

WORKING GROUP ON THE TEACHING PROFESSION

BETTER SCHOOLS SERIES

RESOURCE MATERIALS FOR SCHOOL INSPECTORS

Module One

A Trainer's Guide for the Induction of Newly Appointed Inspectors



Commonwealth Secretariat



Association for the Development
of Education in Africa

BETTER SCHOOLS

RESOURCE MATERIALS FOR SCHOOL INSPECTORS

Module One

A Trainer's Guide for the Induction of Newly Appointed Inspectors

Commonwealth Secretariat/ADEA

1998

© Commonwealth Secretariat, October 1998

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

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

Published jointly by the Commonwealth Secretariat and ADEA.

Printed in Britain by The Chameleon Press Ltd, London.

May be purchased from the Commonwealth Secretariat's distributors:

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

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

ISBN: 0 85092 570 3

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 Kgomo Mlotle (Botswana), Secretary, SADC-TMS programme for the effective leadership of the SADC-TMS programme; Mr. John Hilsum, Consultant, UK; Ms Patricia Murgatroyd, Consultant, UK; and resource persons: Mr. Rogers Sisimayi, Zimbabwe; Mr. Geoffrey Tambulukani, Zambia; Mrs. Florence Stoneham, Botswana; Mr. Reuben Motswakae, Botswana, Ms Ntsebe Kokome, Lesotho; Mr. Alfred Ilukena, Namibia. We thank them all. Responsibility for this work within the Education Department of the Commonwealth Secretariat rested with Dr. Henry Kaluba.

Professor Stephen A Matlin
Director
Human Resource Development Division
Commonwealth Secretariat

May 1998

Contents

Introduction: How to Use this Book	vii
Acknowledgements	ix
Unit 1: Personal Review	1
Unit 2: Inspection and Supervision	5
Unit 3: Instructional Supervision	13
Unit 4: Report Writing	19
Unit 5: Financial Management	27
Unit 6: Training Programmes	33
Unit 7: Guidance and Counselling	39
Unit 8: Management of Change	45
Unit 9: Action Research	51
Glossary	55
Abbreviations	56

Introduction: How to Use this Book

PLANNING

Read the whole unit you are about to present to gain an overview of it.

For each unit decide whether the key information is adequate or whether it requires additions or adaptations to match the situation in your region. Do the same for each activity. Be selective about the activities you use.

Prepare a plan for the session, indicating:

- Timings - using minimum time for input and maximum for activities
- Content to be delivered
- Activities/processes - plan to use a variety of processes
- Resources needed
- Who will lead each section if working with a partner or in a team.

NB: If you are working with a partner a lot more planning time is needed to ensure a balance of activity and timing.

Prepare materials in advance:

- Flip charts with large bold letters
- Flip charts with diagrams and pictures as well as words
- Paper for groups to make notes on
- Overhead projector (if available) and transparencies

DELIVERY

Be in the room early and set it up with tables and chairs in place. Make sure it is tidy and as attractive as possible. Put flip chart paper on the stand or wall. Have bluetak and pens ready.

Welcome people in, especially first thing in the morning and afternoon.

Start on time, every time. Finish on time or a few minutes before time. Have a clock or watch available. Introduce yourself and relax. Pay attention to the composition of the groups to get a gender balance in each. Try to have a maximum of six in a group. Vary the membership of the groups to encourage interaction. Encourage people to move seats.

Introduce the programme for the session and share timings with participants.

Try to have a short warm-up activity of story, song, rhyme, riddle etc. related to the topic and use some humour to create a warm, relaxed learning climate.

Choose from a variety of methods to give the Key Information:

- Flip chart picture, diagram or words
- Questions to the group
- Keep it short and simple**

RUNNING ACTIVITIES

Explain the activity carefully and convey the reason for doing it in order to motivate people. Link it to the Key Information. Ask for any questions of clarification.

Tell participants how long they have to do the task.

Allow time to get started then walk the floor quietly to check each group has understood the task.

Partner trainers not running the activity should join a group or sit back out of the way. Don't interrupt groups unnecessarily. Use this time to check you are on schedule or make adjustments.

When the working time is nearing an end, check the progress of each group. If necessary negotiate a little more time to complete the tasks.

If reports are to be made by displaying work, make sure all groups have displayed before you start the report back. Insist that people practise their listening skills as well as speaking skills.

Praise good answers, but use probing questions to get underneath any answers that are not clear.

Address people by name when asking questions.

When asking for points to be made by groups, take one point from each group in turn. Not everything has to be written up, but if points are put on the chart ask your partner to write for you. Don't go too fast!

Sometimes when appropriate, leave the group to discuss alone.

Thank groups for their contributions.

When using role play, take time and care to set it up. Give adequate time for the activity and debrief the learning carefully - ask individuals what the learning points were. Summarise the main learning points.

Watch your gender language:

Do not always refer to headmasters (headteacher will do for both sexes). Do not always follow the word inspector with *he* but use *she* as well as *he*.

Clear up after the session and leave the room tidy for the next trainers.

Acknowledgements

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

CORE WORKSHOP DEVELOPMENT TEAM

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

WRITERS

BOTSWANA

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

MALAWI

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

NAMIBIA

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

ZAMBIA

Mr Geoffrey Tambulukani
Mr Ilya Wamulwange
Mr Bix C. Mwale

LESOTHO

Ms Khoboso Tlali-Ntsane
Ms Malehlohonolo Matia
Mr Paramente P. Phamotse
Mrs Ann-Maureen Nyathi
Mrs Anna M. Matlosa
Mrs Seborang M. Mosisili
Mr Bernard M. Gatawa (UNICEF)

MOZAMBIQUE

Miss Filomena F. Munguambe

SWAZILAND

Mr Joseph Malaza
Mr Daniel Mayisela

ZIMBAMBWE

Mr Rodgers G. Sisimayi
Mr Peter Dube
Mr Erison Huruba
Mr Evaristo C. Utete
Mrs Mnaki Zvakanaka Mlambo

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

Unit 1: Personal Review

AIM

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

LEARNING OUTCOMES

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

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

CONTENT SUMMARY

- 1.1 Personal Learning Journey
- 1.2 Self-review
- 1.3 Skills Check-list for Inspectors

1.1 PERSONAL LEARNING JOURNEY

Key Information

Everyone has learned a great many things through life. Some of us can remember events way back in childhood, and have clear recall of important events throughout our lives. What many people do not consider, however, is their own personal **learning** journey. This is a matter of mapping the key times in your life when you learned something important. In particular it is a case of knowing **how** you come to know **what** you know. The best educators are those who realise that different people learn things in different ways. The best inspectors know that in relation to many things in education, there is not **just one** way of learning something, but many ways.

