

WORKING GROUP ON THE TEACHING PROFESSION
BETTER SCHOOLS SERIES

RESOURCE MATERIALS FOR SCHOOL INSPECTORS

Module Four

A Self-Study Guide for Serving Inspectors



Commonwealth Secretariat



Association for the Development
of Education in Africa

BETTER SCHOOLS

**RESOURCE MATERIALS
FOR SCHOOL INSPECTORS**

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**A Self-Study Guide for
Serving Inspectors**

Commonwealth Secretariat/ADEA

1998

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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 573 8

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 Kgomoitso 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.

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May 1998

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Acknowledgements

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

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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: Inspection

INTRODUCTION

The service of the inspectorate is committed to maintaining and improving the quality of teaching and learning in schools. The SADC countries are changing fast and the inspectorate reshaping themselves to the new needs. The re-shaping process has important objectives of ensuring quality assessment, quality control and quality audit. Accordingly, this unit has been prepared to assist serving inspectors in their multi-faceted task of inspection in order to improve education standards in schools. This unit will provide advice, procedures and suggestions that will be useful to those who have formal training and those who do not.

LEARNING OUTCOMES

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

- define inspection
- list purposes of inspection
- list down types and styles of inspection
- describe the roles and responsibilities of inspectors and how they influence teaching and learning
- identify inspectors' professional and personal skills

DEFINITION OF INSPECTION

Inspection may be defined as a 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. The advice is given in an evaluation report (Kachama 1992).

Activity 1a

- (a) In your own words, define the term 'inspection'.
- (b) Relate your definition to the text information and restructure it.

Comment

- Did Activity 1a, assist your understanding of the definition of inspection?
- If yes, proceed to the next item. If no, revisit the definition.

PURPOSES OF INSPECTION

An inspection must have a definite objective. Whenever inspectors are planning an inspection, they must know why they are undertaking it.

Some purposes of inspection are to:

- identify strengths and weaknesses so that schools may improve the quality of education they provide
- ensure effective administration and management of education in schools
- assess the teaching and learning in schools

- improve feedback in the education system
- create a climate for constructive change to facilitate curriculum development and its implementation
- ensure that schools are provided with adequate resources
- provide guidance and counselling on general professional matters
- conduct needs assessment and address the needs appropriately.

Activity 1b

Given the purposes of inspection above, reflect on each one of them.
Which do you think is the core purpose of inspection and why?

COMMENT

Activity 1b should assist you to find out whether you have achieved the purpose of inspection or not and thereafter make the necessary adjustments. Assessing the teaching and learning in schools should form the core of the purpose of inspection. This is because it aims at assessing standards in order to improve learning outcomes.

TYPES OF INSPECTION

There are four different types of inspection

(a) Full Inspection

Definition: It is an occasion when a school is examined and evaluated as a place of learning in all aspects of its work so that advice may be given in an evaluation report for its improvement. Aspects of the school inspected include standards of achievement, curriculum, administration, buildings, grounds and equipment.

Objectives:

- to examine
- to evaluate
- to give advice
- to provide feedback in written form to the school, government and other stakeholders.

(b) Follow-up Inspection

Definition: Inspectors may think a subsequent visit is needed to evaluate the extent to which recommendations made in the report have been implemented and to assess any action taken to achieve the desired results. This becomes a follow-up inspection.

Objectives:

- to follow up previous report(s)
- to facilitate the implementation of previous recommendations
- to assess whether recommendations have been implemented
- to assess and evaluate the implementation process
- to give advice

(c) Partial Inspection

Definition: Sometimes, inspectors examine and evaluate a limited number of aspects of school life, such as teaching, with no regard paid to the other aspects. This is a partial inspection.

Objectives:

- to examine specific aspects of school life
- to evaluate specific areas of a school
- to pass information from and to higher authorities

(d) Special Inspection

Definition: This is an inspection looking at special areas of school life e.g.

- a strike at a school
- an anonymous letter directed to Head Office
- an act of misconduct by a teacher

Objectives:

- to examine the facts given
- to collect information in order to establish the truth
- to sift and evaluate evidence
- to pass on recommendations and findings from and to higher authorities.

Activity 1c

After you have studied each type of inspection, decide on the appropriate type of inspection for the following circumstances:

- checking whether the teaching materials you found lying in the storeroom have been distributed appropriately
- checking on school buildings, grounds, teaching and learning
- checking schemes of work and lesson plans for a specific subject
- child molesting and abuse by a teacher
- school enrolment and staff/school establishment
- a strike at a school.

COMMENT

Activity 1c should assist you in appreciating the different types of inspection. This will also assist you in the prior planning for any type of inspection. However, all these types of inspections are aimed at improving pupils' achievement.

STYLES OF INSPECTION

There are three different styles of inspection:

- directive style
- collaborative style
- non-directive style

(a) Directive Inspection Style

The inspector guides the teacher in what will be done, sets the time and criteria for inspection, determines the actions for the teacher to follow.

Assumptions of the Directive Inspection Style**Directive Inspection**

- The inspectors have greater knowledge and expertise than the teacher about the issue or concern at hand.

- The inspector knows better than the teacher what needs to be done to improve teaching.

When to use directive inspection

- When the standard of learning is low.
- When the teacher has less knowledge than the inspector about the issue.
- When the teacher lacks expertise.
- When the inspector is accountable for the success/failure of the issue.
- When the inspector cares intensely about the issue and the teacher does not.
- When the issue is urgent and needs immediate action and the inspector has the expertise.

(b) Collaborative Inspection Style

In this type, the inspectors present their own ideas, ask the teacher to propose possible solutions, and 'negotiate' with the teacher to find a common course of action. The final decision concerning the plan of action is shared by both the teacher and the inspector.

(c) Assumptions of the Collaborative Inspection

It is:

- based on democratic principles
- based on the principle of accepting others as 'equals'
- aimed at solving problems through a meeting of equal minds
- based on the understanding that the agreed decision to improve teaching is satisfactory to both the teacher and the inspectors.

When to Use Collaborative Inspection

- When both the teacher and inspector are involved in carrying out a decision.
- When both the teacher and inspector care intensely about the problem.
- When both the teacher and inspector have approximately the same degree of knowledge and expertise.

Non-Directive Inspection Style

The inspector 'listens' to the teacher, 'clarifies' what the teacher says, 'encourages' the teacher to speak more about the issue or concern, and verifies the teacher's perceptions. The inspector helps the teacher to formulate a decision about the future.

Assumptions of the Non-Directive inspection

- The teachers to be inspected know best what teaching changes need to be made, and have the ability to think and act on their own plan of action.

When to Use Non-Directive Inspection

- When the teacher possesses most of the knowledge, and the expertise of the inspector is minimal.
- When the teacher has full responsibility for carrying out the decision, and the inspector is little involved.
- When the teacher cares about solving the problem.

Activity 1d

After studying the different styles of inspection, decide on the appropriate style(s) of inspection for each one of the problems listed below:

- informed trained teachers present their lessons illogically
- a teacher conducting a lesson with inadequate content
- inspections of a subject with which an inspector is not familiar.

COMMENT

When inspectors observe lessons in which they have little subject knowledge the following may assist:

- involvement of a subject specialist
- reading extensively on the subject area
- inservice training

ROLES AND RESPONSIBILITIES OF INSPECTORS

The roles and responsibilities of inspectors are to:

- assess standards of teaching and learning
- conduct regular inspection visits
- provide feedback to the Ministry of Education and to the schools on all professional matters
- ensure that policies and provisions laid down in the Education Act are adhered to in all types of schools
- provide encouragement and constructive evaluation in promoting acceptable curricular changes
- guide, advise, mediate and support the teacher in a spirit of encouragement and not condemnation of the teacher's work
- give support to all teachers
- continuously re-appraise, adapt and modify the curriculum through inspectors and syllabus committees and panels
- ensure that pupils are learning effectively under conducive conditions
- ensure that public funds administered by the school committees are properly accounted for
- check on the availability of instructional materials, deployment of teachers and other resources
- ensure that the Ministry of Education provides schools with suitable classrooms, adequate furniture, stationery, books, auditory and visual technical aids and materials
- advise the authorities on the establishment of a new school
- inspect a school before it is registered and established
- investigate and recommend cases of misconduct by teachers to the appropriate authorities
- deal with cases of misconduct of teachers.

INSPECTION ROLES SHOULD INCLUDE:

(a) Inspecting Standards (Quality Control)

- check standards of learning

- check on and assess schemes and record of work
- classroom observation
- check on and assess lesson preparations, presentation and pupils' participation
- examine pupils' work
- check on classroom inventory e.g. attendance register, timetable, furniture, displays and equipment, textbook inventory.

(b) Assessment of School Organisation and Management

- assess school mission statement and/or school objectives
- school development plan - mission statement translated into Action Plan.
- check on the role of the head in monitoring standards
- check on the school inventory
- admission register
- staff and pupil files
- check on historical and achievement display boards
- check examination records
- check availability of statutory regulations and procedures
- check financial records
- check specialised rooms
- check school routine and assemblies
- check general learning atmosphere
- check projects in operation
- check administration external relationships.

(c) Assessment of the School Environment

- safety and cleanliness of buildings
- sanitation - adequacy and cleanliness of toilets and ablution blocks and clean water
- grounds - playing fields, pathways
- check on boarding facilities
- check on provision of the handicapped.

(d) Subject and Department Inspection

- check on availability of teaching materials, access, storage and suitability
- records of department and staff meetings
- management style in the department e.g. delegation, staff appraisal, staff development
- check scholastic records including examination results.

(e) Advisory Roles

- dissemination of good practice and innovation
- guidance and counselling
- curriculum development
- policy formulation
- coordination of examinations
- liaising with other stakeholders
- identifying needs and running INSET
- action research
- advise on procedures of doing things
- advise on current trends in education
- advise on new schools

Activity 1e

- (a) Imagine that you have gone for inspection and you find a school of fifteen classes but with only six classrooms. What measures would you take to assist the school to address the problem?
- (b) As an inspector of schools you have analysed the results of your area of inspection and have identified mathematics as the weakest subject. What steps would you take to address the situation?
- (c) How do you ensure that in your area of inspection, government policies and regulations are correctly interpreted and implemented.

COMMENT

In Activity 1e item (a), an inspector could make use of:

- double shift/session
- inform the relevant authorities about the need for the construction of additional classrooms.

In Activity 1e item (b), the inspector should check on the following aspects:

- syllabus content
- syllabus interpretations
- teacher qualifications
- availability of resources
- teaching methods applied
- time allocation
- teaching materials orientation

NB: The solutions to the above mentioned problems are inexhaustible but inservice training might be a priority.

In Activity 1e item (c), the following suggestions are given:

- holding meetings with headteachers/teachers
- check on policies operating within the school
e.g. admission policy, teacher qualification, language policy.

PROFESSIONAL SKILLS

Professional skills are abilities or expertise which can enable inspectors to perform their work efficiently, effectively and can facilitate their assistance of teachers, with the purpose of improving teaching and learning.

Some of these skills are:

- evaluation
- note taking
- reporting
- data collection and analysis
- interviewing
- record keeping
- planning
- project management
- training
- guidance and counselling

- management
- conflict resolution
- trouble shooting
- research
- computer literacy
- interpreting regulations

Activity 1f

Now that you are informed about the professional qualities required of inspectors of schools, do you think these skills are all of equal importance in your role as an inspector? Are there some you think are more important? If so, rank them in order of importance.

COMMENT

The duties of inspectors of schools are situational such that the skills discussed above are applicable in different situations and circumstances.

INTERPERSONAL / HUMAN RELATIONSHIP SKILLS REQUIRED BY THE INSPECTORS

The success or failure of inspectors will depend among other things, on their qualities and the relationships they develop with the people they meet in their area of operation. In order to succeed, the inspector's relationship with all people should be built upon confidence and mutual respect.

Some of these personal qualities are:

- honesty
- integrity
- helpfulness
- frankness
- enthusiasm
- reliability
- determination
- patience
- desire to learn
- approachability
- fairness
- firmness
- sympathy
- empathy
- politeness
- impartiality
- positive attitude towards work
- competency
- flexibility
- communication
- respect
- sensitivity to gender issues
- awareness of the constraints in the work environment

Activity 1g

As an inspector why is it difficult to inspect relatives, friends and people to whom you are familiar? What interpersonal skills can you apply to solve this problem?

COMMENT

Remember to be impartial, frank and fair in performing your duties.

SUMMARY

This unit aims at providing common ways of assisting inspectors in their roles and functions of inspection. It provides advice, procedures and suggestions for the inspectors. It is hoped that it will also be useful to those responsible for organising the inservice education and training of inspectors, to challenge the inspectors who have begun their work or those who have been doing their work without any training to work harder and reach greater heights of achievement.

REFLECTION

Having gone through this unit, reflect on your past experience as an inspector and identify some aspects of school inspection that the unit has helped you to re-examine.

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Unit 2: Supervision

INTRODUCTION

This unit introduces the key concepts in supervision and aims at helping inspectors develop a deeper understanding of the concepts in order that you can effectively contribute to improved quality of instruction and management in schools.

LEARNING OUTCOMES

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

- define 'supervision'
- explain and justify the purpose of supervision
- identify and use appropriate types of supervision
- decide on what aspects of the school and which staff are to be supervised
- undertake school supervision
- define and select different types of feedback to teachers and school managers
- decide on appropriate follow-up activities after the completion of the supervision process.

DEFINITION OF SUPERVISION

"...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." (*Handbook for Inspectors*, Malawi, 1982)

Professional guidance would involve:

- School management issues:
 - improving quality of learners' achievement
 - financial management
 - resource management
 - gender awareness
 - school-community relations
 - maintenance of discipline
- Classroom instruction
 - syllabus interpretation, scheming and lesson planning
 - selection of teaching methods
 - selection and designing of teaching-learning materials
 - lesson delivery
 - classroom management
 - assessment and evaluation

The professional guidance requires that you, as an inspector, develop and maintain long term relationships with schools under your charge. This therefore means that you should keep casual and drop-in inspection visits to the barest minimum.

Activity 2a

- (a) Define the term 'supervision'.
- (b) List the differences between supervision and inspection.

COMMENT

Your definition of supervision should include the process of working with teachers and school managers to improve the quality of teaching and learning.

In comparing supervision to inspection, the following characteristics should stand out for each:

- Supervision
 - it is collaborative and collegial
 - it aims at giving professional guidance
 - the supervisor takes on the role of mentor and facilitator

- Inspection

Because of the negative conduct of some inspectors, some supervisees have wrongly come to understand inspection to have the following qualities:

- hard and strict accountability
- authoritarian and directive role
- passive role
- fault-finding
- all knowing

However, you are being encouraged to assume more the role of a supervisor. This will require that you use a much more positive approach. This approach will have the following qualities:

- objectivity
- based on evidence gathered
- judgement is based on evidence
- balanced feedback
- user-friendly language in the inspection report

PURPOSE OF SUPERVISION

Before setting out on a supervision mission, you as an inspector must decide on the purpose of the mission.

Activity 2b

Reflect on your experiences as an inspector, and list ten possible purposes for conducting school supervision.

COMMENT

There are many reasons inspectors might have for undertaking supervision. Some of those you might come up with could include:

- problem solving
- ensuring implementation of educational policies
- identification of the needs of schools
- evaluation of the performance of teachers and school managers
- monitoring instruction to enhance the quality of learner achievement
- collecting data to facilitate planning and decision making
- promoting change and development in the light of curricular innovations

- creation of opportunities for staff development among teachers, headteachers and inspectors
- capacity building for headteachers to enable them to undertake in-school or school based supervision
- quality assurance.

TYPES OF SUPERVISION

There is a range of types of supervision with, on the one hand, the critical friendship type and, on the other, the hard accountability type. Between these two extremes you find other types of supervision including mentoring, advisory, monitoring and clinical supervision.

Below are explanations of some of the types of supervision:

- **Critical friendship type**
 - supervisor acts as a friend in guiding the supervisor
- **Mentoring type**
 - supervisor acts as a role model or example
 - asking the supervisees to reflect on problems and come up with their own conclusions and recommendations
- **Monitoring**
 - supervisor checks on progress, problems, and advises on solutions
- **Advisory**
 - supervisor assumes a relatively superior position in knowledge and skills
- **Clinical supervisor**
 - supervisor and supervisee engage in face-to-face interaction mainly based on observation of performance and the emphasis is on collegueship
- **Hard accountability type**
 - supervisor performs traditional inspector's role demanding strict accountability from supervisee.

Activity 2c

Situation 1

One of the schools under your charge is highly successful. It is well led with full enrolment, well resourced, with high standards, but is seeking assistance in raising standards even further.

Situation 2

You now have a school which is highly ineffective, terribly over-enrolled, under-resourced, under-staffed, and therefore has a demotivated staff.

Select and justify the appropriate type of supervision you can use to assist the headteachers in the two situations described above.

COMMENT

Each different situation will demand a different and appropriate type from among those cited above. You, as an inspector, will have to make informed decisions on which type of supervision to employ in given situations.

TARGET AREAS/GROUPS FOR SUPERVISION

In undertaking a supervision mission, you as an inspector, should decide on what aspects of the school and which officers are to be supervised.

The aspects of the school to be supervised could include:

- School management
 - standards of learner achievement
 - financial management
 - resource management
 - public relations
 - school documentation
 - staff development
- Classroom instruction
 - scheming
 - lesson planning
 - preparation and use of teaching and learning materials
 - lesson delivery including choice and use of teaching methods
 - assessment and evaluation

Activity 2d

Assuming you have decided to focus your supervision on the management style of the headteacher, decide on who should be seen and what should be looked at in the school.

