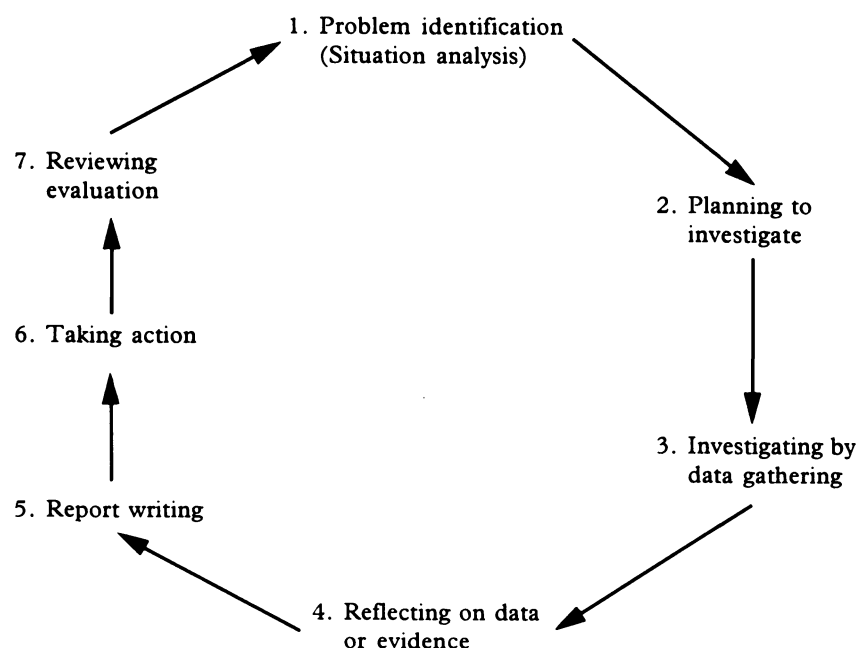
### Stage 6: Taking Action

The recommendations from the research findings are translated into action (implementation).

### Stage 7: Evaluating And Reviewing

Action research aims to facilitate the continuous improvement of educational practice. It is, therefore, important to evaluate the results of the action taken. Therefore, the task does not end when the research is conducted. You, as the researcher, should continue to review, evaluate and improve practice.

The above stages of action research are summarised in the diagram shown below:



### Case Study

The report that the headteacher and senior staff wrote was based on observation across all departments. The recommendations included regular classroom observation by HOD's and some in-school staff training on effective teaching strategies. It is fair to say that the whole school is now more aware of the issues and more focused on the important task of raising pupil achievement.

### **Activity 9f**

At Nyumba Co-educational School, the results indicate that boys perform better than girls in science subjects. Using the information given in the stages of action research:

- (a) identify the research topic/problem.
- (b) plan how you would conduct the research on the topic.

### **COMMENT**

Your investigation in the above case will certainly need the use of action research skills that will help you prepare a good research report and recommendations.

Your plan should include, for example, possible causes of and solutions to the problem. You should also plan for action and follow-up activities.

### **SUMMARY**

In this unit you have learnt what action research is, its purpose and the procedure for conducting it. It is expected that the unit has helped you to develop the basic skills of conducting action research. Some of the skills are:

- problem identification
- planning
- data collection
- data analysis
- interpreting data
- drawing conclusions and recommendations from the research findings
- taking action
- evaluating the course of action
- reviewing

You should remember that action research is aimed at reviewing, evaluating and improving educational practice.

### **REFERENCES**

Bell, J. (1993) *Doing your Research Project*, OUP, Buckingham

Bogdan, R.C. and Bicklen, S.K. (1982) *Qualitative Research for Education: An Introduction to Theory and Methods*, Allyn & Bacon, Boston, MA

National Extension College (1982) *Techniques of Investigation*, National Extension College Trust Ltd

# Glossary

<b>AIM</b>	An overall purpose.
<b>BRAINSTORM</b>	Generating ideas, in a group, in an effort to get as wide a variety of opinions as possible.
<b>CLUSTER</b>	A group of schools/programmes with similarities.
<b>EMPATHY</b>	Ability to put oneself in somebody's position and so understand his/her feelings.
<b>INNOVATION</b>	Introduction of new ideas/reform.
<b>INSTRUMENT</b>	The tool or means used to collect and analyse information.
<b>LEARNING OUTCOMES</b>	Statements which clearly indicate what is meant to be achieved as a result of learning.
<b>MODULE</b>	Learning materials in the form of a booklet that provides information and opportunities through activities to practise skills, normally through activities.
<b>MONITORING</b>	Keeping track of performance.
<b>NEEDS</b>	The gap between expectation and the current situation.
<b>SCHOOL DEVELOPMENT PLANNING (SDP)</b>	A consultative process between the headteacher, teachers, school committee and other interested groups that results in a three year management plan for the school.
<b>STAKEHOLDER</b>	Someone who has a strong interest in contributing to the success of an institution.
<b>STANDARDS CONTROL</b>	Monitoring and maintaining high achievement levels.
<b>UNIT</b>	A part of the module.
<b>VERSATILITY</b>	Being able to adapt or adjust to situations.
<b>VISION</b>	A long-term aim.

# Abbreviations

<b>HIV</b>	Human Immune Virus
<b>AIDS</b>	Acquired Immune Deficiency Syndrome
<b>OFSTED</b>	Office for Standards in Education
<b>INSET</b>	Inservice Training
<b>WGTP</b>	Working Group on the Teaching Profession

# QUALITY IN BASIC EDUCATION

The Commonwealth Secretariat Education Department publishes studies and practical handbooks which suggest ways for improving the quality of basic education. The series concentrates on professional development and support to school principals, inspectors and teachers. Recent titles include:

Setting Staffing Standards for Schools (1998), Ian G Halliday

Progress Through Self Evaluation: The Path to a Better School: Resource Materials for School Heads and Class Teachers (1998), Joe Hogan

Turning Tables on Teacher Management (1996), Ian G Halliday

Management Structures: A Study of the Function and Performance of Teacher Management Structures in four African countries—Botswana, Ghana, Zambia and Zimbabwe (1996), Nicholas Anim and Ian Halliday

Legal Frameworks: A Study of the Legal Framework for Teacher Management in three African countries—Sierra Leone, Uganda and Zimbabwe (1996), Geraldine Bitamazire, et al.

Teacher Morale and Motivation in Sub-Saharan Africa: Making Practical Improvements (1994), Ben Makau and Carol Coombe

Teacher Management and Professional Support: A Handbook for Country Working Groups (1993), Commonwealth Secretariat/ADEA, Portuguese and English Versions

Headteacher Training Modules (1993), Commonwealth Secretariat

*Introductory Module A User's Guide*

*Module 1 Self-Development for Education Managers*

*2 Principles of Educational Management*

*3 Personnel Management*

*4 Managing the Curriculum and Resources*

*5 Financial Management*

*6 Monitoring School Effectiveness*

*7 The Governance of Schools*

ISBN: 0 85092 571 1