Activity 1a

- List the jobs you have had and determine the professional skills that you acquired or developed whilst doing each job.
- Discuss with a colleague which skills you currently have which will help with the role of inspector.

Trainer's Notes

It is important to establish a reflective approach to the units right from the beginning. Most people can talk about what they do or what they have done (narrative). In this first unit, the activities are designed to get people to think over their experiences (reflective) and to consider what life changes have occurred in terms of their knowledge, understanding or skills (analytical).

1.2 SELF REVIEW

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

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

Trainer's Notes

The following activity is best carried out in pairs with an emphasis on the confidential nature of the discussion. It should be done as an oral exercise with no requirement to write anything down. Writing will slow down the activity and dilute the power of it. You can work directly from the statements in Activity 1b but if resources are available the activity works best when the statements are each written on one page in a small booklet. The following instructions are important and should be made clear before the activity begins. The instructions can be printed in the front of each small booklet.

- Sit quietly with a partner with one booklet between you. Agree to keep the discussion confidential between you.
- You will find a starter statement on each page. Take it in turns to respond to a starter statement. When you have both responded as fully as you can, turn over and respond to the next one.
- It is not a race, so please take your time. You may not get through the booklet in the time given.
- If you do finish before the end of the allotted time then continue to ask each other questions about professional roles.

The main purpose of the activity is to help each inspector to reflect on their own personal level of knowledge, skills or competence in order to identify actions they should take to improve themselves.

Activity 1b

- I became an inspector because ...
- I believe I am/will be an effective inspector because ...
- My objectives as an inspector are ...
- Some negative things about the job are ...
- The way I deal with professional problems is ...
- I would like more knowledge in the area of ...
- I would like more experience in the area of ...
- Some evidence of my success includes ...
- Some educational ideas that I would like to know more about are ..
- Ways in which I could help schools improve are ...
- Ways in which I could help myself improve are ...
- An idea I have about inspection which I would like to share with others is ...
- I came into education as a career because ...
- (If working with a partner) I would like to know more about your views on ...
- After the discussion you should spend a few minutes noting any action points which you feel you should take to increase your professional knowledge, skills or competence.

1.2.1 Analysis of Personal Learning Style

Key Information

Some people never think about *how* they learn but most of us have a preferred learning style.

Which of the following most nearly describes your style?

1. Plan/organise/devise strategy —▶ DO
2. Do/experiment/experience —▶ Evaluate/Change
3. Evaluate/observe/reflect —▶ COPY/DO

Of course some things lend themselves to one style rather than another e.g. most people learn to ride a bicycle by having a go at riding *not* by reading a book about it!

Activity 1c

Write down 5 things that you have learned to do in your life.
e.g. speak in a foreign language, read, a practical skill.

Now, beside each one write down how you learned to do it. e.g.
woodwork

- took lessons/had instruction
- practised
- made mistakes
- developed skills

1.3 SKILLS CHECK-LIST FOR INSPECTORS

Key Information

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

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

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

Unit 2: Inspection and Supervision

AIM

The aim of this unit is to enable newly recruited inspectors to have a clear understanding of the job of inspectors and the skills they need.

LEARNING OUTCOMES

At the end of this unit the inspectors will have an understanding of:

- the meaning of inspection and supervision
- the purpose of inspection and supervision
- the different types of inspection
- the different styles of inspection and be able to determine and use the most appropriate one
- the roles of inspectors
- what is involved in planning inspection activities
- how to plan for inspection activities
- how to conduct inspections and give feedback to stakeholders
- what the job of inspection and supervision entails.

INSPECTORS' KEY SKILLS

- planning
- observation
- problem solving
- communication
- evaluation
- technical skills

CONTENT SUMMARY

- 2.1 The Meaning of Inspection and Supervision
- 2.2 The Purpose of Inspection and Supervision
- 2.3 Types of Inspection
- 2.4 Styles of Inspection
- 2.5 Roles of Inspectors
- 2.6 Planning for Inspection
- 2.7 Conducting an Inspection
- 2.8 What the Job of Inspection and Supervision Entails

2.1 THE MEANING OF INSPECTION AND SUPERVISION

Activity 2a

Brainstorm in groups the following key question:

- What is inspection?

Present your ideas to the whole group

Key Information

Inspection:

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

Activity 2b

Brainstorm in groups the following question:

- What is supervision?

Present your deliberations to the whole group.

Key Information

Supervision entails giving advice, support and direction for the improvement of the following:

- classroom instruction
- teacher performance
- institutional performance

Supervision is more constant and regular than inspection.

Activity 2c

Brainstorm in groups the following questions:

- What are the key elements of inspection and supervision?
- What are the differences between inspection and supervision?

Present your deliberations to the whole group.

Key Information

Key elements of inspection and supervision include:

- monitoring education trends and standards
- giving advice and regular support for the improvement of education quality
- monitoring the implementation of education policies
- assessing and evaluating teaching and learning outcomes.

While inspection deals with observing/examining and evaluating teachers and institutions of learning, supervision involves giving continuous support for the improvement of teaching and learning.

2.2 THE PURPOSE OF INSPECTION AND SUPERVISION

Activity 2d

In your original groups, discuss the following questions:

- why should there be education inspections?
- why do you think education supervision is important?
- what benefits accrue from education inspection and supervision?

Present your deliberations to the whole group.

Key information

The purpose of education inspection and supervision is to:

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

2.3 TYPES OF INSPECTION

Activity 2e

There are four main types of inspections, namely:

- general/full inspection
- partial inspection
- follow-up inspection
- special inspection

In groups:

- (a) discuss what each of the types entails.
- (b) list any other types of inspections you know of.

Report your deliberations to the whole group.

Key Information

There are four types of inspections:

- General/full inspection - this entails inspection of all aspects of the institution as a place of learning.
- Partial inspection - which looks at some aspects of the institution.
- Follow-up inspection - which is a visit to an institution previously inspected. The main focus of such an inspection is to assess the extent of progress at an institution since the initial visit.

- Special inspection - which may be aimed at fact finding, confirmation of teachers and settling of disputes.