COMMENT

In negotiating this activity, you will need to see not only the headteacher, but also teachers, support staff and parents. You will also need to look at appropriate school documents such as examination results, minutes of meetings, registers, and the school environment.

CONDUCT OF SUPERVISION

Having decided on the purpose, type of supervision, the aspects of the school and officers to be supervised, it is now time for you as an inspector to undertake a supervision tour. For your tour to be successful you have to plan carefully the supervision programme for each school you intend to visit.

The supervision programme you prepare should highlight who to see, what to look at, and where to go in the school within the time allocated for each activity.

Here are some details for you to note:

- Who to see
 - headteachers, teachers, learners and support staff, board of governors and Parents' Teachers' Associations (PTA).
- What to see and where to go

For checking on standards you may focus on:

 - classroom observation
 - lesson preparation

- schemes and records of work
- pupils' work
- classroom inventory e.g. attendance register, time-table, furniture, displays

For checking on subject departments you may focus on:

- teaching-learning materials
- records of meetings
- management style
- academic records
- staffing levels and qualifications
- availability of syllabuses

For checking on school organisation and management you may look at:

- admission registers
- staff and pupil files
- school mission statement and/or objectives
- school development plan
- monitoring of standards
- school inventory
- display boards
- examination records
- availability of statutory regulations and procedures
- financial records
- specialist rooms
- school routine and assemblies
- school climate and ethos
- on-going projects
- school-community relations
- physical environment of the school i.e. cleanliness, sanitation and grounds

Activity 2e

Develop a supervision programme for one of the schools under your charge.

COMMENT

Your programme should clearly show who to see, what to look at, and where to go in the school, with time allocation.

FEEDBACK ON SUPERVISION

For your supervision exercise to achieve the desired outcome, you should provide immediate and clear feedback to the school. This is supported by Ofsted (1995:35) when they say that, "The quality of feedback is an important factor in influencing how the school responds to the inspection findings, particularly in drawing up its action plan, to improve any areas of weakness."

Feedback can take different forms such as:

- oral briefing
- lesson observation reports
- completed appraisal forms
- checklists
- written reports

Activity 2f

- (a) Give examples of the types of feedback which you have used in your experience as an inspector.
- (b) Reflect on types of feedback which you have used and not used, in your experience as an inspector, and reasons for doing so.

FOLLOW-UP ACTIVITIES

After every supervision exercise, you as an inspector should plan for appropriate follow-up activities to either reward good performance or improve on poor performance. It is important that the planned follow-up activities are implemented without delay in order to maximise the impact and sustain motivation amongst the supervised.

Activity 2g

Refer to situation 1 in Activity 2c and propose the appropriate follow-up activities to meet the school's request.

COMMENT

Possible follow-up activities in this situation may include:

- staff development
- reviewing school development plan
- recognition and celebration of success e.g. prize-giving
- encouraging competition

You may think of many more examples.

SUMMARY

Having worked through this unit, it is expected that you as inspector will have developed a number of skills necessary for supervision, including:

- planning
- decision making
- communication
- analysis
- lesson observation
- management
- advising

For these skills to be successfully developed, you might need to acquire further underpinning knowledge.

REFLECTION

Reflect on how you have supervised school managers in the past, and develop strategies by which you would improve through studying this unit.

REFERENCES

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Unit 3: Report Writing

INTRODUCTION

Report writing is central to the duties and responsibilities of all inspectors. Its purpose is to provide all the stakeholders with key issues and findings identified during the inspection. A report should highlight key areas which require immediate attention, and provide advice on possible actions to be taken.

The report should be written in clear, simple language. It should be substantial, coherent, factually correct, free from contradictions, as well as being friendly, sympathetic and informative to the user.

Inspection reports generally start with the description of the situation, followed by relevant comments and end with recommendations.

LEARNING OUTCOMES

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

- State different types of reports
- Collect and organise data that goes into the report
- Assess and evaluate the situation
- Write comprehensive inspection reports
- Write reports using appropriate and acceptable format, language and style.

TYPES OF REPORTS

There are four main types of reports inspectors are required to write. The type or nature of a report is mainly determined by the kind of inspection being conducted. However, as mentioned earlier, the final intention of an inspection report is to inform the different stakeholders of the quality of education being provided.

Inspection reports are therefore essential instruments in the measurement of educational standards of attainment by learners. They also inform the reader regarding the quality of education being provided as well as the management and administration of the school.

Activity 3a

We have mentioned that there are four main types of inspection reports. Can you identify them and highlight their differences?

COMMENT

It is very important for inspectors to understand the differences in the types of inspection reports, since the nature will dictate the extent to which they may or may not be detailed.

The four main types of inspection reports are:

1. Full Inspection Report
2. Management and Administration Report
3. Subject Report
4. Follow-up Report

FULL INSPECTION REPORT

This is a report that looks at the school administration and all the subject areas in the school. It covers, among others, the evaluation of the organisation of the school, the organisation and teaching of each subject in the school, teachers' performance, curriculum issues, buildings, accounts, discipline and many others. A full inspection is sometimes referred to as a panel inspection because it may involve a group of inspectors undertaking the inspection. It therefore requires a lot of preparation and coordination.

It is important to stress that in a full/panel inspection, pre-meetings are a requirement because this is where the team leader allocates duties and responsibilities to individual inspectors and objectives agreed upon. Other issues that might be discussed may include the logistics of transport, time frame, subsistence allowance etc.

MANAGEMENT AND ADMINISTRATION REPORT

This type of report concentrates mainly on the manner in which a school is being managed. It may be supplemented, where possible, with a general look at teaching. In most countries in the SADC region, school profile proformas/checklists have been developed for inspections. Although they contain a lot of information, it is necessary at times to supplement these proformas with a few pages of notes and comments on particular aspects of the institution looked at in depth. Notes should be concise, to the point, describing the situation as it was found, making valid comments and ending with recommendations.

Finally, the report should reflect on the extent to which management makes good use of all its available resources to achieve the best possible educational outcomes for the school and learners.

SUBJECT INSPECTION

This kind of report should focus on learners' achievements and progress in relation to the areas of learning. It should be based on knowledge and understanding of the National Curriculum by inspectors, and how the curriculum is being implemented in the classroom.

This is achieved through:

- the examination of the objectives of teaching the subjects, the teaching process itself and the quality of instruction
- the organisation of the subject
- deployment of subject staff
- syllabus and schemes of work
- allocation of periods
- availability of relevant quality instructional materials
- access to facilities including the library and special rooms
- the quality of learners' work
- teachers' records and any other factors that may contribute to the achievement of the learning objectives.

These assist in identifying areas where the teacher needs additional subject knowledge and skill to improve the delivery of the subject content.

FOLLOW-UP INSPECTION REPORT

A follow-up inspection report is essential in the sense that it seeks to assess the extent to which progress has been made towards the implementation of the major recommendations and actions from the previous inspection.

It is a way of ensuring that schools do implement whatever recommendations and actions inspectors have made on any aspect of the school where improvement is needed.

Activity 3b

You have been requested to conduct a subject inspection at SADC Junior Secondary School. The subject of focus is mathematics in Form Three or Grade Ten because results from the previous year indicate poor performance in the subject.

Develop a checklist of the issues you would like to cover during your inspection.

In your experience, have you ever written a subject-based inspection report?

What elements did you have to report on?

How do they compare to what has been given in this unit?

COMMENT

It is assumed that as a serving inspector, you have written reports before. Now let us take time to consider the significance of report writing.

- A report provides comprehensive information to the stakeholders on the standards, quality, efficiency and effectiveness of the education system.
- It acts as evidence by providing a record that can be referred to for future or further actions.
- It is a feedback mechanism.
- It serves as a staff development and evaluation instrument.

It is therefore a fundamental document for curriculum developers, planners and any other educationists to use or refer to, in improving, modifying or reforming the education system as a whole.

FORMAT

Inspection reports follow certain formats. The suggested format in this sub-unit is meant to provide a broad framework of the main features of a report.

In some cases, inspection reports are written on proformas provided. However, inspectors are at liberty to write and report in their own styles provided they stay within the main framework of report writing.

It is important to stress the necessity for uniformity and adequate reporting procedures because this will provide easy and accurate information to the stakeholders.

The suggested format is as follows:

- Executive summary which summarises the main findings and key issues and actions that require immediate attention or implementation. The executive

summary should always be at the beginning of the report. It should be noted that the executive summary is a product of the conclusions and recommendations from the report, highlighting key areas and issues for easy reference by the user.

Example of an executive summary

Record of the evidence based on an inspection

The team comprised six inspectors. During the week, 72 lessons, five assemblies and a range of extra-curricular activities were inspected. All full-time teachers were seen teaching at least once and many of them several times. All the available written work of a sample of three pupils from each class was inspected, as well as the work of many other students, in the course of lesson observation. A large amount of documentation provided by the school was analysed both before and during the inspection.

Main Findings

The school provides a good education for its students. Standards achieved in lessons are mostly satisfactory or better, and results in public examinations are broadly in line with national averages.

Teaching is good overall. Students show sound motivation and respond well to the experiences provided. The pace at which some students work does not, however, always match expectations of the teachers. Homework is set in some classes but not others. There is some inconsistency in marking pupils' work. The school is well led by a senior management team. The school is not generously resourced and there are some shortcomings in accommodation, especially for physical education and games.

The school plays an important part in the community and sets high standards of social responsibility for its students. Although not explicitly stated in its aims and objectives, it is committed to students' spiritual development and enables them to take advantage of cultural development activities.

Key Issues for Action

The school board, head and staff are already reviewing many aspects of the life and work of the school. The matters which the inspection team identifies as key issues for action, represent consolidation and extension of work already begun. Develop a school homework policy for implementation by all classes. Review policy and practice for the marking of students' work across all classes.

- Introduction is mainly concerned with outlining the aims and objectives of the report. It highlights the parameters and context within which the information in the report will be obtained.
- Main text is where information collected is structured, streamlined and contextualised to create a logical order. It should provide detailed information gathered during the inspection. It must contain correct and accurate data.
- Conclusion(s) bring together the threads of an argument previously gone through. It is an attempt to consolidate ideas that may have been used in the report at different points. Conclusions can easily be referred to as 'summary' except that they do not provide for any recommendations or suggestions for future action.
- Recommendations suggest steps that can be taken to improve or remedy a situation. They suggest action to be taken by individuals depending on the nature of the situation. They should be realistic, achievable and emanate from the inspection results.

LANGUAGE

As indicated earlier, inspection reports target a variety of people among whom are parents and educational authorities. It is therefore important for inspectors to ensure that the report is written in clear, simple, concise and user friendly language. Avoid excessive, detailed amounts of information unless it is considered vital to the writer's argument.

It is advisable to avoid too much detail since that might complicate the report.

Activity 3c

Using an old inspection report from a previous school visit, go through it and suggest ways in which it could be improved.

COMMENT

Reports are written to communicate specific information on a situation being investigated. It is important that they are clear to all readers. Concentration on a balanced analysis and description of the situation should be observed.

Inspection reports, particularly, should indicate the educational standards achieved by the learners and examine issues which impact on the standards and quality. They should therefore use everyday language and avoid unnecessary jargon and ungrammatical sentences.

It is advisable to use examples drawn from evidence in order to make generalisations understandable, and to illustrate what is meant by good or poor practice. The writer should employ words and phrases that enhance the quality of the report and convey the individual character of the school.

Example: The atmosphere in the school is calm and purposeful. Pupils were seen to be working quietly in classrooms and movement around the school was orderly at all times.

SUMMARY

The following key elements have been addressed in this unit:

- That inspection reports present information which is needed by a particular person or organisation, using objective investigation and listing findings based on concrete evidence.
- That there are four main types of reports that inspectors are required to write but that the styles and layout of these reports may differ depending on the issue or situation being investigated. The types are:
 - (a) Full (Panel) Inspection Report
 - (b) Management and Administration Report
 - (c) Subject Report
 - (d) Short/Follow-up Report
- That formats of inspection reports generally follow the following:
 - Executive Summary
 - Introduction
 - Main Text
 - Conclusions
 - Recommendations

That language should be clear, simple, concise and user-friendly.

REFLECTION

Look back and review your work on report writing

Do you think you can produce an effective, precise and constructive report on any given educational situation?

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Unit 4: Fire Fighting: Some Common Issues Encountered by Inspectors

INTRODUCTION

As a community, the school has its own administrative structures and has managerial problems which have to be resolved or quenched effectively. These issues which directly affect teaching and learning are encountered frequently by inspectors in their daily operations.

Examples of these common issues which require “fire-fighting” include those related to: ambiguities in school organisational structures, effects of local cultures on education, how to effect curriculum changes, how to cope with stress in a working environment and how to resolve conflicts.

As an inspector of schools you should be acquainted with effective methods of approaching these commonly occurring issues.

AIM

To enable you, as an inspector, to understand some of the problems and issues you are likely to encounter when supervising or inspecting schools and to identify some strategies which can assist in overcoming them.

LEARNING OUTCOMES:

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

- describe the administrative structures of different types of schools and relate them to curriculum management requirements
- list main types of culture groups found in the immediate community
- identify cultural norms prevailing in different types of schools and how these influence teaching and learning
- describe how inspectors facilitate and implement curricular policy change
- list common causes of stress in schools and devise methods of reducing it in the work environment
- use effective methods of resolving conflicts.

ADMINISTRATIVE STRUCTURES

Various schools have different administrative structures depending on the level of education provided, size of school and type of proprietorship. These structures should facilitate the achievement of the pupils in the school. Unfortunately some structures have not changed to meet the demands of delivering the present curricula.

Activity 4a

Draw an organisational chart of a typical primary or secondary school in your district.

How does this structure help in the improvement of the teaching and learning of the pupils?

As an inspector you should be aware of existing school administrative structures. You should support acceptable structures, but either remove or modify structures that are a hindrance to educational development.

CULTURAL NORMS

For the purpose of this unit, culture is defined as the way of life, beliefs and traditions observed by a particular community.

Cultural norms are expected standards of behaviour, beliefs and ways of life of a particular community. Elements of culture in a community include language, dress, beliefs and traditions.

Some elements of school culture are: language, dress, school regulations, routines, school mission and motto. Examples of influences of culture on teaching and learning include influence on communication style, class management and curriculum.

Activity 4b

List types of cultural practices found in your district.

How are these cultural practices likely to influence the teaching and learning activities?

Which of these cultural practices would you promote and which ones would you discourage?

MANAGEMENT OF CURRICULUM CHANGE

From time to time, most governments decide that change in education is necessary because of the need to:

- improve the education system
- respond to change in society or technology

One of your roles as an inspector is to assist schools to introduce new curricula as directed by government.

Activity 4c

What curricular changes have been taking place in your district?

What role have you played in these changes?

What problems have you encountered and what steps have you taken to overcome these problems?

Activity 4d

The Ministry of Education has identified the need to change the content and methods of teaching geography in schools. What steps should you take in order to introduce the change?

As an inspector, you should be aware of certain steps worth following when introducing curriculum changes. Some of the steps are:

- interaction with curriculum developers to change the curriculum
- sensitization of teachers
- trialling of material if appropriate
- evaluation and reviewing of the material
- dissemination of material to schools
- training of teachers in the implementation of the curriculum
- monitoring and evaluation
- reporting on the findings

Activity 4e

As an inspector you have identified the need to introduce computer science in schools. However, you are aware that the schools lack a relevant syllabus and equipment.

How would you assist these schools to introduce computer science?

MANAGEMENT OF STRESS

Stress in a working environment, or on an individual is a condition during which there is a feeling of tension and unpleasantness due to high demands on the individual both physically and mentally.

The following are some of the common causes of stress among teachers and heads of schools:

- poor planning
- poor time management
- shortage of support resources
- poor management structures
- poor human relations among workmates
- inability to cope with changes in roles
- poor school environment
- excessive workloads.

Activity 4f

Describe how an inspector can help to alleviate the causes of stress listed above.

An individual officer can cope with stress by undertaking the following:

- know the signs and symptoms of stress
- understand the stages of stress
- understand how the stress response works
- know what causes your own stress
- know how to cope with it.

Activity 4g

List the physical signs of stress that you see in teachers, and forms of behaviour that indicate stress.

From your own experience, identify a typical school situation that caused anger and unpleasantness among staff members. How did you as an inspector, assist members of staff to cope with this situation?

Would you still do it the same way today?

People reveal stress in a number of ways. Among these may be:

- overdrinking and oversmoking
- sweating easily
- lack of concentration and interest
- indecision
- feeling helpless
- being resentful
- giving up easily
- being moody and holding grudges.

RESOLVING CONFLICTS

A conflict is an open and serious disagreement between two parties with clashing opinions, beliefs or values.

In a working environment conflicts are not good because they cause stress and disrupt normal working programmes.

The following are examples of causes of conflicts:

- clash of personalities
- lack of management skills
- poor communication skills
- clash of professional expectations
- tribal prejudices
- jealousy

Activity 4h

List common conflicts in schools, and explain their causes.

An inspector should be aware of a variety of strategies for resolving conflicts. Some of these are:

- use of clear communication
- consultation with adversaries
- transparency in dealing with all parties
- separate conflicting parties
- identify and isolate the causes of the particular conflict
- use of available regulations
- use arbitration methods
- use of counselling skills

Activity 4i

Read the following case study carefully:

A new headteacher posted to a school makes new rules and regulations which are very unpopular with teachers, pupils and parents. Eventually, both teachers and students boycott classes while parents call for the removal of the headteacher. The matter is reported to the inspector.

How would you resolve this conflict, if you were the inspector to whom the matter was reported?

SUMMARY

This unit should enable you, as an inspector to become conversant with some of the common management issues encountered in schools and how to approach them. This aspect of the inspector's work is often called "fire-fighting".

It normally requires tact, resourcefulness, transparency, respect for all parties and their opinions, impartiality and above all good human relations.

REFLECTION

Having gone through the strategies on fire fighting, do you think that given an unexpected situation, you would be able to select appropriate strategies to deal with the situation?

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Unit 5: Curriculum

INTRODUCTION

The school curriculum does not only include the planned academic programme but also co-curricular activities and other events through which people learn from the nature and the ethos of a school. The main task of school inspectors is to assist and monitor the effective delivery of an appropriate curriculum using all the resources - human, material and financial which are readily available. This involves assisting school headteachers to mobilise all possible resources including those from the Ministry of Education, the community and other organisations, and then ensuring their full and effective use.

LEARNING OUTCOMES

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

- define the term curriculum
- explain the stages in curriculum development and the implementation process
- explain the management of the curriculum
- explain the concept “hidden curriculum”
- describe curriculum change and innovation
- list ways of evaluating a curriculum.

DEFINITION OF CURRICULUM

The term ‘curriculum’ refers to that set of decisions about what is taught and how it is taught, that determines the general framework within which lessons are planned and learning takes place, according to Farrant J.S. 1991, p.12.

Activity 5a

- (a) Define in your own words the term ‘curriculum’.
- (b) List the elements that constitute a good curriculum.

COMMENT

The term curriculum has been defined “as all experiences to educate the learner.” It also involves helping teachers in their daily tasks by providing the best information on subject matter, taking into account the interests of pupils and contemporary social needs. The curriculum therefore, refers to a course of subjects and co-curricular activities that must be covered by learners. It should also aim at developing pupils mentally, physically and morally, and at embracing the hidden curriculum which includes behaviour patterns, attitudes of the learners, staff and the general tone and ethos of the school.

A curriculum should be dynamic and evolving all the time. It is the responsibility of the inspectors of schools to assist school headteachers to manage this process. Some of the basic principles which should be considered when designing the curriculum are:

- satisfying the philosophy and educational policies of the school and the nation
- developing from grassroots level and including parental and community contributions.

- giving room for the needs of handicapped learners e.g. visually handicapped (impaired)
- considering the culture, customs and traditions of both country and region
- providing practical educational experiences for the pupils.

THE HIDDEN CURRICULUM

The hidden curriculum refers to that part of the school curriculum which is not formal and which affects learner attitudes, maturity, growth and social behaviour.

Activity 5b

In which ways can the hidden curriculum influence learning and teaching in the school? How can you inspect the hidden curriculum?

COMMENT

Here are some aspects which can be inspected in the hidden curriculum:

- interest of pupils
- ambitions
- gender balance
- gender sensitivity
- environmental influence
- cultural norms and biases
- socio-economic background of the pupils
- informal learning experiences.

NB: It is important that inspectors do understand the underlying social, cultural and traditional norms in which they operate.

STAGES OF CURRICULUM DEVELOPMENT

Curriculum development is a process that incorporates a number of stages. It is therefore important for inspectors to make sure that they are familiar with these stages in order to ensure that proper guidance and assistance is given to schools. The curriculum development process includes the following stages:

- Curriculum Planning
 - conducting a needs analysis
 - determining target groups
 - determining a curriculum design
 - determining a curriculum format
 - writing an action plan
 - determining who to involve
- Curriculum Diagnosis (examination of the design)
 - relating needs to subject areas
 - generating goals and objectives
- Curriculum Development (content and topic selection)
 - determining criteria for selection of subject content and learning experiences (topic)

- selection of content
 - organisation of content
 - relating topics to the educational environment.
- e.g.- selecting learning experiences (topics)
- organising learning experiences (topics)
 - selecting instructional strategies (methods)
 - selecting assessment methods - evaluation

(d) Curriculum Implementation

- pilot testing
- planning evaluation and selection of data
- analysis of data
- final implementation

(e) Curriculum Evaluation

- formative evaluation
- summative evaluation

(f) Curriculum Maintenance

- managing the curriculum system (monitoring)
- examining the support system

Activity 5c

In your area of inspection, at which of the stages do schools need more assistance, and how would you give it?

COMMENT

It is very important for inspectors of schools to be fully informed of the different stages of curriculum development.

PROBLEMS AND SOLUTIONS OF CURRICULUM DEVELOPMENT AND IMPLEMENTATION

COMMENT

Problem areas that may be encountered are:

- difficulty in finding appropriate personnel
- some topics may overlap
- lack of financial resources for developing the curriculum
- untrained teachers may have a problem in implementing the curriculum
- lack of assessment and evaluation skills by inspectors and teachers
- inadequate manpower to facilitate the monitoring process.

Suggested solutions may include:

- use of consultants
- research on subject areas and topics may have to be conducted
- soliciting funds from donor agencies
- use of qualified teachers and in-servicing of teachers
- provision of training in assessment and evaluation for teachers and inspectors
- sound deployment of manpower to assist in monitoring the implementation of the curriculum.

Activity 5d

Suggest other problems which may be encountered, as well as solutions.

COMMENT

Problems and solutions to curriculum development differ from country to country in the SADC region due to varying situations and circumstances.

Some constraints related to the curriculum development process are that:

- it is not a task with which every inspector is familiar
- it is unlikely that the curriculum can take into account every local tradition
- there are problems in selecting a language of instruction which suits the needs of every learner
- some teachers believe that they have to follow the official curriculum exactly, and these are the teachers that need assistance to adopt and adapt to their immediate environment.

MANAGEMENT OF THE CURRICULUM

Curriculum management refers to aspects of implementation and the monitoring of the curriculum. Good curriculum management requires that resources are used in the most efficient way possible, and that high quality outcomes are maintained. In an area of inspection and at school level, this means that headteachers must be able to exercise efficient management of the resources at their disposal. This will enable them to ensure that learning proceeds efficiently and that desired outputs are maintained. The management of the curriculum should therefore include the following:

- efficient and effective teaching and learning
- provision and delivery of appropriate curriculum activities
- improvement of skills in different aspects of the curriculum e.g. deployment of teachers, class allocation, allocation of material
- provision of textbooks, library, media resources and their control
- demonstration of improved stock keeping and control
- ensuring a well designed and operational time-table
- coverage of subject content
- monitoring

Activity 5e

Define ways by which you as an inspector can assist the headteacher in curriculum management.

COMMENT

The inspector as a manager must be able to spot wherever the curriculum is not working efficiently or is in danger of breaking down. Inspectors must know how to correct whatever is going wrong. With experience, inspectors will learn to anticipate trouble and take appropriate steps to prevent it from breaking down. Curriculum management calls upon a number of skills, some of them are technical, others are related to personal relations. Inspectors need to know how and when to apply them.

CURRICULUM EVALUATION

Curriculum evaluation is generally referred to as the process by which the programme is judged in relation to its stated objectives.

Curriculum evaluation should include:

- judgement of teaching and learning standards
- instruments by which the effects of the curriculum can be tested
- the degree to which its objectives can be achieved
- testing and assessment
- formative evaluation which is done as one goes along and assists the pupils in knowing what they have achieved
- summative evaluation which is made at a certain point - usually at the end of a course, or a unit, or a module and is often used for the purpose of reporting
- diagnostic evaluation which is made primarily to inform the teacher's planning for the next stage of learning. It is usually done at the start of a new course, unit or module but can be beneficial to individual pupils during a course of study.

Activity 5f

- a) Working on the definition of the concept evaluation, state how evaluation influences change in learning and teaching.
- b) Why is it important for you as an inspector to prepare a formative and summative evaluation of the curriculum?

COMMENT

The term curriculum evaluation is sometimes used by educationalists to cover the whole field of educational assessment including the performance of learners, but most apply it only to such ideas as the curriculum and system of teaching and their effect on target groups.

When evaluation is applied in development, it is called formative and when it is applied to a programme that has been fully implemented it is called summative. Effective curriculum evaluation depends on clearly stated objectives and efficient instruments for measuring the extent to which curriculum change has taken place in the context of these objectives.

CURRICULUM CHANGE AND INNOVATION

After curriculum evaluation, it is often necessary to undertake further curriculum change and innovation.

Definition: Curriculum change and innovation refers to efforts made by education authorities to change and adapt their aims and objectives of teaching and learning according to the values, cultures, philosophies as well as the resources at their disposal. This is one way to make education more responsive and relevant to the needs of the community.

Reasons for Curriculum Change and Innovation

(a) More relevant education

- Alternative schools
 - private schools
 - special schools

- Integrated learning
- Life-long education
- Resource based learning
- Differentiated education

(b) Improvement of teaching and learning

- Competence based education
- Continuous assessment
- Learner centred education
- Remedial teaching
- Peer teaching
- Programmed learning
- Resource centres
- Study centres
- Teacher centres
- Team teaching
- Project approach
- Language experience approach

(c) Community demands for value for money in education

- Accountability/responsibility
- Competence
- Correspondence education
- Educational broadcasting
- Extended school day and year
- Shift system

Problems of Curriculum Change and Innovation

- Participation by all involved
- Official support
- Adequate objectives
- Obstacles to innovation
 - e.g.- negative attitudes towards change
 - lack of resources i.e. human, material, financial
 - fear of the unknown

Activity 5g

- In your own words, define the concept “curriculum change and innovation”.
- Give reasons for curriculum change and innovation.
- What problems have you encountered in curriculum change and innovation?

COMMENT

Inspectors should be aware that change can be very threatening and people may be afraid of being unable to cope. There may be, therefore, a strong feeling of rejection and resistance to it.

SUMMARY

This unit has outlined the stages through which the curriculum can be developed. It also showed the problems and solutions in curriculum development and implementation. It considered the hidden curriculum, curriculum change and innovation as well as curriculum evaluation. Inspectors have the educational task of ensuring the full implementation of a balanced curriculum in their schools.

REFLECTION

Having covered this unit, would you be able to describe and explain principles of curriculum development, management and evaluation?

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Unit 6: Assessment and Evaluation

INTRODUCTION

Assessment and Evaluation are central to the process of effective teaching and learning. They have become a greater part of teachers' professional activity. According to Sutton (1991), "assessment can provide a framework in which educational objectives may be set, and pupils' progress charted and expressed." It can produce a basis for planning the next educational steps in response to children's needs." It therefore, helps teachers to review their strategies for curriculum delivery.

Therefore, assessment and evaluation of school effectiveness aim at encouraging teachers and learners to achieve high standards of education. Furthermore, they help to provide feedback on the performance of the curriculum to determine the extent to which it is meeting the objective of promoting learners' intellectual, physical, and personal development as well as statutory requirements in terms of educational provisions. Assessment and evaluation are instruments that provide feedback to curriculum planners to improve or reform the curriculum.

Education is a universal right. It is, therefore, important for any education system regularly to reflect on its performance and compare itself to how other education systems in the world are performing. Assessment and evaluation are critical in accessing this information.

LEARNING OUTCOMES

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

- use lesson observation to assess the quality of the teaching and learning processes
- use examination results as an assessment instrument
- use the different assessment techniques to establish the standards of teaching, and the attainment level of the learners
- use assessment as an instrument of feedback to the system.
- use record-keeping to assess how well the teacher is doing.

LESSON OBSERVATION

Lesson/Classroom observation is central to inspectors' responsibilities because it provides feedback on the teaching and learning process. It is, therefore, important that when conducting lesson or classroom observation, inspectors clearly define the aims, objectives and the focus of the observation.

However, lesson observation is about faith in the observable, making it a rational, objective and scientific approach. It reveals what actually happens during interactions between the teacher and the learner, or amongst the learners themselves. It should be noted, however, that since lesson observation can reflect what the observer thinks is happening, it cannot be entirely accurate and free from bias. Any observation conducted should be measured against external criteria of some sort and those observed should have faith that the systematic observation will lead to changes in their classroom behaviour.

Classroom learning is, therefore, a social activity which requires more than simply studying the events in the classroom without looking at the social interaction.

5. Teacher Observation Form

1. Name of School _____ 2. Name of Teacher _____ 3. Class _____ 4. Subject _____ Date: _____

Pre-lesson Conference			
1. Subject of Lesson			
2. Preparation (Comment On...) Notes/Diagrams/Charts Apparatus/Audio Visual Materials Questions to be Asked Tasks/Problems/Tests		6. Teaching Aids Quality of How Relevant How Used	
3. Presentation of Lesson Introductory Stage/Development Conclusion/Evaluation Nature and Degree of Student Involvement		7. Relations with Students Use of Names/Encouragement Response of Students Fairness to Students	
4. Questioning Frequency/Sampling By Teacher/Student		8. Manner/Voice Confidence/Enthusiasm Use of Voice/Command of Lang.	
5. Types of Activities Group/Pair Work/Oral/Written Work		9. Evaluation Procedures Types of Effectiveness	
10. Strengths and Weaknesses			
Post-lesson Conference			
General Comment			

Source: Ministry of Education and Manpower Development, Lesotho

Activity 6a

You have been invited to a school to observe a lesson in the subject area of your choice.

- a) Decide what sort of activity you plan to focus on.
- b) Decide what sort of processes you would go through.

NB The process should include among others

- the interaction between individuals
- the nature of contributions made by individual learners

The different steps involved in classroom observation may include among others:

- setting up a schedule of classroom observations
- discussing the nature of the observation with the head
- meeting the classroom teacher before and after the lesson observation
- informing the school about how feedback will be provided, stating both the oral and written approaches.

Activity 6b

Attached is a teacher observation form. Now that you have done your lesson observation assignment, compare your observation from the previous activity to the process suggested in the attached sample of a teacher observation form.

COMMENT

It is hoped that your observations were comprehensive enough and compared favourably with the process as described in the sub-unit. In the event that some aspects that you came up with are not on the sample form, remember that any instrument designed to be used for the purpose of observation, should not be viewed as the final arbiter on a lesson. Inspectors should use their own judgements in each situation.

OBSERVATION TECHNIQUES

There are generally two types of lesson/classroom observation that inspectors can conduct. However, it should be noted that even with these observation approaches, inspectors should realise that their physical presence in the classroom while someone is teaching makes the situation abnormal. The classroom is a very complex organisation, the time available to inspectors is limited and precludes learning much about it although extensive knowledge is essential to make reliable judgements. The two types used for lesson observation are:

- narrative
- structured

Narrative

There are two approaches that one can use within the narrative. These are:

- the passive approach where every event and activity that occurs in the classroom is recorded. It is descriptive in nature and involves categorising material into pedagogical and social skills of learners and teachers. However, the passive approach

tends to be impractical because of the limited time available for an inspector to conduct observation.

- the active approach, which entails responding to events/activities by recording the aspects that are regarded as significant. However, the observer is in danger of being subjective when deciding what he/she considers to be significant.

Structured

As in the narrative, the structured observation has two approaches. These are:

- observing behaviour where an observer's attention is limited to a pre-determined set of behaviours listed on a recording instrument. Observations are noted according to time scale. However, even in this approach, it is still difficult to establish the relationship between the teacher's behaviour and that of the learner.
- using an in-class rating scale where the observer records what is seen and heard by rating performance or achievements of teachers and learners in areas such as subject content, knowledge, teacher's command of language, variety and success of activities and how well organised the teacher is.

Activity 6c

Reflecting on your own experience as an inspector:

Use the attached example of the teacher's observation form, (Department of Secondary Education Teacher Observation: Botswana) to compare and add any other information you feel may be necessary for effective classroom observation.

COMMENT

Whilst observation is a method which may have drawbacks, it is a good method for providing reliable information on what actually happens in the learning and teaching interactions between the teacher and learners.

Inspectors, who from time to time observe teachers, are reminded that though an observation instrument may have been developed to be used by inspectors during lesson presentations, such an instrument requires considerable practice before being applied consistently, and may not be appropriate in all situations.

EXAMINATIONS

Examinations are key instruments used to assess what learners know, understand and are able to do in order to improve teaching and learning in the classroom. It is important for inspectors to analyse examination results in order to be able to assess the extent to which the national standards are being achieved through learners' attainments as well as the comprehensive coverage of the curriculum, and the quality of teaching and learning.

Activity 6d

What do you understand as your role when being an inspector in the examination process?

**DEPARTMENT OF SECONDARY EDUCATION
TEACHER OBSERVATION (BOTSWANA)**

SCHOOL:	TEACHER:		UTS NO
SUBJECT:	CLASS:	SIZE:	Date:
TOPIC:			

GRADES: U = Unacceptable W = Weak S = Satisfactory G = Good O = Outstanding

LESSON OBSERVATION	COMMENT	GRADING				
		U	W	S	G	O
1. PERSONAL AND PROFESSIONAL PRESENTATION Including appearance, punctuality and voice.						
2. PREPARATION Appropriate objectives, materials and resources.						
3. ORGANISATION AND STRUCTURE OF THE LESSON Introduction, development, consolidation and conclusion.						
4. KNOWLEDGE AND UNDERSTANDING OF SUBJECT Accuracy, level & relevancy of material						
5. VARIETY AND APPROPRIATENESS OF ACTIVITIES Questioning, individual, group and whole class activities, use of subject specific techniques.						
6. STUDENT INVOLVEMENT Teacher/student rapport, student display of interest, sustained purposeful activity.						
7. ATTENTION TO INDIVIDUALS Sensitive to the unique needs of each student, allows time for individual attention.						
8. RESOURCES Nature, variety and effective use including those prepared by the teacher and the students						
9. CLASS MANAGEMENT Teacher in effective control						
10. STANDARDS OF STUDENTS' WORK Evidence of regular class and homework, involving an appropriate range and level of skills with each student achieving their potential.						
11. EVIDENCE THAT THE LESSON IS WITHIN A PLANNED PROGRAMME Attention to syllabus, schemes and records						

COMMENT

Inspectors are key to ensuring that examinations are carried out successfully. Inspectors are, therefore, responsible for, among others:

- the integrity of the examination process
- the storage and safe keeping of examination scripts
- the administration of the examination
- invigilation, and
- monitoring registration and entries.