NB: *Each of the types of inspection can be conducted through various strategies such as: team inspection or block inspection.*

2.4 STYLES OF INSPECTION

Key Information

Styles of inspection can be seen to be on a continuum:

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

NB: *Adspection is an acronym for advice and inspection as recommended by SADC TMS workshop held in Lusaka-Zambia in March 1997.*

- An appropriate style of inspection should be a combination of inspection and advice characterised by:
 - good working relations
 - listening
 - approachability
 - open mindedness
 - receptivity
 - dialogue
 - fairness
 - firmness
 - analysis
 - rigour / thoroughness
 - feedback both ways
 - problem solving
 - reporting with recommendations
 - action planning
 - expectations of high accountability of schools

Activity 2f

While still a teacher, you were inspected at one time or another. Discuss in groups the following:

- what style of inspection have you come across?
- identify the characteristics of the inspection styles.
- which style do you think is most appropriate and why?
- report the outcomes of your discussion to the whole group.

2.5 ROLES OF INSPECTORS

Activity 2g

What do you think are the roles of education inspectors?
Brainstorm as a whole group and list your ideas on a flip chart or chalkboard.

Key Information

The major roles of inspectors include:

- monitoring and evaluating standards
- guiding, advising and supporting the teachers
- ensuring that the curriculum is effectively implemented and evaluated
- ensuring accountability of institutions to the public, government and the pupils
- facilitating and managing educational change.

2.6 PLANNING FOR INSPECTION

Activity 2h

- What do you think is involved in planning an inspection programme and visit?

Discuss in groups and report back to the whole group.

Key Information

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

- determining the schools that need to be inspected
- making a schedule of inspection
- appointing team leaders
- budgeting for the inspection schedule
- making a list of the participating officers
- booking transport (in writing)
- informing headteachers about the inspection
- requesting information from the school(s) prior to the visit
- ordering necessary stationery and reference materials
- booking and confirming accommodation for all participants
- making participants aware of the survival needs
- checking records of past inspections
- calling a short meeting prior to visiting to brief participating officers and allocating duties.

2.7 CONDUCTING AN INSPECTION

Activity 2i

- Conduct a one-day mock partial team inspection in a nearby school.

Remember to record the findings for the purposes of consolidation and report writing.

The aspects of the institution that may be covered in the mock inspection may include:

- school management and administration
- classroom observation
- relationships in the school community
- departmental organisation
- physical infrastructure

Share your experiences as a whole team. Discuss ways in which the inspection could have been done better.

2.8 WHAT THE JOB OF INSPECTION AND SUPERVISION ENTAILS

Key Information

A typical inspection should include:

- a briefing between the team and the headteacher at the start of the visit
- introduction to the teachers
- lesson observations
- discussions with staff (both teaching and non-teaching) and students
- checks on curriculum, resources, administrative and management procedures, buildings and other physical infrastructure
- departmental meetings
- a meeting of the inspection team to consolidate its findings and recommendations
- a meeting with the headteacher to report on the main observations and recommendations
- a meeting with the teaching staff to report on the main observations and recommendations and to respond to any questions they may have
- compilation of a comprehensive report.

PERSONAL ACTION PLAN

Reflect on the activities you have undertaken in this unit and make a note of any action you feel you should take in your Personal Action Plan.

REFERENCES

- Canham, P. (1983) *Inspectors' Handbook - A Guide for Primary School Inspection and Supervision*, Evans Brothers Limited, Nigeria
- Central Inspectorate (1996) *Guidelines for Inspectors of Secondary and High Schools in Lesotho*, Ministry of Education, Lesotho
- Ministry of Education (1982) *Handbook for Inspectors*, Ministry of Education, Malawi
- Ministry of Education (1988) *Headquarters Inspectorate*, Ministry of Education, Lesotho
- Ministry of Education (1996) *Standards and Evaluation Guidelines*, Ministry of Education, Zambia
- Motlhabane, H. (1996) *Formal School Inspections - A Presentation to a Workshop of Senior Management Teams of Secondary Schools in and around Molepolole* (not published), Botswana
- Secondary Education Department (1995) *Guidelines for School Inspection*, Secondary Education Department, Botswana

Unit 3: Instructional Supervision

AIM

The aim of this unit is to enable the new inspectors to understand the concept of instructional supervision and gain the basic skills to undertake supervision.

LEARNING OUTCOMES

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

- explain what instructional supervision is
- identify aspects of the clinical approach to instructional supervision
- apply aspects of the clinical approach to instructional supervision
- develop a measuring instrument for assessing inputs in the teaching/learning environment
- analyse the teaching and learning process in order to determine the instructional needs of both learner and teacher.

CONTENT SUMMARY

- 3.1 What is Instructional Supervision?
- 3.2 Why Carry out Instructional Supervision?
- 3.3 Key Aspects of the Clinical Approach to Supervision
- 3.4 Applying the Clinical Approach to Instructional Supervision
- 3.5 Devising a Check-list to Help Assess Material Inputs that Impact on the Teaching/Learning Process.
- 3.6 Assessment and Evaluation of The Teaching/Learning Records.

LEARNING EXPERIENCES

3.1 WHAT IS INSTRUCTIONAL SUPERVISION?

Activity 3a

In groups come up with your own definition of instructional supervision.

Key Information

Instructional supervision is a process of checking and evaluating how well teaching/learning takes place. The process should include classroom observation.

3.2 WHY CARRY OUT INSTRUCTIONAL SUPERVISION?

Activity 3b Discussion (in pairs)

Share your personal experiences of instructional supervision during your teaching career.

- were you ever supervised?
- have you ever supervised others?
- write down your positive and negative experiences in both situations.

Consolidation and discussion of points from the pairs (whole group).

What are the advantages of instructional supervision?

Key Information

Instructional supervision is meant to provide guidance in the teaching/learning process in a classroom system. This is the most direct way of evaluating and improving the effectiveness of a teacher.

3.3 THE KEY ASPECTS OF THE CLINICAL APPROACH TO INSTRUCTIONAL SUPERVISION

Activity 3c Role play (randomly chosen participants).

Two trainees role play a situation where a patient comes to see a doctor for a consultation.

- (a) Identify the phases (aspects) in the clinical consultation of the role play.
- (b) Make the connection (draw a parallel) between the clinical situation and the classroom situation.

Key Information

Aspects of clinical supervision

1. **Pre-observation meeting** - between supervisor and teacher to prepare for lesson observation.
2. **Observation** - the supervisor observes while the teacher teaches.
3. **Post observation meeting** - meeting between supervisor and teacher to discuss the lesson.

3.3.1 *Trainer's Notes*

1. *Pre-observation meeting:*

The following points should be borne in mind during the meeting.

- (i) Establish a rapport (climate setting) between the teacher and the supervisor.

(ii) Discuss the lesson plan and note the following:

- lesson objective
- relevance and appropriateness of content
- availability and relevance of teaching aids
- learning activities
- time allocation
- evaluation

(iii) Characteristics of learners:

- strengths
- special needs
- parental support
- attendance/gender distribution

(iv) Teacher's needs:

- strengths
- intentions/ambitions
- shortcomings/limitations

(v) Classroom environment:

- space
- furniture
- seating arrangement etc

(vi) Agree on the observation strategy.