ASSESSMENT TECHNIQUES

Assessment techniques are used as an overall measure of attainment and progress made by the learners, indicating their strengths and weaknesses in the different competencies in different subjects. When inspectors carry out assessment, they should determine the factors that account for effective and ineffective teaching as well as the learning of all learners, paying particular attention to any learner in the class who may still need additional help.

Activity 6e

List any assessment techniques you know and have used.

How effective are the techniques in assessing the teaching and learning?

COMMENT

Assessment is a vital process in measuring educational outcomes. It is a method that illuminates the uniqueness of the child. It provides advice as well as feedback, so that all the recipients of the information can take effective decisions about future action.

Assessment can be classified into two main categories which are:

- Formative Assessment
- Summative Assessment

As Sutton (1991) puts it, "Promoting children's learning is a principal aim of schools. Assessment lies at the heart of this process. It can provide a framework in which educational objectives may be set, and pupils' progress is charted and expressed. It can yield a basis for planning the next educational steps in response to children's needs. By facilitating dialogue between teachers, it can enhance professional skills and help the school as a whole to strengthen learning across the curriculum and throughout its age range."

The two categories should therefore be seen in the light of providing a framework in which educational principles and objectives are achieved by focusing on learners and learning achievement.

Formative assessment is an ongoing process, conducted both formally and informally. It is used to identify and remedy problems during the teaching and learning process. It is a way through which evidence about a child's learning is absorbed, and used to plan the next step through a given task.

Summative assessment is mainly concerned with assessing the work or merit of academic progress by the end a given learning period. However, inspectors should be aware that measuring something does not necessarily make it grow. Assessment that does not suggest areas of improvement will not assist the teacher or learner to improve.

Activity 6f

Only two forms of assessment have been referred to in this unit. What other approaches to assessment are you familiar with?

In your experience as an inspector, which of the two assessment procedures have you found useful to the teacher, learner and parents?

Justify your answers.

COMMENT

Assessment techniques are of great significance in the day to day activities of the teachers. They suggest, direct and help teachers to focus their teaching, and also direct learners in terms of whether or not the objectives and competencies of the lesson or topic are being achieved. Inspectors should be aware of the value of these approaches in order to reassure parents of the progress of their children.

RECORD KEEPING

The main purpose of record keeping is to help teachers to monitor individual learner's next learning steps. Sutton (1991) has referred to this as a formative purpose, indicating that these formative records are summarised periodically to provide information to such stakeholders as parents. In addition, records may be kept for the purpose of showing that such statutory responsibilities as delivery of the National Curriculum are being undertaken.

Records can be kept by teachers to pass on information about learners to the next school, or from one teacher in the same school to the next. Records can also be kept to serve as an entry profile, describing the children's learning and development as they begin the National Curriculum.

The information recorded can be drawn directly from evidence collected through classroom observation as well as some discussion with parents. This entry profile will provide essential information from the school to the parents at an early stage in the learner's schooling. This will also enable teachers to discuss the significance of a learner's National Curriculum progression throughout all of the learning stages.

Activity 6g

What records do you keep as inspectors?

List at least four types of records you keep as an inspector.

State their significance and who the users are.

COMMENT

The purpose of record keeping is to, among other things, provide significant information compiled during classroom observation and discussion with parents. The records kept

will enable both parents and teachers to discuss the learner's progress. Record keeping is, in a way, a form of stock-taking exercise and can be a way of illustrating a pattern which has developed over a period of time.

FEEDBACK

Throughout this unit, including the unit on report writing, we have noted that inspectors undertake inspection as an audit of the education system. Emphasis has been on the fact that such an audit should aim at facilitating the improvement of the learning and teaching in the classroom, as well as how to improve the education system as a whole.

For such inspection reports to be of value, it was mentioned that they have to be of substance, concise, informative and containing advice that will lead to further action. This whole process of providing information after undertaking investigation, or any activity that requires a report back, is referred to as feedback.

The information obtained through summative or formative assessment assists in focusing the teacher's response to the learners' needs, and helps the system as a whole in terms of determining overall performance.

SUMMARY

This unit should have enabled you to become conversant with the importance of assessing and evaluating teaching and learning experiences. It is also aimed at exposing you to various techniques of assessment like formative and summative evaluation.

Furthermore it has pinpointed the importance of record-keeping in relation to the assessment of pupils' performance.

REFLECTION

Having gone through this unit, take a moment to reflect on the content and usefulness of the information. In your reflection, try and think about how the unit will assist you in your efforts to facilitate educational assessment and evaluation activities.

REFERENCES

- Burgess, R.G. et al (1993) *Implementing In-service Education and Training*, Falmer Press, London
- Little, E.R.B. (1994) Carisbrooke High School: OFSTED Inspection Report (24 - 28 January 1994)
- Ministry of Education *Guidelines for Inspectors, Botswana*
- Ministry of Education and Manpower Development Central Inspectorate (1996) *Guidelines for Inspectors of Secondary and High Schools in Lesotho*
- Stierer, B. et al (1993) *Profiling, Recording and Observing: A Resource Pack for the Early Years*, Routledge, London
- Sutton, R. (1991) *Assessment: A Frameworks for Teachers*, Routledge, London

Unit 7: Training

INTRODUCTION

As an inspector of schools, you should be acquainted with the methods of developing and implementing training programmes for the inservice training of serving teachers; because as an inspector, you are expected to participate in training and in guiding serving teachers. Furthermore, as an inspector, you should be conversant with methods of identifying training needs, selecting and applying suitable training techniques, and developing training materials.

Since the training programmes are meant for serving teachers who are adults, organisers of such training programmes should be acquainted with the characteristics of adult learners.

As training approaches, as an inspector, you should also facilitate the establishment of mentor systems among teachers.

Besides direct acquaintance with the management of training programmes, you should also be aware of the basic techniques of formulating educational projects.

LEARNING OUTCOMES

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

- assess training needs of teachers
- devise methods of prioritising training needs
- select and apply suitable methods of training
- devise and manage educational projects
- describe characteristics of adult learners
- identify relevant educational materials and techniques of developing them
- use training materials appropriately
- design follow-up activities for training programmes
- establish mentoring systems in schools.

TRAINING NEEDS ASSESSMENT

Activity 7a

Describe systematically how you, as an inspector, would determine the training needs of your teachers.

What criteria would you use for prioritising training needs?

COMMENT

The following are the methods which you may use as an inspector, in identifying and assessing training needs:

- observing teachers and pupils in class and out of class
- interviewing teachers and their supervisors

- distributing questionnaires to teachers and their supervisors to extract information on training needs
- analysing pupils' performance and examination results
- analysing written inspection reports
- conducting research or surveys on the training needs
- studying teachers records.

Training needs are many and varied. Therefore, they need to be prioritised. The following criteria should be taken into consideration when selecting and prioritising training needs:

- individual teacher's needs
- suitability to individual teacher's needs
- national and government needs
- professional needs
- response to policy changes
- educational developmental plans
- pupils' educational needs.

PLANNING A TRAINING PROGRAMME

The following are some of the major factors to consider when devising a training programme for serving teachers:

- aim of the course
- target group
- identification of trainers
- list of topics to be covered
- duration
- venue or place
- support materials needed
- teaching strategies
- organisation of the programme
- sequence of activities
- evaluation

Activity 7b

Using your training skills and experience, devise a twenty minute training session for teachers on one of the following topics:

- good listening skills
- using the environment as a teaching and learning resource
- handling higher achievers and fast learners in the classroom

TRAINING TECHNIQUES

The following are some of the training techniques which the trainer may use in a training session. However, appropriate teaching techniques should be selected to suit a particular training session:

- lecturing
- demonstration
- field work
- discussion

- discovery method
- simulation
- role-play
- group work
- question and answer

The following are factors you should consider when selecting and applying training techniques:

- nature of trainees
- nature of the topics and subject materials
- nature of physical environment
- time factor

Activity 7c

Identify typical topics which can be taught to teachers during an Inset seminar using the following methods:

- lecturing
- demonstration
- field work
- group work

Note that inservice training of teachers can take various forms, for instance:

- school based training
- training at seminars
- training in a central institution
- training through distance education
- cascade model of training involving the training of trainers, with a multiplier effect.

ADULT LEARNING

Adult learners are different from children. Therefore, when designing programmes for training adults, certain factors should be taken into consideration.

Activity 7d

If you, as an inspector, had an opportunity to run a training programme for adult learners, what related factors would you take into account to run the training programme successfully?

Think of some training you have received or experienced as an adult. List the characteristics that made it successful or unsuccessful.

COMMENT

Some of the characteristics of adult learners worth considering are that they:

- want to learn items relevant to their immediate needs
- have individual needs
- need more individual attention

- prefer to study at own pace
- prefer to learn through real life situations
- have expectations related to community and social norms.

DEVELOPING EDUCATIONAL MATERIALS

Considering the shortage and expense of teaching materials, it is imperative that teachers acquire skills and knowledge of producing appropriate teaching and learning aids from local materials. Teachers should also be able to use available teaching and learning materials effectively in order to enhance teaching and learning. It is therefore your duty as an inspector to assist teachers to develop these important skills.

Activity 7e

You are organising a workshop for teachers on how to develop a specific teaching aid of your choice.

- Name the teaching aid you intend to produce.
- List all materials you would need in producing the teaching aid.
- State the steps of producing the aid.

COMMENT

Knowledge and skills of material production are aspects of professional development of teachers. Production of materials raises the following questions:

- What do we want the pupils to learn?
- What do we need to do to help the pupils?
- What materials do we need?
- How can we produce the teaching and learning aids?
- How will we use them?

In order to produce a certain type of aid, you need particular materials, for instance, materials needed for producing audio cassettes are:

- blank cassette programmes
- tape recorders
- batteries or electric power
- written materials
- taped materials

The following are some of the major stages to be considered when developing educational materials:

- identifying needed materials
- planning for production
- recruiting relevant personnel to assist in material development
- trialling the materials in pilot schools
- using the materials
- evaluating effectiveness of materials

The following are factors you should consider, as an inspector, when choosing and developing educational materials. Materials should be:

- relevant to the trainees, trainers and curriculum needs
- cheap to produce, acquire and maintain

- user friendly
- easy to store and safeguard

As an inspector, you may assist the trainees by providing the following:

- written support materials
- recorded materials
- prepared lessons

FOLLOW-UP ACTIVITIES

After conducting an inservice training programme, there should be follow-up activities to check on the impact of the training programme.

Activity 7f

Mention reasons why you should carry out follow-up activities after conducting a training programme.

COMMENT

Activities to follow up training programmes are necessary in order to:

- monitor and evaluate the effectiveness of training programmes
- motivate the trainees to practise acquired knowledge and skills
- assist in developing related future programmes.

Follow-up activities may include:

- visiting the trained teachers in their working environment
- distributing questionnaires to extract information on the strengths and weaknesses of the programme
- monitoring performances of the trained personnel.

Activity 7g

As an inspector, you have organised a training seminar for school heads related to changes in the school curriculum.

Design a follow-up programme to check if knowledge and skills acquired by headteachers have been used and to monitor the effectiveness of the training programme. What evidence would you look for to ensure successful implementation?

MENTORING

A mentor is a recognised professional who serves as a role-model and a guide. In the teaching service, a mentor is generally a trained, experienced and competent teacher or headteacher. The mentor plays an important role of guiding newly employed personnel.

Activity 7h

- (a) What criteria could be used by an inspector to select mentors among the serving teachers?
- (b) What steps should inspectors take to establish mentor systems in their areas?
- (c) List the functions of a teacher who is serving as a mentor.

COMMENT

The following criteria could be used for selecting mentors among teachers:

- experience
- competence
- qualifications
- geographical distribution
- local, social and cultural factors

The main roles of a mentor are to:

- ask questions of the mentee to encourage reflection by them to enable the mentee to arrive at conclusions/decisions for themselves.
- offer professional guidance and counselling
- provide social support and pastoral care
- provide induction to newly recruited teachers.

FORMULATION OF PROJECTS

In the context of this unit, an educational project is defined as a programme which consists of a set of objectives, strategies and plans of action meant to fulfil certain developmental goals in education, within a designated period.

Usually a project has a fixed life-span and a special organisational structure. Examples of educational projects that have been in existence in some countries are: “Education with Production” in Lesotho “Action for Improvement of English, Mathematics and Science (AIEMS)” in Zambia and “Education Policy, Management and Technology” in Swaziland.

Normally, educational projects have components which involve training and educational activities.

Activity 7i

List the major stages of developing an educational project.

COMMENT

The following are some of the major stages to follow in project formulation:

- identifying the project
- drafting the project
- reviewing the draft

- implementing the project
- evaluating the project.

A good project should be:

- relevant to the needs of the client
- sustainable, with a long-time impact
- easy to implement

Activity 7j

The Ministry of Education has set aside a budget consisting of a certain amount of money to rehabilitate four dilapidated schools. As an inspector, you have been called upon to devise a relevant project proposal. Design the project proposal.

SUMMARY

This unit has exposed you, as an inspector of schools, to basic techniques of developing educational materials. The unit has also exposed you to the basic methods of training, of handling adult learning and of the formulation of educational projects. It is hoped that you will be able to prepare and implement inservice training programmes effectively.

REFLECTION

Reflect on the information and skills you have considered in this unit and think about how you will apply some newly acquired knowledge and skills in your job.

REFERENCES

- Burgess, R.G. et al (1993) *Implementing Inservice Education and Training*, Falmer Press
- McNie, B. et al (1991) *Headteacher Management Training and Development of Support Materials: A Planning Overview*, Commonwealth Secretariat
- Ministry of Education and Sports, Uganda (1995) *Personnel Management: Headteacher Training Series Module 2*, Commonwealth Secretariat
- Namibia National Development Commission (1994) *Development Planning Manual for Namibia*, Government of the Republic of Namibia

Unit 8: Performance Appraisal

INTRODUCTION

This unit aims at familiarising school inspectors with the process of performance appraisal. It is hoped that by going through this unit, you will be assisted to develop a repertoire of skills needed to undertake and contribute to teacher development and improved learning through appropriate and effective performance appraisal practices.

LEARNING OUTCOMES

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

- define the term 'performance appraisal'
- state the job descriptions of teachers, headteachers and inspectors
- set performance targets
- monitor performance
- conduct appraisal interviews
- write appropriate appraisal reports with recommendations
- decide on appropriate follow-up activities.

DEFINITION OF PERFORMANCE APPRAISAL

The definition of performance appraisal should include elements such as:

- a set of agreed achievable goals within a time scale
- monitoring and evaluation of performance
- giving feedback on the level of goal achievement.

It is important for you to note that performance appraisal ultimately aims at improving the quality of learning in schools through the following:

- professional assessment of the efficiency and effectiveness of teachers and headteachers
- ensuring effective implementation of the agreed national school curriculum
- ensuring that an enabling environment for learning is established in schools and colleges
- creating opportunities for consultation among teachers, headteachers, and school inspectors
- creating a cadre of motivated education practitioners.

The appraisal cycle may go through the following stages:

- Stage one: job description
- Stage two: setting performance targets
- Stage three: monitoring of the appraisal process
- Stage four: conducting appraisal interviews
- Stage five: writing appropriate reports with recommendations
- Stage six: follow-up activities

Activity 8a

- (a) Write out the definition of performance appraisal, capturing the main elements cited earlier.
- (b) Examine the five purposes of performance appraisal given earlier and re-arrange the purposes according to the order of importance.

JOB DESCRIPTION

As previously stated, performance appraisal demands that performance targets are set which are then evaluated and feedback given on achievement levels. These performance targets should emanate from the job description of the officer being appraised, and in your situation, the job description should be discussed and agreed upon between you and your appraisee.

A typical job-description should contain the following sections:

- **Bio-data section**

This gives the personal characteristics of the officer being appraised e.g. age, sex, experience, qualifications.

- **Work environment section**

This section gives detailed information on the institution, location, post, including level of post and to whom the officers being appraised is accountable.

Example:

Institution: Ministry of Education
Post: Inspector
Location: Circuit One/Eastern Region
Level: Regional/District Inspector
Reporting to: Chief Inspector of Schools

Note that the elements cited above may differ from one country to another.

- **Competencies and responsibilities section**

This section lists a range of competencies and responsibilities to be performed by the officer occupying the particular post. Some of these, for an inspector, would be:

- ensuring maintenance of sound standards in schools
- inspection of schools and department
- assessment of school organisation and management
- advising education officers on staffing and posting of teachers

Activity 8b

List five competencies and responsibilities for each of the following posts, bringing out similarities and differences: teachers, headteachers, and inspectors.

COMMENT

Your answer may include some of the competencies for each of the three posts given on page 57:

TEACHER	HEADTEACHER	INSPECTOR
• Scheming	Establishing a learning environment	Supervision of instruction
• Lesson planning	Promoting good teaching standards	Provision of professional support and guidance to schools
• Lesson presentation	Supervision of teachers and support staff	Monitoring implementation of educational policies
• Classroom management	Management of school resources	Supervision of management
• Evaluation of own teaching	Evaluation of school performance	Promoting good public relations between schools and communities
• Assessment of learner's work	Linking the school with the community	Providing feedback to supervisors

SETTING PERFORMANCE TARGETS

In any performance appraisal, it is important that performance targets are set in order to assist the appraisees to focus on key result areas emanating from their job descriptions and to create benchmarks for assessing achievement levels. Key result areas are those activities that the appraisee should concentrate on during the agreed appraisal period, and these assist in the formulation of performance targets.

These targets must be set collaboratively by you the inspector, and your appraisees. They should be set at the beginning of the appraisal cycle and should be SMART, that is, they should be:

- Specific
- Measurable
- Achievable
- Realistic (resourced)
- Time-bound

Activity 8c

Imagine you have had preliminary discussions with a headteacher of one of the schools under your charge, and you have agreed on both the key result areas and performance targets.

- (a) Cite three key result areas that the headteacher should concentrate on for the next year.
- (b) Identify and state performance targets for each of the key result areas cited above, bearing in mind that performance targets should be SMART.

COMMENT

Below is an example of one possible key result area and related performance targets for a headteacher over a period of one year. Note that the key result area in this example is general, while the related performance targets are SMART.

KEY RESULT AREA	PERFORMANCE TARGETS
<ul style="list-style-type: none">• Conducting school-based staff development for teachers	<p>To conduct six workshops for teachers on</p> <ul style="list-style-type: none">• scheming• lesson planning• preparation of teaching aids• lesson delivery• assessment and evaluation• use of textbooks

MONITORING OF PERFORMANCE

Having agreed on performance targets with your appraisee, the appraisal cycle will have entered implementation stage. It is therefore necessary that you as the appraiser and your appraisee, agree on the monitoring process to be employed.

The monitoring process entails:

- collecting data on the appraisee's experiences
Some of the possible sources of these data are:
 - interviews with teachers, headteachers, parents and other stakeholders
 - education policy documents
 - school documents
 - task and classroom observation
- reviewing key result areas extracted from job description
- reviewing monitoring schedule
- reviewing set targets
- keeping track of the appraisee's progress.

Activity 8d

During the monitoring process, one of the key activities is data collection on the professional experiences of the appraisee.

Identify possible sources of data that you can use during the appraisal of the headteacher.

COMMENT

Possible sources of data may include:

- interviews with headteacher and other stakeholders
- public documents
- task/classroom observation

APPRAISAL INTERVIEWS

Interviews play a very important role in performance appraisal, and should therefore be a regular feature as a means of data collection and establishing rapport between the appraiser and the appraisee. They should take the form of meetings which should be friendly and relaxed.

Interviews will mainly be used for agreeing on:

- job descriptions
- time-frame and scope of the appraisal
- arrangements for observation
- other forms of data collection

Appraisal interviews should be well structured with the following sections:

- opening section
- middle section
- closing section

Activity 8e

Looking at the three sections, suggest what you, as the appraiser, should focus on in each of the three sections.

COMMENT

Below are items that can be included under each section of the appraisal interviews:

- opening section
This section involves:
 - making appraisee feel at home
 - agreeing on the purpose of the interview
 - reviewing agreed targets
- middle section
This section involves:
 - reviewing each target
 - identifying problem areas
 - agreeing on areas for improvement
 - reviewing and agreeing on the time-frame
- closing section
This section involves:
 - summarising main points covered in the interview
 - drawing up an action plan for the next period
 - closing on a positive note.

For you as the appraiser to effectively conduct the interview, you need to use appropriate techniques such as:

- looking interested
- inquiring with questions
- staying on target

- testing understanding
- evaluating the process formatively
- being objective

Note how closely these match the skills of a good counsellor.

APPRAISAL REPORTS

Towards the end of the appraisal cycle, after interaction with the appraisee, the appraiser should provide feedback through a report. This report should reflect the appraiser's findings, conclusions, and recommendations following agreed formats. The report will be fed with data collected during the monitoring process and must be open and negotiated with the appraisee.

Activity 8f

In writing appraisal reports, you should note that one of the important sections is that on recommendations which result from the conclusions section.

Outline some of the key characteristics of good recommendations in a report.

COMMENT

The following are some of the qualities of good recommendations:

- relevance to identified key result areas and agreed performance targets
- clarity
- brevity
- should be realistic and achievable
- should emanate from collected data

FOLLOW-UP ACTIVITIES

At the end of the appraisal cycle, it is necessary for both the appraiser and the appraisee to review the appraisal process with a view to identifying problems experienced, effecting the necessary measures to redress the problems, rewarding good performance, and preparing for the next appraisal cycle. This means that you as the appraiser and your appraisee must collaboratively plan for follow-up activities.

The follow-up activities may include:

- staff development
- staff re-deployment
- setting new performance targets for the next appraisal cycle
- recognition and celebration of achievement.

Activity 8g

Imagine that you have had an appraisal interview with a failing headteacher and together have agreed on the following issues:

- the school is very dirty

Continued on page 61

Continued from page 60

- school buildings have been vandalised
- teaching resources have been stolen
- examination results are poor
- the school still has enough teachers though

Propose the appropriate follow-up activities to redress the situation at this school.

COMMENT

Follow-up activities may include:

- formation of the school committee to oversee school development issues
- staff development meeting with teachers
- staff development for the headteacher
- need for school-community activities to stem vandalism.

SUMMARY

At the end of this unit, you are expected to have developed the following skills:

- needs assessment
- planning
- interviewing
- problem solving
- monitoring
- goal setting
- decision making
- communication
- analysis

REFLECTION

Reflect on how you have handled the performance appraisal process in the past and identify ways in which you could improve on your appraisal techniques.

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Local Education Authority (1991) *Teacher Appraisal on the Isle of Wight: A Handbook for Teachers and Headteachers*, Isle of Wight

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Unit 9: Current Trends in Education

INTRODUCTION

Life styles and expectations of respective local communities, societies, nations, and the international community keep on changing. These changes affect trends in education.

Hence new areas of special concern in education keep on emerging and currently examples of these include gender issues in education and training, the impact of HIV/AIDS, the prominence of knowledge about human rights, environmental education and population education.

As an inspector of schools, you should be aware and conversant with emergent issues and the latest trends in education.

The aim of this unit is to enable you to become aware of major current trends and emergent areas of special concern in education.

LEARNING OUTCOMES

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

- identify current trends in education which cut across educational activities
- become sensitive to emergent trends and issues
- describe the nature and impact of gender issues on educational activities in the local community
- devise training programmes related to gender sensitisation
- gain basic information about the nature and effects of HIV/AIDS on education and training
- devise inservice training programmes on HIV/AIDS education
- show awareness of the importance of respecting human rights
- provide counselling and guidance related to the promotion of human rights
- state basic methods of conserving the environment
- promote environmental education.

GENDER ISSUES

Gender issues have begun to receive a lot of attention in developing countries. These issues have had a significant impact on educational programmes. It is a fact that there are serious gender imbalances in educational attainments between males and females in many countries in Africa, and gender stereotyping is common.

Activity 9a

List and describe the reasons why gender issues are currently considered as a major area of concern in education and training.

COMMENT

The following are some of the possible reasons why gender issues have become a source of concern:

- Gender imbalances in educational attainment and unequal access to educational provision between males and females.
- Significant differences between male and female pupils in terms of school dropout rates, especially in developing countries.
- Too few members of one gender occupying important positions.
- Existence of excessive gender stereotyping and discrimination, for instance in terms of occupations.
- Need for both males and females to contribute towards development.

Activity 9b

List the causes of serious imbalances in school attendance between male and female pupils in your region.

COMMENT

The following are some of the factors that can contribute to differences in school attendance between male and female pupils:

- Cultural and traditional beliefs about expected roles of boys and girls.
- Social factors e.g. home chores meant for boys and girls
- Institutional factors e.g. the distances to schools and payment of school fees.
- Personal factors e.g. self-images of individual boys and girls

Activity 9c

List home activities in your local community (such as ploughing and baby-sitting) which are considered as:

- (a) mainly for boys
- (b) mainly for girls

How do these activities and traditions affect school attendance?

COMMENT

Depending on the nature of the particular community, there are some home-based activities which are considered male-oriented, while some are female-oriented (such as baby-sitting).

Activity 9d

There are some aspects of the school curriculum that may be gender-biased. Give examples of gender-bias in the curriculum. Suggest ways of removing gender bias in the school curriculum.

COMMENT

The following are some of the aspects worth considering, in order to reduce gender bias in the curriculum:

- Provide equal opportunities to both boys and girls to take subjects related to their abilities and interests.
- Avoid unnecessary gender-stereotyping in curricular activities.
- Promote gender-neutral language and illustrations in teaching and learning materials.
- Needs of both males and females should be fairly represented.

Activity 9e

Mention the priority policies and strategies meant to address gender issues in education which you feel your government should put in place.

COMMENT

The following could be some of the policies and strategies which a government could put in place, in relation to educational gender issues.

- Promoting gender balance in the education system.
- Eliminating gender-biased factors that hinder access to education.
- Ensuring that the school curricula are gender-neutral.
- Providing gender-sensitization programmes.
- Removing practices that are gender discriminatory.

An inspector of schools could participate in gender sensitization programmes by performing the following:

- Interpreting and enforcing policies on gender.
- Distributing gender-sensitization information documents.
- Conducting gender-related training sessions.
- Ensuring that gender issues are fused into school activities.

HIV AND AIDS

The acronyms HIV and AIDS mean the following:

- HIV is Human Immune Deficiency Virus
- AIDS is Acquired Immune Deficiency Syndrome

Activity 9f

List and describe reasons why there should be a drastic campaign to disseminate information on HIV/AIDS.

Since HIV/AIDS is incurable and fatal, effective HIV/AIDS education programmes should exist.

The following are basic facts about HIV /AIDS:

- The virus called HIV lives in the blood of an infected person.
- The HIV damages the immune system of a body, making the body easily attacked by diseases. This inevitably develops into the severe illness called AIDS.
- The virus is transmitted through blood and other body fluids. It is often transmitted through sexual intercourse and transfusion of infected blood.
- There is no known cure for AIDS.

Activity 9g

List ways in which people can avoid HIV/AIDS infection.

COMMENT

Some ways of preventing HIV/AIDS infection:

- Avoiding casual sex.
- Using condoms.
- Screening blood meant for transfusion

Activity 9h

What effects have HIV/AIDS had on educational programmes in your country?

COMMENT

The following are the typical effects and impact of HIV/AIDS on education:

- Psycho-social problems caused among pupils who are orphaned.
- Unhealthy pupils do not learn well at school.
- HIV/AIDS education has to be infused into the curriculum or into educational activities.

Activity 9i

Identify and discuss the roles which you as an inspector of schools should play in the HIV/AIDS education programmes.

COMMENT

An inspector can play roles like the following in HIV/AIDS education:

- Acquiring and distributing written documents related to the prevention of HIV/AIDS.
- Organising training sessions on HIV/AIDS education
- Facilitating the inclusion of HIV/AIDS education in the school curriculum.
- Serving as a counsellor on HIV/AIDS issues.

Activity 9j

List the main strategies which the Ministry of Education in your country should employ in order to educate people about HIV/AIDS.

COMMENT

The following are the possible strategies related to HIV/AIDS which the Ministry of Education can employ:

- Formulation of an HIV/AIDS education policy.
- Enforcement of the integration of topics on HIV/AIDS into the school curriculum
- Provision of counselling services related to HIV/AIDS in educational institutions
- Working closely with health authorities on HIV/AIDS prevention measures.
- Promotion of health education and responsible behaviour among pupils and teachers.

HUMAN RIGHTS

Publicity concerning the violation of human rights is leading to the issue receiving more attention nowadays than before, and has begun to have an impact on education and training. Certain groups of people, including teachers and pupils, want their rights to be recognised, while at the same time there is the need to have responsible citizens.

Activity 9k

List the major aspects of human rights that should be recognised and promoted.

COMMENT

The following are examples of human rights:

- Respect for the existence and needs of each individual.
- Recognition of the rights of special members of the community e.g. the rights of the child, and women's rights.
- Fairness and equal opportunities.
- Sensitivity to community expectations, including civic and moral values.
- Democratic values.
- Freedom of association.
- Recognition of multi-culturalism.
- Elimination of discrimination on account of gender, race or creed.
- Education for peace and understanding.
- The right to live and let live.

Activity 9l

List some of the rights of the following:

- (a) a pupil
- (b) a teacher
- (c) an inspector of schools
- (d) girl children

The rights of the pupil, the teacher and the inspector of schools are dependent on the local prevailing regulations and customs.

Activity 9m

What roles should you, as an inspector of schools, play in issues related to human rights in schools?

COMMENT

The inspector of schools may take some of the following actions related to human rights in schools:

- Encourage heads of schools to be aware of rules and regulations related to the treatment of pupils, teachers and members of the community.
- Discourage offensive behaviour particularly among teaching staff and pupils.

ENVIRONMENTAL EDUCATION

World-wide, governments of most countries are giving increasing attention to environmental issues.

Education about local and global aspects of the environment is becoming a major educational topic.

Activity 9n

Why is environmental education receiving emphasis nowadays?
What are the particular environmental issues of concern to you?

COMMENT

Environmental education has become necessary because of the following facts:

- Resources are dwindling, including wildlife and natural vegetation.
- There is a growing danger of pollution of the environment.
- Sensitization programmes related to environment conservation have been inadequate.

Activity 9o

Write down aspects of the natural environment which need preservation or conservation in your country.

The following are examples of natural resources that need preserving:

- Wildlife
- Vegetation
- Clean air and water
- Minerals
- Soil

Activity 9p

- What are endangered species?
- List the major types of pollution.

Endangered species are living animals and plants which need protection because they are in danger of becoming too few or extinct.

The following are examples of common types of pollution:

- Air pollution
- Water pollution
- Noise pollution

Activity 9q

Find out on your own the meanings of the following terms which have an effect on climate: the greenhouse effect and the ozone layer.

List human activities which can contribute to the depletion of the ozone layer.

COMMENT

The greenhouse effect is the process during which the warmth from the sun is trapped in the lower atmosphere of the earth, due to the increase in the amount of gases that destroy the ozone layer such as CFCs (chlorofluorocarbons).

The ozone layer which is the layer in the upper atmosphere that consists of ozone (a form of unstable oxygen which is not useful) absorbs most of the sun's ultra-violet radiation, thus protecting the earth from the damage that ultra-violet rays can cause. The ozone layer has been damaged by human use of such products as aerosol sprays and refrigerator coolants.

The following are further examples of human activities that contribute to the depletion of the ozone layer:

- Use of leaded fuels which over-produce ozone-destroying chemicals.
- Excessive cutting down of trees
- Air pollution

Activity 9r

State the roles which you, as an inspector of schools should play in the promotion of environmental education in schools.

COMMENT

An inspector of schools can play the following major roles related to environmental education:

- Ensuring that environmental education is included in the school curriculum.
- Monitoring the delivery of environmental education.
- Promoting the conservation of environmental resources through the sensitization of relevant stakeholders and the community.
- Encouraging good attitudes and life styles that preserve the environment

TEENAGE PREGNANCIES

Teenage pregnancies among school girls have been on the increase, and a concern for both parents and education authorities in the SADC region for sometime now. You as inspectors will be expected to play a major role in sensitizing and advising the school committees and society at large about teenage pregnancies and how they affect the education system. In doing this, you will be expected to liaise very closely with the key stakeholders including headteachers, teachers, pupils, parents and education authorities.

Activity 9s

Identify the factors which have led to an increase in teenage pregnancies in your country.

COMMENT

Some of the factors to be considered are:

- early maturity
- girl child abuse by society
- societal taboos about sex education
- moral decay in society
- use of alcohol and drugs among children
- influences from foreign cultures
- peer pressure

Activity 9t

Identify and discuss the regulations and systems available in your country that control the rise in teenage pregnancies.

COMMENT

The list of regulations and systems may include the following:

- government regulations e.g. The Education Act
- school policies and rules
- moral teachings in society
- religion
- pressure groups e.g. HIV/AIDS and STDs

Activity 9u

The statistics from the headteachers in your area indicate that there is a high dropout rate of girls due to teenage pregnancies.

- (a) Suggest five strategies that can be used to address the problem
- (b) Organise a sensitization programme related to teenage pregnancy in your area.

COMMENT

Strategies may include the following:

- Development/strengthening existing policies to combat teenage pregnancies.
- Designing sensitization programmes to effectively combat teenage pregnancies and related problems
- Campaign to educate communities on the dangers of taboos and traditions that discourage open discussions on sex education.
- Involvement of pressure groups in sex education.

POPULATION EDUCATION

The high population growth rate in the world, especially in developing countries, has made it necessary for many countries to include population education in their curricula. As inspectors you may often be required to assist teachers in this new area of learning.

Education systems have equally suffered from population growth as it creates pressure on the limited resources and facilities. As an inspector and manager of human and physical resources in education you may be required to disseminate population awareness to school communities.