2. *Observation:*

- (i) The lesson plan should be available.
- (ii) The supervisor should take objective notes of events as the lesson unfolds.
- (iii) During lesson observation, attention should be paid to the following:

Introduction

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

Development

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

Conclusion

- summary of the main points of the lesson

Evaluation

- assessment of whether the lesson objectives have been achieved

Other considerations

- how the teacher evaluates the lesson
- questioning techniques
- gender sensitivity
- voice projection
- interpersonal skills
- time management

3. Post-observation meeting

- (i) Both the supervisors and the teachers should have a few minutes to themselves after the lesson observation and before the meeting. This should be done so that they can contemplate the observed lesson and formulate their impressions.
- (ii) The teachers should preferably be given a chance to give their impression of the lesson before the supervisors give their views.
- (iii) The supervisors should present their observations of the lesson to the teachers basing their comments on objective points noted during the lesson.
- (iv) There has to be agreement between the supervisor and the supervisee about the areas that need improvement. This will facilitate follow-up.

3.4 APPLYING THE CLINICAL APPROACH TO INSTRUCTIONAL SUPERVISION

Activity 3d

Preparation for role playing. The trainer coaches participants on role playing clinical supervision.

Role play

- Pre-observation meeting
- Observation - micro lesson where one trainee acts the teacher, another as the observer, and the rest as a class.
- Post observation meeting

Discussion (whole group)

- behaviour of performers
- evaluate aspects of the clinical approach to supervision
- strengths/weaknesses of the approach

3.5 DEVISING A CHECK-LIST OF PHYSICAL INPUTS THAT IMPACT ON THE TEACHING/LEARNING PROCESS

Activity 3e

Brainstorm physical inputs found within the classroom that would impact on the teaching/learning environment (whole group)

Outcome: List of elements.

Suggest an instrument for measuring all the elements from the poorest to the best. Decide on the number of levels and define each one of them (two groups).

The list might look like the sample below:

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

3.6 ASSESS AND EVALUATE THE TEACHING/LEARNING RECORDS

Activity 3f Group discussion

- (a) Suggest the records that you may consult to establish whether there is effective teaching/learning in a class.
- (b) How can these records be used individually and collectively to establish whether there has been effective learning/teaching?

Key Information

Examples of teaching/learning records

1. Scheme of work/record of work
2. Prep book/lesson plan
3. Pupils' written work
4. Test/examination records
5. Test/examination question paper and marking schemes
6. Continuous assessment records
7. Time tables
8. Teaching aids records
9. Stock book/inventory

- (i) The inspectors should be able to make a secure judgement on the standard of work reached in order to assist the teacher.
- (ii) They should also be able to trace content material from the syllabus through the scheme of work, lesson plans, pupils exercise books, records of work and the test records.

PERSONAL ACTION PLAN

Reflect on this unit and make a note of any action you feel you should take in your Personal Action Plan.

REFERENCE

Ministry of Education and Culture with UNICEF (1993) *An Essential Handbook for Inspectors of Primary Education*, Lilongwe, Malawi

Unit 4: Report Writing

AIM

The aim of this unit is to enable new inspectors to write accurate and informative reports following inspection visits to schools.

LEARNING OUTCOMES

At the end of this unit inspectors will be able to:

- differentiate between types of inspection reports
- analyse observations and data
- identify key issues from analysis
- draft reports according to a set format
- report main findings to supervisors.

INSPECTORS' KEY SKILLS

The following skills are to be developed:

- identifying key issues
- analysing data and information
- using appropriate oral and written communication
- formulating recommendations.

CONTENT SUMMARY

- 4.1 Purpose of Report Writing
- 4.2 Types of Reports
- 4.3 Format and Structure of Reports
- 4.4 Information and Data Analysis
- 4.5 Oral Feedback
- 4.6 Writing a Report
- 4.7 Follow-up

4.1 PURPOSE OF REPORT WRITING

Report writing is one of the most important skills needed by inspectors. Inspectors need to develop skills in writing various types of reports.

Activity 4a

There are several reasons for writing reports. In groups, brainstorm the reasons for writing a report after a school visit. Report back giving a list of reasons.

Trainer's Notes

The reasons for writing inspection reports might include the following:

(a) to give information to all stakeholders

- advice to teachers about improvement of instruction
- advice to school management about increasing effectiveness
- information to the employer about performance of employees
- information to the community about performance of schools (compare with other schools if necessary)
- a record for the inspector
- information to the Ministry of Education, for use in specific units such as:
 - standards control unit
 - curriculum development unit
 - in-service unit
 - personnel management unit

(b) to improve school effectiveness by identifying strengths and key issues for action

(c) to assist in policy formulation by providing feedback to the Ministry of Education.

4.2 TYPES OF REPORTS

The type of report depends on the purpose of the visit.

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

Activity 4b

In groups, discuss these case studies and decide on the type of report you would write for each.

Case Study 1

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

Case Study 2

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

Case Study 3

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

Continued on page 21

Continued from page 20

Case Study 4

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

Case Study 5

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

4.3 FORMAT AND STRUCTURE OF REPORTS

Inspectorates have set formats for different types of reports they require. For inspection purposes two common reports are:

1. Report on a teacher
2. Report on an institution

Activity 4c

Most reports on teachers include the following information:

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

How do these compare with the format used in your country? Discuss this in your group. What else could be included?

Trainer's Note

You need sufficient copies of the format used in your country for:

1. Teacher report
2. Institutional report

Activity 4d

In groups, look back at Activity 4b, Case Study 1. This report should be a full institution report. What are the components (main features) that will make up this type of report? Give feedback to the whole group. Ask your trainer for a copy of the format used in your country to compare with your list.

Trainer's Note

These are only two examples of report formats. There are many more that inspectors will be required to use.

4.4 INFORMATION AND DATA ANALYSIS

In reporting on inspections, judgements should be based on evidence collected, such as:

Own notes

Data provided by the school noting strengths and weaknesses

Activity 4e

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

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

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

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

Total number of candidates entered = 40

Total number of candidates with 2 Es or better = 33

Percentage pass rate = 82.5%

A is highest possible grade

E is lowest possible grade

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

F is fail

Trainer's Notes

There is insufficient evidence here to draw conclusions about the causes of poor results in some subjects. From the available data, we can recommend that the school does a review of its results and takes remedial action where performance is poor, while acknowledging good performance.