Activity 9v

Identify problems in schools in your area of inspection which are a direct result of population growth.

COMMENT

Problems caused by rapid population growth rate could be:

- congestion in classrooms
- shortage of books
- parents' inability to pay fees
- high dropout rate
- low morale amongst teachers

Activity 9w

Population growth is not the only issue under population education. Can you think of other issues relevant to your country which would fall under population education?

COMMENT

Some of the issues under population education could be:

- Urbanisation - migration of people to the towns and cities
- Birth control
- Demography - population composition

SUMMARY

Due to the ever-emerging areas of special concern, trends in education keep on changing.

Gender issues, HIV/AIDS education, population education, human rights and environmental education are examples of relatively new issues in education which used not to get prominence many years ago. An inspector of schools should be aware of changing trends in the community which have an influence on education, and be able to:

- identify changing trends in education
- be sensitive to issues of change
- devise related sensitization and training programmes.

REFLECTION

Now that you have gone through this unit, please reflect on the role of inspectors in assessing and influencing change in relation to current trends in education in your country.

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Unit 10: Educational Technology

INTRODUCTION

Educational technology is increasingly recognised as an important part of teaching. Hence, it finds its place in the curriculum of most teacher training and management courses. Modern curriculum development tends to adopt mass media approaches to learning so that competency in the use of educational technology is essential for the improvement of teaching and learning in schools. Inspectors need to be informed of the importance of educational technology in order to give proper assistance and guidance to headteachers and teachers.

LEARNING OUTCOMES

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

- define educational technology
- describe the roles of educational technology in improving learner achievement
- identify the relevant technology in education
- identify sources and finance for educational technology
- explore operations and maintenance procedures.

DEFINITION OF EDUCATIONAL TECHNOLOGY

Educational technology is a process of teaching and learning using machines and equipment. It also refers to any teaching conducted or supported by technical aids like audio-visual materials, projectors and recording equipment.

Activity 10a

In your own words, define the term 'educational technology'. Where in schools do you see the use of educational technology of growing importance?

COMMENTS

As inspectors, you need to know the meaning of educational technology and its importance in modern educational institutions so that you can give proper guidance to headteachers and teachers. It would also be an advantage if you were competent in the use and operation of some of the modern day technology.

THE ROLE OF EDUCATIONAL TECHNOLOGY

Educational technology is taking the centre stage in most educational institutions and proving to be very useful in enhancing the improvement of the learners performance.

Some of the roles of educational technology are:

- improvement of teaching and learning
- facilitation of learning and teaching of disabled children

- exposure of teachers and learners to the modern educational technology
- linkage of theory to reality
- establishment of technology in administration of schools to improve efficiency.

Although educational technology has advantages, there are problems that have been experienced in its use, such as:

- high cost of materials and audio-visual equipment
- difficulty in finding satisfactory suppliers
- problems of supplying schools in the rural areas with electrical equipment
- the complexity of some audio-visual equipment e.g. computers
- lack of practical training in the use of the electrical equipment
- difficulty of adapting them
- maintenance problems.

Activity 10b

- (a) Describe the importance of educational technology in schools.
- (b) What problems do teachers encounter in the use of educational technology and how can you as an inspector help them overcome problems?

COMMENT

More software for educational technology needs to be produced in the countries where it is actually used because much of that produced elsewhere is inappropriate for use in Africa. However, it can be adapted for local use. Inspectors should acquaint themselves with available technology and assist in finding ways in which teachers can acquire competency in the simple operational skills and techniques as well as the proper management of this equipment.

IDENTIFICATION OF RELEVANT EDUCATIONAL TECHNOLOGY

Educational technology can be divided into the following categories:

- Audio Media
e.g. radio
record player
tape recorder
- Projected Media
e.g. screen
overhead projectors
slides
television
computers
filmstrips
films
- Teaching Machines
e.g. video camera
video tape recorder
- Computers and Information Technology

Activity 10c

- (a) List the relevant teaching equipment that is available in your area and think how you can assist schools to acquire it.
- (b) What factors should be taken into account when procuring technical equipment for schools?

COMMENT

Many schools in rural areas are disadvantaged when purchasing and using electrical equipment because of lack of electricity. Even if available, the majority of teachers do not have the appropriate skills to operate this equipment.

SOURCES AND FINANCE OF EDUCATIONAL TECHNOLOGY

Electrically operated equipment is very expensive to acquire and therefore, it is important to be careful when purchasing this type of equipment. It is advisable to shop around before taking the final decision.

The following are some of the sources from which they can be acquired:

- Ministry of Education
- Media production centres
- Donor agencies
- Educational resource centres
- Commercial suppliers
- School broadcasting unit
- Schools
- School community
- Non Governmental Organisations (NGOs)

Activity 10d

- (a) Identify possible sources in your area where equipment (educational technology) can be acquired.
- (b) As an inspector of schools, given the financial constraints, what advice would you give to headteachers in the procurement of the equipment?

COMMENT

Educational technology is considered an important innovation to be used in schools. Its importance centres around the promotion of effective teaching and learning in schools. Effective use of educational technology promotes learner centredness to the extent that the teacher becomes more of a facilitator than a disseminator of information.

OPERATION AND MAINTENANCE OF EDUCATIONAL EQUIPMENT

In operating and maintaining educational equipment, the following should be considered:

- adequate training of teachers

- management of equipment
- maintenance of equipment
- sustainability e.g. replacement of worn out equipment
- security and safety of equipment

Activity 10e

As an inspector in charge of certain schools, you have received a donation of equipment to be distributed to all the schools. What steps would you take to ensure that the equipment is being used and maintained properly?

COMMENT

The inspectors have to think globally but act locally. When receiving a donation to be distributed to schools, the inspectors should explore its sustainability, maintenance and user friendliness e.g. if the donation is from Japan, inspectors have a duty to satisfy themselves about the serviceability of the equipment locally.

SUMMARY

This unit has tried to address the importance and problems involved in the use of educational technology. In order to use this equipment effectively in teaching, adequate training should be provided.

More audio-visual centres need to be established in many SADC countries to assist teachers in the use of modern equipment.

REFLECTION

Having gone through the content and activities of this unit, reflect on your experiences as an inspector and identify ways in which you would advise teachers to use educational technology to improve teaching and learning. Which skill do you need to develop for yourself in order to use educational technology?

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Unit 11: Statutory Regulations and Procedures

INTRODUCTION

Statutory regulations and procedures are developed by governments to guide development within their country and set parameters within which such development should be conducted. They also provide a framework within which public servants or officers should operate and articulate the performance requirement of such officers.

The word statutory means legal and, therefore, refers to the fact that these are legal documents which are binding on public servants. Such documents may include the Education Act, personnel regulations, financial regulations, teaching service regulations etc.

These are Acts of Parliament and it is a requirement that they be observed at all times during the implementation of government policies. All public servants are therefore required to study and understand their application, and be able to supervise their implementation.

In this unit the discussion will revolve around those statutory regulations and procedures that have a direct bearing on education.

LEARNING OUTCOMES

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

- State the importance of the Education Act.
- List the rules and regulations governing personnel matters and how they should be applied.
- Describe the financial regulations and procedures: how to observe and apply them.
- Explain the rules, regulations and procedures governing the teaching service and how they should be applied.
- Explain the significance of the Code of Conduct for inspectors and how this relates to the overall public regulation.

EDUCATION ACT

One of the documents of the Ministry of Education is the Education Act. It provides for the legal framework and foundation of the proper development of education. It is, therefore, a statutory instrument which sets the philosophy, mission and objectives of the education system in a country. It addresses in a broad framework the rationale of the system, the principles embodied in the development of education as well as the goals of the education system as a whole.

Activity 11a

Identify some of the main components of an Education Act?

How often have you used the Education Act in your capacity as an inspector? In what aspects of your job have you referred to this document?

COMMENT

Now that you have completed the exercise above, note the following:

- The Education Act is a fundamental document which outlines the rights, duties and responsibilities of government in providing education.
- It establishes the legal framework within which education provisions should be financed, managed and administered.

Generally, most public servants pay lip service to the content of the Education Act. It is essential that inspectors are aware and understand the content of the document and communicate such content to those they supervise.

PERSONNEL REGULATIONS

Personnel regulations provide the administrative foundations of government. They set out the basic principles of public service to guide public servants in both their relations with each other and their dealings with the public.

Personnel regulations, therefore, seek to establish order and procedures as a way of providing continuity that is essential for stability and public confidence.

There are a number of principles which form the core of personnel regulations.

Among these are:

- regard for the public interest
- neutrality
- accountability
- transparency
- freedom from corruption
- continuity
- right to be informed

Activity 11b

In your own situation, reflect and list other principles that as a public officer, you are required to observe or be informed about.

COMMENT

Some of the above mentioned terms have special meanings e.g. “transparency” which refers to openness to scrutiny. Continuity in personnel regulations refers to the uniform and continuous application of the regulations among all target officers.

It is important for inspectors to understand and properly interpret personnel regulations. The schools that inspectors are responsible for, operate within these limits. Whenever an inspection is carried out, the recommendations or key issues for action should be in line with the requirement of personnel regulations. It is, therefore, the duty of every inspector to be informed about these and be in a position to guide the schools accordingly.

Let us now look at some of the principles previously referred to. Remember that these are just a few examples and therefore can be expanded upon, using your own knowledge and experience of your system.

- **Regard for Public Interest**

This principle stresses the issue of a public officer as a public servant and the fact that the conduct of such an officer should be characterised by courtesy, humility, respect for every person, regardless of their status and regard for public interest. It is a requirement that public officers operate or conduct themselves within the demand and respect of the law.

- **Neutrality**

As public servants, inspectors are required not only to be politically neutral, but also to be fair to fellow officers and provide equal treatment to both fellow officers and the public. Public or civil servants are required to understand, explain and implement government policies, without involving themselves in the politics of such policies or programmes.

- **Accountability**

Inspectors, like other public officers, are responsible and accountable for the due performance of their duties and for the general success and failure of those supervised.

Activity 11c

How would you explain the following principles to your teachers?

- Transparency
- Freedom from corruption
- Continuity

How do they apply in the everyday life of a teacher?

COMMENT

The principles governing public and civil servants are guiding principles. Your attention is drawn to the fact that in interpreting and abiding by them, inspectors should have due regard to them at all times. Inspectors are reminded that regulations should not be mis-used or mis-interpreted to justify anything which sound common sense dictates as being unfair, improper or contrary to public interest.

- **FINANCIAL REGULATIONS**

Generally, in the SADC region, inspectors are required to handle financial issues either within the service itself or by offering advice to schools on how finances should be handled. It is therefore, not only imperative for the inspectors to know the general financial regulations but also how they relate to budgeting, since schools may need advice in this area.

In government, as indicated earlier, financial regulations are a responsibility of all government officers. Though the Permanent Secretary may be the accounting officer, every officer has a role to ensure that public funds are being judiciously spent. Since these are public funds, their disbursement has to be clearly handled, monitored and accounted for. It is accountability that inspectors are supposed to ensure in schools.

It is against this background that inspectors are always directed to assist schools with budgeting as well as accounting procedures.

Activity 11d

In your day-to-day supervisory role, what financial responsibility do you handle?

What is a budget?

Why have a budget?

What goes into a budget?

Have you ever planned a budget?

In answering the above questions, remember to always refer to financial regulations that should be observed and the procedures to be followed.

COMMENT

It is important that as an inspector, you are conversant with the authorities, rules and regulations that should guide you in effective management of finances. This entails among other things, recognition and respect for authorities, rules, regulations and practices governing the receiving, keeping and spending of public funds.

A thorough knowledge of the school's financial environment, for example regulations, principles and practices, mechanisms of control and the school budget, will enhance the work of the inspector. See Module Two, Unit 5 for more information on financial management.

CODE OF CONDUCT FOR INSPECTORS

Inspectors are public and civil servants. Therefore, the personnel regulations or public service regulations issued by government are binding. However, since the inspectorate is to a certain extent a specialised service, the Ministry of Education has found it necessary to develop a Code of Conduct which articulates how inspectors should behave professionally, as well as the consequences of non-compliance with the code.

Inspectors supervise schools. Schools are run according to rules, regulations and procedures stipulated in broad terms by the ministry, but localised by individual schools. In schools there are teachers who belong to the teaching service authorities and who may also belong to unions. They too are governed by the Public Service Regulations which are further developed to make them more specific and relevant to the teaching profession. The learners too are guided by rules and regulations agreed upon between the student body and the school management.

The main link between the school and the education authority is the inspector. It is against this background that inspectors' Code of Conduct should reflect their professionalism and behaviour. It is expected that the inspector is courteous, and has integrity, respect, and regard for public interest. The code is fundamental to the high professional standards expected of inspectors.

Activity 11e

Do you have regulations that define a Code of Conduct, in addition to the general public service regulations?

What are the key areas that are contained in your Code of Conduct?

How does the code relate to the general public service regulations?

COMMENT

The following are some essential aspects to note regarding the Code of Conduct:

- honesty and fair reporting
- clear and frank communication
- objective evaluation of the school's work
- always acting in the best interest of the learners
- respect for confidentiality of personal information received during inspection.

TEACHING SERVICE REGULATIONS

Teaching service regulations are important to inspectors because they set out the duties, responsibilities and conduct of teachers. They also include rules and regulations governing disciplinary procedures, appointments, salaries and other conditions of service as required by law. In some countries, teaching service regulations are based on the Education Act.

Teaching Service Regulations provide guidance to members of the service in terms of the legislation governing the conditions of serving teachers, the application of the regulations, and the authority of the regulations. Any obligations that may be laid upon teachers in the execution of their official duties are derived from the enactments.

Inspection should therefore, play an important role in enforcing and interpreting the teaching service regulations. They must ensure that whatever decisions are taken in favour of or against the teachers, should be within the parameters of the code of regulations governing the conditions of service of teachers. For instance, an inspector assigned to investigate a case involving a teacher should make constant reference to the regulations. Similarly, recommendations for teacher promotion, salary increment or any other social benefits should be made within the framework of the code of regulations.

Activity 11f

As an inspector, have you ever enforced any teaching service regulations?
Explain, giving examples.

In your district, teachers have not been paid for the past three months.

Explain the role you would play to rectify the situation and the procedures you would follow in the investigation.

COMMENT

Inspectors, who from time to time, have to investigate cases involving teachers, are reminded that one of their responsibilities is to enforce the teaching service regulations. Breach of any of the regulations would mean that the inspector should investigate, explain, educate and supervise application of regulations if there is a need to do so.

SUMMARY

Statutory regulations and procedures are critical to the proper functioning of government. They provide for legal framework and processes through which principles of government are embodied and streamlined. In this unit, issues that pertain to education were addressed through the examination of areas such as:

- The Education Act
- Personnel regulations
- Financial regulations
- Code of Conduct for inspectors, and
- Teaching service regulations.

It is necessary to once again point out that as inspectors and public officers, there is a need to study, understand and apply these regulations and procedures in the day-to-day activities of government. The responsibility to be educated or informed on these regulations is pertinent and therefore, should be taken seriously.

REFLECTION

Having gone through this unit, reflect on your experiences as an inspector and identify aspects of educational regulations and procedures which this unit has helped you to clarify.

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Unit 12: Educational Research

INTRODUCTION

This unit is intended to give you a deeper understanding of general educational research practice. It is strongly believed that you, as an inspector, should be an agent of change in education and involving yourself in educational research is one of the effective ways of contributing to change. This unit aims at familiarising inspectors with concepts and stages in carrying out education research.

LEARNING OUTCOMES

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

- identify different types of research
- identify the needs and problems to be researched
- state the purpose of the research
- plan and design research methodology
- identify sources of data
- collect and analyse data
- produce a research report with recommendations.

DEFINITION OF RESEARCH

Research is the systematic way of collecting, analysing and interpreting data to facilitate decision-making.

TYPES OF RESEARCH

You, as an inspector, will from time to time be in situations where you will be required to conduct some form of research in order to contribute to the improvement of education standards in your country.

There are different types of research that you may get involved in. The choice of the type of research will largely depend on the purpose of the research. If your interest is to gain insight into a situation, phenomenon, community or person, then you will resort to exploratory research.

The need for such research could arise from a lack of basic information on a new area of interest (Bless and Achola, 1988: 41). If, however, your aim is to give an accurate account of the characteristics of a particular phenomenon, situation, community or person, you will be required to use descriptive research. Bless and Achola further state that this type of research includes a description of how frequently some events occur or of the proportion of people within a certain population sharing certain views or acting in a certain manner. In this type of research, the purpose of investigation is clearly determined and stated before the research starts.

Descriptive research includes:

- **baseline studies**
 - these are used to determine the state of affairs or situation before the implementation of a new project.

- **case studies**
 - this is a detailed and thorough investigation of a specific case or given reality.
- **surveys**
 - this is a collection of information on a wide range of cases and for each case particular aspects are under investigation

This means, therefore, that the types of research that you, as an inspector, may encounter include:

- action research for classroom and school setting
- case studies
- baseline studies
- surveys

This unit focuses on survey type research because it is one of the common research type that an inspector is likely to be involved in.

Bell (1987:10) states that, “The aim of a survey is to obtain information which can be analysed and patterns extracted and comparisons made.” She further asserts that the main emphasis of surveys is on fact finding.

Activity 12a

- (a) List the different types of research that you have been involved in.
- (b) What impact did the research have on your work?