4.5 ORAL FEEDBACK

Some situations demand giving oral feedback. This could include:

- Feedback to the teacher (refer to Unit on Instructional Supervision)
- Debriefing the school management team immediately after inspection
- Reporting to your supervisor

The report should:

- articulate key issues emanating from the visit
- be brief and to the point
- emphasize issues under investigation

Activity 4f

- (a) In groups, discuss the importance of giving oral feedback immediately after the visit.
- (b) What problems would you anticipate in giving oral feedback and how would you solve them?

4.6 WRITING A REPORT

Activity 4g

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

In writing a report, the following are important:

- Good communication skills
- Appropriate register (i.e. language appropriate to the reader)

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

'It goes without saying ...'

'It has been brought to my attention ...'

'Needless to say ...'

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

'Several lessons were observed ...'

'A meeting was held ...'

'The number of participants invited was ...'

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

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

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

- (d) Avoid offensive expressions e.g.

'The teacher is ignorant of the syllabus ...'

'The head is lazy ...'

'The deputy head must be present at all assemblies ...'

- The appropriate layout and length.

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

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

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

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

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

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

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

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

Trainer's Note

If a visit to a school is not possible, this activity can be done by using a pre-recorded video of a lesson or analysing and improving an existing inspection report.

4.7 FOLLOW-UP

It is the responsibility of inspectors to follow up issues after inspections. This may include follow-up action with the following:

- the school
- teachers
- in-service providers
- Ministry of Education departments
- other departments/institutions
- school board/committee

Activity 4h

1. Review the report written in Activity 4g and list follow-up activities needed after this inspection.
2. Discuss your findings/report with your group.

PERSONAL ACTION PLAN

Reflect on your own report writing and make a note of any action you feel you should take in your Personal Action Plan.

REFERENCES

Training Manual for Registered Inspectors: England

Guide on the Inspection of Special Schools: The Ofsted Handbook

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

Phaswana, K.J. (1997) *Tips of Report Writing: Department of Teacher Training and Development, Ministry of Education, Botswana*

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

Mortimer, L.A. (1996) *Report Writing: Main Points of the Address, Ministry of Education, Zimbabwe*

Midlands Region (1996) *'A' Level Results Analysis: 1996, Ministry of Education, Zimbabwe*

White, R. and Wight, J. (1989) *Scottish Centre for Education Overseas, Report of a Seminar, Gaborone, Botswana*

Unit 5: Financial Management

AIM

The aim of this unit is to equip the inspectors with skills to enable them to guide schools in financial management.

LEARNING OUTCOMES

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

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

CONTENT SUMMARY

- 5.1 Definition of a Budget
- 5.2 The Nature and Purpose of Budgeting in a School
- 5.3 The Role of Headteachers in Financial Management
- 5.4 Strategies for Fund-raising
- 5.5 Accounting for the Money/funds

INSPECTORS' KEY SKILLS

- Budgeting
- Recording financial transactions
- Writing financial statements
- Raising funds
- Financial accounting

5.1 DEFINITION OF A BUDGET

Activity 5a

In small groups, discuss and define the term budget and present your definitions to the whole group.

Key Information

A budget is defined as a financial management planning tool which summarises the estimated income and expenditure for a specific period of time.

5.2 THE NATURE AND PURPOSE OF BUDGETING IN A SCHOOL

Activity 5b

Using the definition of a budget agreed upon in Activity 5a, what would you say are the key elements of a school budget? Discuss this in small groups

Key Information

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

Activity 5c

In groups, draft a school budget for an imaginary school.

Key Information

The attached form shows what a school budget may look like:

BUDGET			
School:		Year:	
CATEGORIES	PLANNED INCOME	PLANNED EXPENDITURE	NOTE
BALANCE FROM LAST YEAR			
a. Tuition and Private Teachers			
b. Book Fees and SSU			
c. Feeding and SCF			
d. Sports and Trips			
e. Garden Sales and Expenditure			
f. Maintenance and Repairs			
g. Building and Development			
h. Miscellaneous Expenditure	xxxxxxxx		
i. Concerts/Raffles/Donations		xxxxxxxxxxxx	
SURPLUS (RESERVE)			
SUB-TOTALS			

Source: Ministry of Education Lesotho (1992)

Activity 5d

Why do you think it is necessary for a school to have a budget? Discuss this in pairs and report back to the whole group.

Key Information

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

- to assist a headteacher in allocating funds to various school programmes in accordance with the School Development Plan
- to ensure budget control and avoid over-expenditure
- to ensure accountability.

5.3 THE ROLE OF THE HEADTEACHER IN FINANCIAL MANAGEMENT

Activity 5e

Discuss the following question in small groups and report back to the whole group: 'As inspectors, what do you think is the role of the headteacher in financial management?'

Key Information

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

The headteacher's role includes:

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

5.4 STRATEGIES FOR FUNDRAISING

Activity 5f

Discuss in groups, how schools can raise funds and present your information to the whole group.

Key Information

Usually schools do not have enough funds to finance their needs. They therefore have to raise funds to meet their requirements. As an inspector, you may be called upon to advise schools on how to raise funds. The following are some of the possible sources of funds:

- parents/PTA
- supporting agencies e.g. non-governmental organisations
- community
- sponsors
- government
- income-generating activities e.g. cultural shows

5.5 ACCOUNTING FOR THE MONEY/FUNDS

Activity 5g

What are the financial records that a headteacher must keep to facilitate the effective management of school finances? Discuss the question in groups and report back to the whole group.

Key Information

Some of the financial management records are the following:

Cash Analysis Book

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

Receipt Book

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

Bank Statement

A bank statement is a record produced by the bank indicating deposits and withdrawals including bank charges and interest earned. Each account would have its own bank statement.

Cheque Book

Wherever possible, schools are encouraged to use a cheque book as against liquid cash.

Order Request and Payment Voucher

A payment voucher is used to record details of every school expenditure and includes a purchase order or requisition which is used to identify and authorise purchases for the school. If not kept in a book, requisition documents should be properly filed. Only one order book should be opened at a time. Items purchased must only be for school and never for personal use.

Petty Cash (Imprest) Book

This is a book showing an amount of money kept for the small daily purchases which may not need authorisation. However, such funds should be accounted for and there should be rules regulating their use.

Pupils' Accounts Ledger

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

Budget Control/Financial Statement

The headteacher should ensure that at an agreed period, a statement of actual income and expenditure (financial statement) is drawn up and compared to the budget estimate and discussed with stakeholders in the interest of accountability.

Financial Probity

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

Trainer's Note

For more information on this topic, please refer to Unit 5 of Module 2.