PROBLEM IDENTIFICATION

Before any research is undertaken, the researcher must identify an area of need, topic or problem to be investigated. You, as an inspector, engaging in research will draw your topics or problems for investigation from current education practice in your professional environment. The problems or topics that you come up with must be clear, precise and researchable.

In selecting a topic or problem, it is desirable that you discuss it with colleagues because in doing so, you will improve the chances of your research being successfully conducted and supported. This will also improve the chances of your research having some practical application.

Activity 12b

Think about your professional environment as an inspector and suggest some possible problem areas for investigation.

COMMENT

In identifying problem areas for investigation, ensure that they emanate from current education practice in areas such as classroom instruction, school management, curriculum issues, application of educational policies and quality assurance issues. A possible problem area may be:

Performance of mature college students in final examinations.

PURPOSE OF RESEARCH

Having identified the problem area to be investigated, you as a researcher, must now narrow it down and be clear about the purpose of the research.

The purpose of the research is an interpretation of the problem area in more specific terms and can take the form of objectives or questions to be investigated.

Activity 12c

Having selected a number of problem areas for investigation in the previous activity, now select one of those problem areas identified and develop a specific purpose in the form of objectives or questions to be investigated.

COMMENT

You should ensure that these objectives or questions are specific and researchable.

Below is an example of a purpose expressed as an objective, and a question relating to the problem given below.

Objective: To investigate the views of mature college students about their chances of success in final examinations.

Question: What are the views of mature college students about their chances of success in final examinations?

RESEARCH METHODOLOGY

Once you, as a researcher, have worked out the objectives of the research, it is important that you make decisions on the appropriate methodology for data collection. The methodology you choose must include the following elements:

- identification of a sample from a selected population
 - the sample should be balanced, truly representative and manageable
- determination of the research methods. These methods may include:
 - questionnaires
 - interviews
 - observations
 - examination of documents
 - tests

Activity 12d

Examine the purpose you have given for the research in the previous activity and construct a set of questions to go into a questionnaire to help you collect the data.

COMMENT

It is important that in determining the questions, you follow the process for constructing questionnaires as given below:

- list the specific research problems to be investigated
- determine the type of data needed to address the problems
- formulate the specific questions to draw out the required data

In coming up with the questions in this activity, you should take note of the good qualities of questionnaires given below:

- questions or items must be relevant to the purpose of the study
- questions must be clear, precise and concise
- questions should focus on single items i.e. avoid double barrelled questions
- objective type questions, and not subjective questions are used i.e. avoid bias
- questions should not be offensive or presumptuous.

Below is an example of a question that can be used in a questionnaire to collect data on the views of mature students about their chances of success.

Do you consider your chances of doing well in final examinations as good? Please place a tick against the response that correctly describes your views.

STRONGLY DISAGREE	
DISAGREE	
UNDECIDED	
AGREE	
STRONGLY AGREE	

SOURCES OF DATA

Having identified the problem, clarified the purpose of the research, identified the type of data required, and the methodology to be used, it is important that you, as the researcher, identify the possible sources of the data.

Activity 12e

Having decided on the purpose of the research, type of data and methodology, now list the possible sources of the data you may need to access.

COMMENT

The possible sources of data in your professional environment may include:

- diaries and other records of time use
- various officers through interviews
- policy documents from government offices
- school documents
- classroom observations

For you to access these sources of data, it is necessary that you develop appropriate inter-personal skills e.g. protocol, formality, courtesy, tact, humility, patience and perseverance.

DATA COLLECTION AND ANALYSIS

As indicated above, it is important for you, as a researcher, to develop positive qualities to help you access the data which you require.

It is equally important for you to effectively use the chosen research methods to assist with data collection.

In collecting data, you may use some of the methods below:

- evaluating documentary sources
 - questionnaires and surveys
 - interviews
 - diaries and other records of time use
 - observation studies
- (NEC 1992: 23)

As data collection is underway, you must keep track of the quality and quantity of the data you are accumulating to avoid being overwhelmed and side-tracked.

Raw (1987: 127) advises that “Raw data taken from questionnaires, interview schedules, checklists etc., need to be recorded, analysed and interpreted.”

You, as a researcher, will go through the following stages in analysing data:

- tabulating the results from questionnaires, interviews, observation checklists and diaries and other records of time use.
- identifying similarities and differences
- noting deviations from the expected.

Other researchers may use statistical analysis to determine whether results are statistically significant.

Once analysed and interpreted, the data may be presented using tables, bar charts, pie charts etc.

Activity 12f

A survey was conducted among mature students at a college to determine their views on their chances of success in the final examinations. Below is a table showing levels of agreement among the mature students about their chances of success.

(N = 50)

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTAL
10 (20 %)	7 (14 %)	6 (12 %)	16 (32 %)	1 (22 %)	50 (100 %)

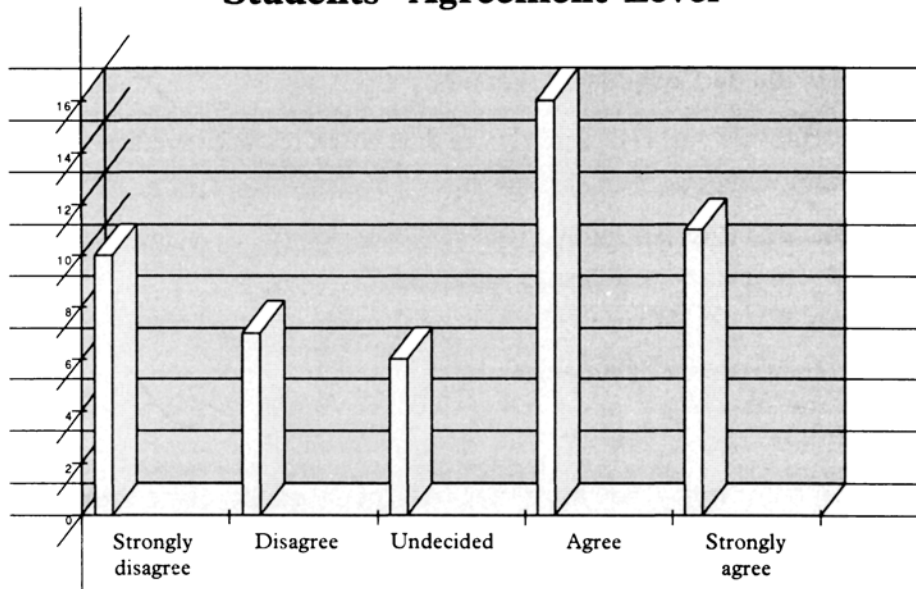
SOURCE: Bell, J (1987:140)

You are now required to present the data from the table above in the form of a bar chart.

COMMENT

Page 88 shows an illustration of the bar chart you are expected to produce.

Students' Agreement Level



SOURCE: Bell, J. (1987:141)

RESEARCH REPORT

Bless and Achola (1988:142) on research reports state, "Research reports will be quite different depending on their aims and their readership. Their presentation, completeness and length, their emphasis on one or the other aspect, their level of scientific exposure will accordingly vary greatly"

Inspectors will be concerned that research reports are understood by the average education readership and will therefore present their findings in general terms and will avoid scientific terminology. Such reports will have the following components:

- Introduction
 - identification of the research problem
 - purpose and significance of the research
- Methodology
 - population and sample
 - methods used
- data analysis
- findings
- conclusions
- recommendations

Activity 12g

Refer to the table and bar chart in the previous activity and write down possible conclusions and recommendations based on the data provided.

Clearly state the differences between conclusions and recommendations.

COMMENT

The conclusions and recommendations should be based on the data provided in the table and bar chart.

On the differences between conclusions and recommendations, you should note that conclusions are statements of fact relating to situations highlighted by the findings, whereas recommendations reflect the researchers' views regarding possible solutions to the problems cited in the conclusions.

SUMMARY

Now that you have worked through this Unit, it is hoped that you will have developed the following inspector's skills:

- problem identification
- planning
- data collection
- communication
- analysis
- data interpretation
- research report writing

REFLECTION

Having gone through this Unit, reflect on your experiences as an inspector and identify those aspects of educational research which this Unit has helped to de-mystify.

REFERENCES

- Bell, J. (1987) *Doing Your Research Project. A Guide for First Time Researchers in Education and Social Science*, OUP, Buckingham
- Bless, C. and Achola, P. (1988) *Fundamentals of Social Research Methods: An African Perspective*, Government Printer, Lusaka
- National Education Centre (1992) *Techniques of Investigation: An Introduction to Research Methods*, NEC Trust, Cambridge

Unit 13: School Development Planning

INTRODUCTION

Schools in many parts of the world are finding it helpful to have a development plan to assist them to manage change and many SADC countries are requiring schools to produce and use development plans.

This self-study unit has been designed to inform serving inspectors about the main principles of school development planning and implementation, and to raise issues about inspectors' roles in helping schools to raise pupil achievement through development planning.

Inspectors are playing a very crucial role in assisting schools with these plans, which are becoming the main tool through which schools are seeking to improve performance.

LEARNING OUTCOMES

At the end of this unit, you will have an understanding of the process of school development planning and will be able to assist schools at appropriate stages in the planning process. You should be able to:

- explain the importance of a school development plan
- identify personnel who should participate in developing school plans
- select the content of the plan
- describe the main stages of the plan
- review and monitor the progress of the plan
- evaluate the plan
- report progress to the stakeholders.

WHY IS A SCHOOL DEVELOPMENT PLAN USEFUL?

This first question has proved to be the key to gaining ownership and commitment of staff and the school community, to planning. If people know and understand the reasons for their school plan, they are more willing to be involved and contribute to the development of the school.

We suggest that it is helpful to ask the school community to revisit this question once a year when they are reviewing their plan.

Activity 13a

Consider some of the reasons why schools in your district will find it helpful to have development plans. How can they also be helpful to the inspectorate?

COMMENT:

Here are some of the reasons why school development planning is proving to be useful:

- it helps the school to focus on raising pupil achievement
- it helps the school to achieve its mission and aims

- it can help the head and school committee to have a comprehensive and coordinated approach to managing the curriculum, staff and resources
- it provides an opportunity for the school committee, head, staff and parents to participate in the development of the school as a team
- it helps the team to focus on common goals
- it provides pupils and teachers with learning targets
- it links staff development to school curriculum development.

Besides indicating the staff development needs, school development plans can also be useful to inspectors by providing clear information about strengths, weaknesses and the priorities of a school.

WHO SHOULD BE INVOLVED IN PREPARING THE PLAN?

For the development plan to be effective, all those who have an interest in the school should be involved at various stages of its preparation. These interest groups are often called “stakeholders”.

They include:

- the inspector
- the headteacher
- the deputy head
- the pupils
- the teachers
- the support staff
- the school committee
- the parents
- the owners of the school or responsible authorities

In some countries it is mandatory that schools have school committees with elected members from the parents of pupils in each year group. These committees have overall responsibility for managing and developing the school, including forward planning.

It is also very important that the pupils are involved since the development plan affects them directly as it attempts to raise their level of achievement. Just how they are involved will depend on their age. Experience from elsewhere in the world suggests that if the learning targets are shared with the pupils, then great gains in learning can be made.

WHAT SHOULD THE PLAN CONTAIN?

The plan should contain all the important information about the school. This includes:

- the school motto
- the school mission
- the school aims which should relate to the national aims for education
- a description of the context of the school and the community it serves
- school priorities, which have been arrived at through discussions with the stakeholders, and which span a given time period
- action plans for the first year of the plan
- information about the school, such as the number of pupils.

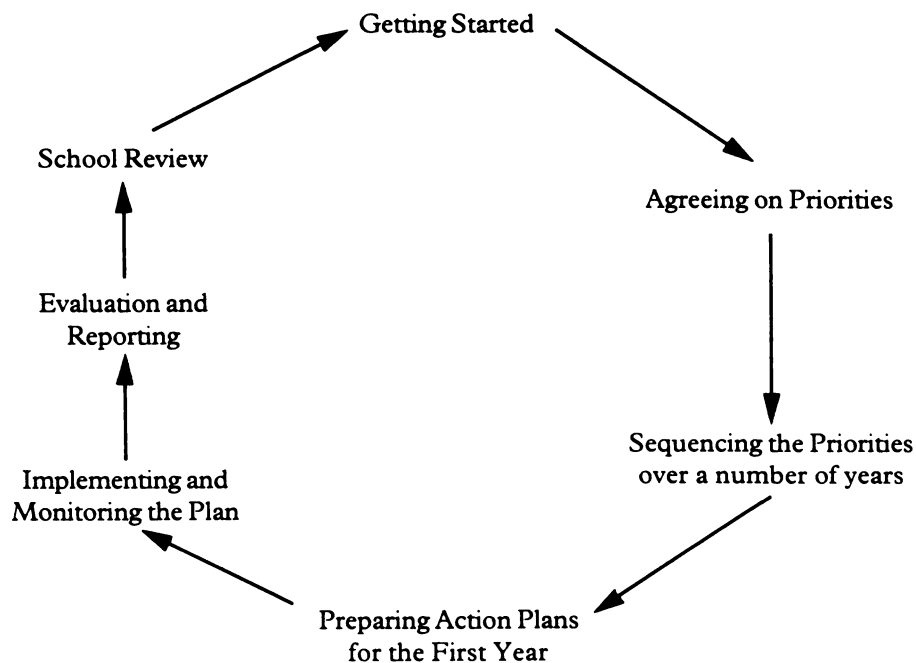
NB. It is important that in deciding on the contents of the plan, consultations are held at various levels with all interest groups to create a sense of ownership and to ensure the sustainability of the plan. It is important that the plan is publicised widely.

Activity 13b

Consider whether plans in your district have a structure such as this. If not, do you think that this kind of structure would be useful for the school plans in your district?

HOW SHOULD THE PLAN BE PREPARED?

The stages in a planning cycle can be summarised in a diagram



Preparing the plan involves the head and school committee in the following main stages:

- getting started with the school committee
- reviewing to identify strengths and weaknesses of the school.
- agreeing on and scheduling priorities over several years to build on strengths or remedy weaknesses.
- preparing action plans for each priority for the first year

Other stages in the cycle are about implementation, monitoring, evaluation and reporting progress to the school committee. All these stages are explored later in this unit.

Activity 13c

Schools often need the assistance of their inspector at various stages in the school development plan cycle. Consider at which stages your help will be required and how you will offer assistance to the headteacher and school committee.

COMMENT

It is important that inspectors resist the temptation to become over involved and by so doing, disempower the main stakeholders. However, experience has shown that inspectors can make valuable contributions to school planning at the review stage by providing an external objective view of strengths and weaknesses, especially if this is backed up with evidence from inspection.

This same objectivity can be applied to the monitoring stage when schools often find the presence of an external person helpful in keeping to deadlines as well as keeping the plan on track.

At the point of evaluation, inspectors can make independent judgements about the achievement of targets, and contribute to discussions about the success of the plan and next steps.

Some schools may need guidance during the implementation phase but generally this should be left completely to the school.

STAGES IN SCHOOL DEVELOPMENT PLANNING

STAGE ONE - GETTING STARTED.

Now that we have considered the key questions it is right to look at each of the stages in school development planning, the first of which is 'Getting Started'.

The most important issue in getting started is ensuring participation by the stakeholders who must be convinced that :

- the plan will enhance the quality of learning offered to the pupils
- the plan will strengthen partnerships and unity of purpose among the stakeholders
- this partnership will enable the school to achieve its aims.
- the action plan will be implemented

It is suggested that the headteacher should work, firstly, with a small sub-group of the school committee to convince them of the need for a school plan; then with the full committee who should propose to the PTA that they too should be involved.

Another point to note is that there should be a proper system of consultation and collaboration, so that the views of all stakeholders are considered.

Gaining an Overview of the School

When forming any plan, it is always helpful to know the point from which you are starting, as well as having a 'picture' of the community which the school serves. For example, how many children are currently in the school and how many pre-school children there are in each year. This will give an indication of whether the school will grow in numbers or will shrink. This in turn helps the head to plan staffing and the number of classrooms needed.

To gain this overview, the school committee should be familiar with:

- the school mission and aims
- policies of government through the Ministry of Education
- recent inspection reports
- examination results
- attendance and drop-out rates
- views held about the school by interest groups.

It is suggested that it will be helpful, if the head and committee do a SWOT analysis of the school. This has the purpose of helping to identify **Strengths** as well as **Weaknesses** to remedy, **Opportunities** to exploit, and **Threats** to counter if the school is to flourish.

An example:

- a strength might be - good examination performance.
- a weakness might be - poor parental support for the school.
- an opportunity might be - taking part in a SADC workshop.
- a threat might be - re-location or migration of families
- a completed SWOT analysis of a school is included in the case study of SADC Secondary School.

CREATING AND SHARING A MISSION AND MOTTO

The research on effective schools, throughout the world, shows that one of the characteristics of successful schools is that they have a strong mission which is understood by the whole school community. The mission is often expressed in one or two sentences e.g.

The mission of SADC Secondary School is to provide high quality teaching to enable pupils to be knowledgeable in all curriculum subjects, and to establish a positive, friendly atmosphere in which all pupils can achieve success.

The mission statement of any school should reflect the national goals for education.

What the Mission Does is More Important than the Actual Phrase.

The mission helps to create the atmosphere or ethos of the school.
It sets standards of pupil behaviour.

It provides an overall purpose for the school and helps people to identify with it.

It provides the overall criteria for evaluating the success of the school.
If a school mission is to be owned and shared, it must be created with the stakeholders.

Many schools have a school motto which summarises the mission. The motto is a short, memorable phrase which provides daily inspiration to staff and pupils e.g.