PERSONAL ACTION PLAN

Make a note in your Personal Action Plan of anything you need to do as a result of studying this Unit.

REFERENCES

- Commonwealth Secretariat (1993) *Better Schools, Resource Materials for School Heads Module 5, Financial Management*, Commonwealth Secretariat, London
- DFID INSTEP (1997) *Secondary Training Materials*, Kampala, Ministry of Education, Uganda.
- Ministry of Education (1995) *A Manual for Heads of Secondary and High Schools*, Ministry of Education, Lesotho.
- Ministry of Education (PEIP) 1992 *Handbook for Headteachers of Small Primary Schools*, Maseru, Lesotho.
- Wray, B.F. (1997) *Secondary Education Support Project*, Ministry of Education, DFID, Lesotho.

Unit 6: Training Programmes

AIM

The aim of this unit is to enable inspectors to devise and carry out training programmes that will improve teacher performance in the classroom.

LEARNING OUTCOMES

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

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

INSPECTORS' KEY SKILLS

The following skills are to be developed:

- identifying needs
- prioritising needs
- planning for effective training
- producing effective evaluation instruments
- evaluating training programmes
- conducting training
- producing a workshop report

CONTENT SUMMARY

- 6.1 Purpose of Training
- 6.2 Types of Training Programmes
- 6.3 Planning a Training Programme
- 6.4 Types of Training Techniques
- 6.5 Programme Design
- 6.6 Conducting a Training Programme
- 6.7 Evaluating a Training Programme
- 6.8 Writing a Workshop Report
- 6.9 Follow-up

6.1 PURPOSE OF TRAINING

Training is important for the professional growth of teachers. It will therefore form a great part of the inspectors' daily activities.

Activity 6a

In pairs, list five reasons why there is a need to run training programmes. Join another group and compare your reasons with theirs. Draw up a combined list. Report back to the whole group.

Trainer's Notes

The reasons given by inspectors might include the following:

- (a) to improve the quality of teaching
- (b) to help new teachers
- (c) to inform teachers of curriculum changes and innovation
- (d) to provide training and guidance to serving teachers
- (e) to address identified needs

Before mounting a training programme, it is necessary for inspectors to identify training needs and arrange them in order of priority.

Activity 6b

In your groups, discuss several ways in which you would identify training needs for the teachers in one of your schools that is not performing according to your expectations.

Trainer's Notes

What is expected here is methods of gathering data about the needs. Inspectors could mention using questionnaires, analysing examination results and reflecting on inspection reports.

Activity 6c

An inspector observed a lesson in a school and produced a report which had the following comments: "In the schemes that were presented, the sequencing was not logical. Lesson execution was largely teacher talk, while the pupils just sat and listened passively. Though marking was done promptly, it was not accurate, as some correct answers were overlooked."

Identify the key areas to be addressed through a training programme for these teachers. Arrange these key areas in their order of priority. Give reasons for your arrangement.

Key Information

The key areas of training could be:

- preparation of a scheme of work
- lesson planning
- lesson delivery (participatory approach)
- assessment and evaluation

The list is in the sequence in which the teachers would carry out the activities.

6.2 TYPES OF TRAINING PROGRAMMES

There are quite a number of training programmes available to inspectors (short and long term). Some of these are:

- school-based programmes
- cluster programmes
- departmental programmes
- subject programmes

Think of some more training programmes.

As noted earlier, these training programmes might be instructional, administrative or inter-personal relationship programmes.

6.3 PLANNING A TRAINING PROGRAMME

In planning a training programme, the following are some of the factors that should be considered:

- Rationale for the workshop
- Objectives
- Resources
- Content
- Strategies
- Target group
- Time frame

Activity 6d

- (a) Resources is quite a broad term. What would you include under it? Compare your own list with a colleague. Report back to the rest of the group.
- (b) Besides the rationale, objectives and resources, what else could be added to the list for consideration?

6.4 TYPES OF TRAINING TECHNIQUES

According to Beach (1975: 358) training is defined as “the organised procedure by which people learn knowledge or skills for a definite purpose”. So, training techniques will be designed around the identified needs.

Training workshops commonly include:

- participatory activities
- lectures
- discussion
- role play
- case study
- film/video
- field trip
- demonstration
- group work
- games
- ice breakers
- simulation
- exposition

Activity 6e

In your groups, choose any three techniques and discuss why some are preferred over the others. Give both advantages and disadvantages of all three. Give feedback to the whole group.

6.5 PROGRAMME DESIGN

In order for a workshop to take off, a well-designed programme is necessary.

Activity 6f

In Activity 6c, you identified and prioritised training needs for teachers. Now, in groups, design a one day programme where all those needs will be addressed. Share your programmes with the rest of the team.

6.6 CONDUCTING A TRAINING PROGRAMME

A successful programme depends largely on the qualities of the trainer. Most successful trainers have among others the following qualities (traits) in common:

- empathy
- flexibility
- versatility
- resourcefulness

Activity 6g

In your groups, discuss and list five more desirable trainer qualities. Report back to the rest of the group.

Trainer's note

The groups lists could include the following:

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

6.7 EVALUATION OF A TRAINING PROGRAMME

Conducting a successful workshop includes the process of evaluating the presentations. This is done during and at the end of the training. The reasons for evaluation are to:

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

Activity 6h

In your groups select any three reasons from the list above and discuss their importance. Share your ideas with the whole group.

To reach the stated reasons for conducting an evaluation, it is important that the instrument used satisfies the purpose.

Activity 6i

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

Trainer's Notes

At the end of the workshop, besides the copies that participants fill in and return, give them an uncompleted copy to keep for further reference.

6.8 COMPILING A WORKSHOP REPORT

You have dealt with report writing in Unit 4 of this module. This is just another type of report and requires the same skills you have learned. Besides other aspects that you may wish to highlight, it is also important to reflect on:

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

Activity 6j

- (a) In groups, suggest more items that you would include in your report.
- (b) Logistics is a broad term. What aspects would you focus on under logistics?

6.9 FOLLOW-UP

Follow-up and feedback procedures often pose problems because schools are not readily accessible. However, it is necessary to ensure that skills learned are implemented (practised), or conducting training programmes may be a waste of scarce resources.

Activity 6k

In groups, discuss at least three alternative ways of ensuring that skills learned from a training session will be implemented without inspectors visiting each institution. Also, discuss the advantages and disadvantages of each alternative method. One member of each group should be asked to present their group's ideas, and this should be followed by general discussion.

Trainer's Notes

The group should explore several ideas and discuss both the pros and cons of each alternative method. Alternative methods could include:

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

PERSONAL ACTION PLAN

Please spend a few minutes reflecting on your learning from this unit and make a note of any actions you feel you should take.

REFERENCES

Beach, M.D. (1975) *Supervision Focus in Instruction*, Harper & Row, New York

Dube, P. (1989) *In-Service Education and Training (INSET) for Teachers (a Workshop Paper)*, Ministry of Education, Zimbabwe

Recruitment and Training, Ministry of Higher Education, Ministry of Education, Zimbabwe

Unit 7: Guidance and Counselling

AIM

The aim of this unit is to enable new inspectors to achieve a better understanding of the meaning and scope of guidance and counselling so that they can support headteachers and teachers more effectively.

LEARNING OUTCOMES

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

- define and understand the rationale of guidance and counselling
- identify circumstances that require guidance and those that require counselling
- apply guidance and counselling skills
- gain awareness of societal trends that justify the need for guidance and counselling in the school system.

CONTENT SUMMARY

- 7.1 What is Guidance and Counselling?
- 7.2 Justification for Guidance and Counselling
- 7.3 Counselling Skills
- 7.4 Counselling Services
- 7.5 Conflict Resolution
- 7.6 Discipline, Guidance and Counselling
- 7.7 Current Trends, Guidance and Counselling
- 7.8 The Place of Guidance and Counselling in the School Curriculum

7.1 WHAT IS GUIDANCE AND COUNSELLING?

Activity 7a

In groups, define guidance and counselling. State clearly the differences between the two.

Key Information

- Guidance is a service provided by someone knowledgeable about the issue/topic raised. Inspectors might provide guidance to headteachers who have asked for information on e.g. administrative procedure or school development planning.
- Counselling is a service provided by one person to enable another to think through or analyse for himself/herself what the causes of a certain problem might be. A counsellor does not offer advice but enables the person being counselled to consider all aspects of a situation and to arrive at alternative solutions and actions which will improve the given situation.
- An example will illustrate the difference. An inspector might give a headteacher guidance as to a range of personnel management skills to enable the headteacher to deploy and motivate staff. The same inspector might provide a counselling service for a headteacher when an uncomfortable position has arisen and there is conflict between the headteacher and a member of staff.

7.2 JUSTIFICATION FOR GUIDANCE AND COUNSELLING

Activity 7b

- In groups, list circumstances that you think give rise to the need for counselling for headteachers, teachers and students.
- Suggest how inspectors can prevent such circumstances.

Key Information

There are many things that headteachers and teachers in new posts have to deal with. Appropriate guidance at critical moments of change can greatly enhance their strategic planning and stress management. Good guidance can often alert headteachers and teachers to potential problems, turbulence or changes ahead. This means that in order to provide effective guidance inspectors need continuously to update their own knowledge and skills.

But society is dynamic and so headteachers and teachers (and students too) are constantly subjected to various pressures and influences. When problems arise then, it can be helpful to offer some counselling as part of the inspector's support role. By exercising counselling skills and not offering advice or solutions, an inspector can facilitate the headteacher or teacher to reach a greater understanding of the problem and a strategy for coping with it.

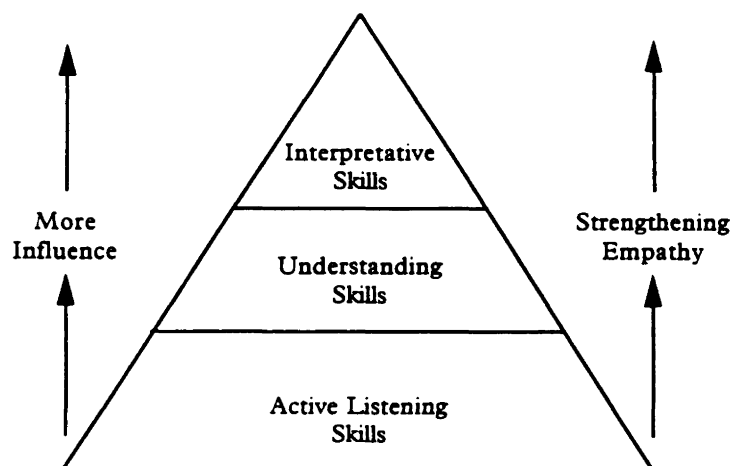
7.3 COUNSELLING SKILLS

Activity 7c

In groups, list what you regard as counselling skills.

Key Information

Linda Ali and Barbara Graham designed a pyramid of counselling skills as follows:



The Skills Pyramid

Counselling Skills are classified in three categories as described in the model on page 40. They are all essential and interrelated in an effective counselling process. The following are the skills, each with the possible behaviour. Please note that the word 'client' applies to headteacher, teacher or pupil.

LISTENING	UNDERSTANDING	INTERPRETATIVE
<ul style="list-style-type: none">• Observe client's behaviour• Listen to client's words• Listen to client's feelings• Listen to the silence• Breaking silences• Listen to what client hears	<ul style="list-style-type: none">• Restating• Paraphrasing• Summarising• Questioning	<ul style="list-style-type: none">• Challenging• Being specific• Self disclosure• Effective provision of information

Activity 7d

In pairs, create a real life situation which requires counselling and allows you to practice counselling in turns. Both persons think of a real issue or problem in their professional lives.

In turns, describe the issue to your partner who will then counsel you. The process of counselling should assist you to open up and understand the nature of the problem.

When you are the counsellor, try to use expressions which give room for your partner to open up (The expressions can be traced to the pyramid of skills):

- Did I understand you when you said ...?
- What did you do when ...?
- How did you feel when ...?
- Let me try to summarise what you are saying ...?
- What do you think you could do about ...?

7.4 COUNSELLING SERVICES

Activity 7e

In groups, identify situations in the school system when counselling services should be provided. In each situation, suggest who should provide the services.

Key Information

Counselling is not a one-off affair. Counselling services might have to be provided on a regular basis or over a long period of time.

7.5 CONFLICT RESOLUTION

Activity 7f

Examine the case study below and suggest a resolution using the guidance skills:

A headteacher falls into a disagreement with the Board of Governors over a school development plan. The head's priority is teachers' houses, whereas the board prefers classrooms.

Trainer's Note

You could add more flesh and turn the case study into role play.

Key Information

In conflict resolution, the inspector should listen to both parties and help resolve the conflict as objectively as possible. There is a need to be very knowledgeable of the facts of the situation and government policy and procedures.

7.6 DISCIPLINE, GUIDANCE AND COUNSELLING IN THE CURRICULUM

Key Information

Many teachers, including headteachers, claim ignorance when they get caught up in acts of misconduct. It is through guidance that teachers and headteachers may be saved from common acts of misconduct. If misconduct occurs, then counselling will be appropriate.