Knowledge, Friendship and Success for All

The main leadership role of the head is to keep the mission and motto in the forefront of the minds of pupils and staff so that it is the guiding light of the school.

Activity 13d

If you were to inspect SADC Secondary School whose mission and motto are given above, how would you gather evidence to judge whether the school is achieving its mission?

COMMENT

One way of undertaking the activity would be to break the mission statement into component parts and then set up an inspection plan to gather evidence about the

achievement of each part. Some evidence will be found in classrooms, other evidence will be contained in the behaviour of pupils, the examination results and in the involvement of the community.

Agreeing on School Aims

All schools should make reference to the national goals for education when deciding what their own aims should be. If a school is to make a contribution to the achievement of these national goals, then the aims of the individual school must relate to the national goals.

The aims should also underpin the school mission and help achieve it e.g. the mission on page 95 is partly about friendship.

A school aim which relates to this and a national goal could be:

To provide education that will foster a sense of social responsibility and cooperation among pupils.

Examples of other aims are given in the development plan of SADC Secondary School.

Schools are different. Each school may, therefore, wish to have aims which reflect their individuality. Church schools, for instance, will probably have aims for pupils in religious areas.

Just as with the mission and motto, the aims must be created and agreed with the school community. They should be revisited from time to time to check that they still wish to achieve these aims in their school.

STAGE TWO - SCHOOL REVIEW

REVIEWING THE CURRICULUM

The following points are important when reviewing the curriculum:

- whether it relates to the national goals
- whether the actual curriculum which is delivered matches what is planned
- whether all pupils are achieving, whatever their ability.

Pupil achievement is central in any curriculum review.

The outcome of the review should be one or two curriculum priorities which should form the heart of the school development plan.

Activity 13e

You have been approached by one of your schools which would like to review its curriculum.

How would you assist the school to do this?

COMMENT:

Inspectors can assist in a school review by:

- planning the review with the headteacher
- setting criteria for the review
- making the headteacher aware of national goals

- undertaking classroom observation
- looking at standards of work in pupils' exercise books
- analysing examination performance
- training staff in classroom observation
- providing reports to the headteacher.

Reviewing Staffing and Staff Development of Teachers

This review should be undertaken to find out if there is a match or mis-match in staff numbers, or staff expertise, in the curriculum area which is to be a priority in the school development plan.

The review should target the following areas:

- whether there are sufficient teachers
- whether they are adequately trained
- the level of motivation
- the training needs
- whether the teachers are aware of their responsibilities as defined in the Teachers Commission Act and the Code of Conduct for Teachers.

It is important that the headteacher has all the most important information on the staff.

Where the review indicates that in-service training is required, the training selected must:

- relate to the curriculum priority in the school plan
- contribute to the professional development of the teacher
- allow for a fair allocation of training opportunities among teachers
- require all teachers to disseminate new knowledge in the form of school-based training
- identify the most appropriate form of staff development available.

Forms of staff development available include:

- school based training
- in-service courses
- seminars
- workshops
- subject panels
- examination marking
- training from Teacher Resource Centre (TRC) tutors/resource tutors

Reviewing Learning Resources

The main purpose of doing a review of learning resources is to discover what the level of provision is like in the curriculum area identified as a priority in the curriculum review. The review team will have to prepare an action plan to ensure that the teachers have the learning materials to improve the achievement levels in the subject area selected.

The review should consider the following aspects:

- What is the level of provision?
- How are the materials being used?
- Are they effective with pupils?
- What is the level of expenditure and is it adequate?
- Can the expenditure be justified?
- What is the policy on sharing resources?
- What is the official policy on procurement of materials?

One role of inspectors is to make available Learning Resources Review Formats to headteachers who should then involve their teachers in doing the review.

Reviewing Buildings

The quality of school buildings , their presence or absence, will affect pupil learning and achievement. They should therefore be reviewed and action plans formed as part of the school plan.

The head should be familiar with the requirements of the Public Health Act which specifies the standards expected of school buildings in terms of:

- minimum health standards
- rules and regulations governing their provision.

Extracts from The Public Health Act should be made available to headteachers. The head should ensure the provision of separate sanitation facilities for females and males.

Provision of appropriate facilities for handicapped children and teachers should be considered.

The head should also be aware of building regulations and by-laws which regulate materials used for construction, dimensions of classrooms, ventilation, and provision of fire escapes.

NB. Provision of buildings must relate to the school population which comprises pupils, teachers and support staff. Building dimensions should conform to national standards and space requirement per pupil.

Activity 13f

Review the documentation you have available to advise headteachers on all aspects of school review above. Ensure that you obtain any missing Acts, bye-laws or regulations.

STAGE THREE - AGREEING ON PRIORITIES

The headteacher and school committee should list the needs which emerge from the curriculum review and prioritize them.

They should do the same for the other areas they have reviewed, bearing in mind that staffing and staff development, resources and building needs should be closely related to the curriculum priorities.

In order to prioritize, the head and school committee may need to rank criteria such as urgency and cost.

Action plans, for each priority, should be formed by a small sub-committee and presented to the full committee for approval.

NB. It should be remembered that it is important to involve and consult all stakeholders in the review and prioritizing process.

STAGE FOUR - SEQUENCING THE PRIORITIES OVER AN AGREED NUMBER OF YEARS

It is important that schools take a long-term view of development, and sequence action on priorities over more than one year in order to avoid overloading staff. The committees must give time for adequate preparation and make best use of available funding. When deciding on the sequence of priorities, schools will need to consider the urgency of each priority and also their capacity to take action on each priority.

Some priorities will run on from year to year and will therefore need to be scheduled for two or three years. An example of this can be found in the SADC Secondary School Plan.

STAGE FIVE - PREPARING ACTION PLANS FOR THE FIRST YEAR

Formulating Action Plans

By this stage, the need for a school plan will have been agreed on by the stakeholders, and they will have agreed on the first priority to be included in the plan. The next step is to write action plans with a small group from the staff and committee.

Each priority should be discussed and actions agreed in terms of:

- what should be developed - setting targets for improvement
- tasks or assignments to be done to achieve the improvement
- agreeing on who will undertake the tasks
- agreeing on the time-scale by when the tasks must be completed
- establishing the costs of undertaking the improvements, in terms of time as well as money
- identifying possible sources of funding for the plan; it is suggested that a priority with limited costs be selected for year one of the plan to give time for fund-raising for more expensive projects
- identifying staff development needs and assigning tasks to help meet the required improvements
- specifying indicators of success for monitoring and evaluation; as far as possible these should be about improvements in pupil learning.

A blank action plan is included in this unit. Inspectors can make them available to heads who should complete them with a small sub-group of staff and the school committee.

An example of an action plan can be found in the case study of SADC School.

Presenting the Action Plans to the School Committee for Approval

If involvement, ownership and support are to be maintained, it is essential that the action plans be presented to and approved by, the school committee. This is especially true if the committee are to be mobilised to raise funds or provide a service to the school.

It is suggested that the presentation be made jointly by the head and chair of the school committee to emphasise the partnership approach to producing the plan.

STAGE SIX - IMPLEMENTING AND MONITORING THE PLAN

The construction of the plan should be followed by implementation. Both implementation and monitoring are made easier if the targets, tasks and success criteria have been identified and clarified. The success criteria form the basis for making judgements about whether targets are being met.

Monitoring should be built into the implementation processes and should be done on a continuous basis in order to spot, and overcome, any problems that may hinder progress.

Making the plan work includes:

- sustaining commitment during the implementation period
- checking progress
- overcoming problems encountered
- taking stock
- reporting progress.

Mobilising Community Support

This involves:

- mobilising support from teachers, the school committee and the community through sustaining their interest in the plan
- being accessible where necessary to give advice and assistance
- participating in joint meetings to discuss progress and problems.

Keeping on Track/Solving Problems/Ensuring Success

Progress checking is a process of monitoring during the course of implementation. Regular checks on progress of tasks should be made against the success criteria. This will provide evidence of the degree of progress. Ways of doing this are:

- assigning someone in the team to make the checks
- reviewing progress at team meetings, particularly where decisions on future action are being made
- deciding on the nature of evidence which shows that success has been achieved
- collecting evidence from various sources
- recording the evidence and conclusions.

As implementation proceeds, a major setback may be experienced and this will involve the head in actions such as:

- providing extra support for the team
- re-assigning roles and responsibilities
- drawing on the skills and experiences of new staff
- seeking additional outside help
- “freezing” part of the action plan temporarily
- modifying the project time-scale
- scaling down action plans to manageable proportions
- postponing a target until the following year and bringing in a substitute target.

Advantage should be taken when circumstances change for the better, in order to advance the pace of progress.

Activity 13g

Consider how you would give assistance to a school in monitoring their plan. What success checks would you undertake, or suggest that the school undertakes?

COMMENT:

Success checks involve:

- assigning responsibility for collecting evidence
- enabling the team to discuss and analyse the extent of success
- noting changes in practice as a result of the plan e.g. how teachers use resources in more effective ways
- writing a brief report on whether targets are being met
- collecting reports or thoughts about whether targets are being met, with indications of what helped or hindered progress
- working out the implications for future work
- assessing the implications for anyone not currently involved in the plan.

STAGE SEVEN - EVALUATING THE PLAN

Formative evaluation can take place continuously after monitoring and evidence gathering but it is also necessary to take stock, and undertake an evaluation at the end of each year.

This summative evaluation requires the collation of information and brief analysis of progress on each of the priorities. This is the most formal evaluation activity of the school year.

The purpose is to:

- examine the success of implementation of the plan
- assess the extent to which the aims of the school have been realised
- assess the impact of the plan on pupils' learning and achievement
- determine how to share successful practices throughout the school
- make the process of reporting easier.

Reporting Progress and Celebrating Success

Taking stock provides an opportunity to make a report back to the stakeholders in order to keep them involved. Teachers, the school committee, PTA etc. are kept abreast of progress during their regular times in school. An opportunity however, should be taken once a year to make a special report to them through, for example, the annual parents' meeting, prize-giving day, open days or through newsletters.

Pupils are the most important people in the school and the plan exists to help them achieve more, so they should be informed in an appropriate manner.

Every effort should be made to celebrate success with the stakeholders in order to motivate them to plan for next year.

Agreeing on Priorities For the Following Year and Creating a New Action Plan

Stocktaking reports help to prepare the ground for the following year's plan. Account should be taken of:

- the original plan outline of priorities for the second and third years
- lessons learned from the previous year
- changes in national policies which affect the resource position
- changing needs and circumstances of the school.

A mini-review may be necessary at this stage in order to provide information for the action plan for the following year.

SUMMARY

Looking back over this unit, it is evident that inspectors play an important part in assisting schools with development planning. They provide some back-up services for headteachers, especially at the stages of review, monitoring and evaluation.

Inspectors should note that development plans belong to the school and not to them.

Note: A sample of school development plan for a SADC Secondary School is attached.

REFLECTION

Having gone through this unit, design an inspector's action plan with which you could assist your schools to prepare their development plans.

SCHOOL DEVELOPMENT PLAN

FOR

SADC SECONDARY SCHOOL

Sample Plan

**With acknowledgements to School Development Planning in PRISM in Kenya
and INSSTEP in Uganda**

SCHOOL DEVELOPMENT PLAN FOR SADC SECONDARY SCHOOL

THE SCHOOL CONTEXT

WHERE ARE WE NOW?

The school has 800 pupils, 500 boys and 300 girls. Attendance has been dropping since 1995 and there are a large number of drop-outs, especially among girls. Performance in the National Exams is below average in English, local language, maths and science.

60% of the teachers are male & 40% female. Six of the teachers are untrained.

Eight of the classrooms are made of permanent materials, but the other eight are mud thatched classrooms. The school lacks a domestic/science room and a workshop.

The school has a new headteacher and the School Board have agreed to help prepare a school development plan.

WHERE DO WE WANT TO BE IN THREE YEARS' TIME?

- Continue to have an enrolment of 800 but with an equal number of boys and girls.
- Reduce the dropout to zero.
- Raise performance in exams to the national average.
- Replace two of the mud thatch buildings with permanent buildings.
- Build a domestic/science room.
- Reduce the number of untrained teachers from six to three.
- Have gender balance among the staff.

HOW DO WE GET THERE?

- Prepare a three year action plan to increase pupil performance in maths, science, local language and English.
- Prepare a staff development action plan.
- Prepare a building action plan.
- Sensitize the community to the need to educate girls
- Discuss the need to have equal gender balance in the staff with the DEO.

SCHOOL MOTTO

Knowledge, friendship, and success for all.

SCHOOL MISSION:

The mission of SADC Secondary School is to provide high quality teaching to enable pupils to be knowledgeable in all curriculum subjects and to establish a **positive** friendly atmosphere in which all pupils can achieve success.

SCHOOL AIMS

- To provide high quality teaching and learning which will enable all pupils to succeed in national examinations.
- To foster a partnership between pupils, parents and teachers which will lead to shared responsibilities for learning.

- To develop social responsibility and an understanding of the need to provide equally for girls and boys.
- To encourage pupils to respect their culture and the environment.

SCHOOL PRIORITIES

1st Year of Plan

- Raise achievement levels in:
 - Maths
 - English
 - Science

2nd Year of Plan

- Same three curriculum priorities as previous year.
- Raise achievement in local language.
- Start to replace two mud thatch classrooms.

3rd Year of Plan

- Continue to develop local language, maths and science
- Finish replacing the classrooms

SWOT ANALYSIS FOR SADC SCHOOL

STRENGTHS

Full pupil enrolment

Gender balance in senior staff

Senior staff trained

Head recently promoted

Agreements reached to write a development plan

WEAKNESSES

Gender imbalance - 500 boys, 300 girls

30% staff untrained

Male/female imbalance in staff

Low examination performance

Pupil/teacher ratio high at 50:1

Eight mud thatched classrooms - security risk

Lacks domestic/science room and workshop

OPPORTUNITIES

Staff development

To enrol more girls

The school development plan

Improvement in academic standards after the plan is implemented.

THREATS

Parents may not enrol pupils because of deteriorating standards.

Storm damage to mud thatched buildings.

The fund-raising may not reach its target.

Trained teachers may be transferred

SWOT ANALYSIS FOR _____ SCHOOL

Strengths	Weaknesses
Opportunities	Threats

SADC ACTION PLAN FOR _____

Targets	Tasks	By When	Who	Cost	Success Criteria	Monitoring	Staff Dev.

SADC ACTION PLAN FOR MATHEMATICS							
Targets	Tasks	By When	Who	Cost	Success Criteria	Monitoring	Staff Dev.
To introduce practical maths to all pupils in Form One	Discuss the need to introduce a practical approach to maths with all teachers.	Sept	HOD	1 hour	All teachers agree to adopt a practical approach.	Notes of maths team meeting	
	Revise the scheme of work to include practical activities.	Oct	Maths teachers	1 day	SOW written	SOW being used	
	Prepare sample lesson plans.	Oct	Maths teachers	1 day	Lesson plans written	HOD to check lesson plans	SADC maths workshop followed by school based workshop for all maths teachers
	Purchase additional equipment and materials.	Oct	HOD	\$200	Equipment and materials available		
	Agree methods of teaching and assessment.	Nov	Maths	1 hour	Assessment plan in place	HOD to check marking in maths exercise books	
	Start teaching programme.	January	Teachers		All pupils involved in a practical maths lesson at least once per week		
	Prepare a plan to monitor progress.	January	HOD	1 hour		Lesson observation by HOD	

Glossary

AIM	Overall statement of intent
CLUSTER	Group of related items e.g. schools or programmes
EDUCATIONAL TRENDS	Directions and patterns in education
EMPATHY	Ability to put oneself in somebody's position and so understand his/her feelings
ETHOS	Characteristics and norms of a particular community e.g. school
EVALUATION	Determining the value or worth of something based on the available data.
GENDER SENSITIVITY	Awareness of the potential of individuals irrespective of whether they are male or female.
INNOVATIONS	New ideas and/or reforms
INSTRUMENT	Tool or means used to achieve goal
LEARNING OUTCOMES	What is to be achieved as a result of learning
MISSION STATEMENT	Description of long term goals and expectations
MODULE	A set of related information and activities forming a training programme
MONITORING	Regular checking of the performance of a programme
NEEDS	The gap between expectation and the current situation or requirements.
NORM	Standards of behaviour acceptable to a particular society e.g a school.
QUALITY ASSURANCE	Maintaining and disseminating acceptable standards
QUALITY CONTROL	Keeping a regular check on standards
QUALITY AUDIT	Judgement about quality made by external group of assessors.
SCHOOL DEVELOPMENT PLANNING	A consultative process of preparing development guidelines for a school over a stated period of time.
STAKEHOLDERS	Someone associated with the activities of a particular institution.
STANDARDS	Levels of performances or achievement

SUCCESS CRITERIA

Agreed standards which can be used to measure the achievement of intended goals.

UNDERPIN

Provision of support from the base

UNIT

A section of a module or programme consisting of related topics or concepts.

VISION

A long term aspiration.

Abbreviations

AIDS	Acquired Immune Deficiency Syndrome
DEO	District Education Officer
HIV	Human Immune Virus
INSET	In-service Education and Training
NEC	National Education Centre
OFSTED	Office for Standards in Education
PTA	Parent Teachers' Association
SADC	Southern African Development Community
SWOT	Strengths, Weaknesses, Opportunities, and Threats
TMS	Teacher Management and Support

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 573 8