Activity 7g

In groups, list common acts of misconduct and suggest a guidance and counselling programme that you think would help to reduce them.

7.7 CURRENT TRENDS, GUIDANCE AND COUNSELLING

Key Information

Current world trends show that the world has suddenly awakened to issues relating to:

- the environment
- HIV/AIDS
- population growth
- gender sensitivity

Those are areas of real concern to the global village and there is no way our education systems can sideline them.

Activity 7h

In groups, discuss how the issues cited on page 42 affect schools. Show how guidance and counselling can be used to ease the situation.

7.8 THE PLACE OF GUIDANCE AND COUNSELLING IN THE SCHOOL CURRICULUM

In an education system that is examination-centred, it is common for non-examinable subjects like guidance and counselling to take the back stage. The point that is often missed is that a well planned and executed guidance and counselling programme enhances performance in examinable subjects. It is through guidance and counselling, especially career guidance, that products of the education system are helped to fit appropriately into society.

Activity 7i

In groups, suggest where in the school curriculum, guidance and counselling should be placed. What steps should be taken to ensure that the subject is not sidelined?

PERSONAL ACTION PLAN

Reflect on your own guidance and counselling skills and make a note in your Personal Action Plan of any action you feel you should take to improve or refine them.

REFERENCES

- Ali, Lynda and Graham Barbara (1996) *The Counselling Approach to Careers Guidance*, Routledge, London
- Lindhard, Niels et al (1989) *Guidance in the Classroom*, Maskew Miller, London, Cape Town

Unit 8: Management of Change

AIM

The aim of this unit is to enable newly recruited inspectors to manage and direct educational changes in schools.

LEARNING OUTCOMES

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

- describe change
- identify agents of educational change
- identify need for change in education
- identify factors that militate against change
- describe ways of encouraging adoption of change
- describe the role of inspectors in facilitating change
- describe a school development plan as a change management tool
- assist in the drafting of a school development plan.

KEY SKILLS FOR MANAGING CHANGE

- observation
- planning
- interpersonal
- communication
- resource management
- supervisory/advisory
- training

CONTENT SUMMARY

- 8.1 Description of Change
- 8.2 Agents of Change in Education
- 8.3 Needs Identification for Educational Change
- 8.4 Encouraging Adoption of Change
- 8.5 Factors that May Militate Against Change
- 8.6 The Role of Inspectors in Facilitating Change
- 8.7 The School Development Plan as a Change Management Tool
- 8.8 How to Draft a School Development Plan

8.1 DESCRIPTION OF CHANGE

Activity 8a

Discuss in groups, your understanding of change in education. In what areas of education have you experienced some changes? Present your findings to the whole group and try to develop a common understanding of changes in education.

Key Information

Description of change in education can be understood to include:

- changes in teacher and pupil performance
- changes in administration
- changes in the curriculum
- changes in education policy
- structural reforms (e.g. career structure)
- changes in the technology of education.

8.2 AGENTS OF CHANGE IN EDUCATION

Activity 8b

What issues do you consider to be responsible for bringing about changes in education as identified in Activity 8a? Discuss the above question in your original groups and report back.

Key Information

Things that may bring about change in education may include:

- government legislation
- societal expectations
- employment and labour requirements
- innovations in teaching
- technological developments
- international relations
- inspection reports
- research
- demographics

8.3 NEEDS IDENTIFICATION FOR EDUCATIONAL CHANGE

Activity 8c

List and discuss the techniques you would use to identify changes in education systems.

Key Information

The need for change can be identified/revealed, among other ways, through:

- critically analysing the aims of the educational system
- evaluating the level of attainment of the aims
- observing the gap between the intended goals and the performance level
- carrying out research on educational issues
- recognising innovations in pedagogics and educational technology

- understanding changing societal expectations of education through consultation
- observing demographic changes
- recognising success and the realisation of potential.

8.4 ENCOURAGING ADOPTION OF CHANGE

Activity 8d

As individuals, reflect on some changes in the education system during your teaching career which were easily acceptable and those which were less acceptable to teachers.

- For those which were acceptable, what do you think made them easily acceptable?
- For those which were less acceptable, what would you suggest should have been done to make them more acceptable?

Brainstorm your findings together as a group and try to establish common points.

Key Information

Some issues important in creating an atmosphere conducive to change include:

- providing enough information about change
- involving people in effecting change
- giving people time to internalise change
- rebuilding self-esteem in people
- making every participant in the change process a winner
- retraining and/or inservicing those responsible for effecting change
- ensuring availability of necessary resources.

NB: Your ability to handle resistance to change will depend on your awareness of the sources of that resistance.

8.5 FACTORS THAT MAY MILITATE AGAINST CHANGE

Activity 8e

As a group, discuss factors that you think may make change initiatives unsuccessful or result in them not being undertaken.

Cross check your findings with the key information given.

Key Information

- fear of the unknown
- lack of information
- misinformation
- threat to core skills/competences
- threat to status

- threat to power base
- no perceived benefits
- low trust organisational climate
- poor relationships
- fear of failure
- fear of looking stupid
- reluctance to experiment
- custom bound
- reluctance to let go
- peer group norms (esp. among teachers and pupils)

8.6 THE ROLE OF INSPECTORS IN FACILITATING CHANGE

Activity 8f

In pairs, identify any current changes in the education system of your country.

- what role would you play as inspectors in realising these changes?
- briefly outline the steps you would follow

Present your findings to the whole group.

Key Information

The role of the inspectors in facilitating change includes the following steps:

- identifying the implementers of the change
- disseminating information about change
- ensuring provision of necessary resources
- training/retraining and/or inservicing the implementers
- continuously evaluating and redirecting the change process towards its goal.

8.7 THE SCHOOL DEVELOPMENT PLAN AS A CHANGE MANAGEMENT TOOL

Activity 8g

Discuss as a group, the following questions:

1. In what way do you think a school development plan is a change management strategy?
2. What - should the planning process involve?
 - is its focus?
 - are its attributes?

Key Information

1. The school development plan is a deliberate change process for the purpose of attaining the school's aims.

2. The school development plan should focus on the *aims and values* of the school, especially the following areas:

- curriculum
- staff and staff development
- organisation and management
- premises
- finance
- parents and community values

3. The attributes of a school development plan are that it:

- contains a set of realistic and prioritised objectives
- includes a timescale
- defines individual and collective responsibilities
- outlines the resources
- is presented in an easy-to-follow format

4. In drawing a school development plan, one has to consider the following:

- where the school is (current situation)
- where it wants to go (vision)
- how it intends to get there (strategy)

8.8 HOW TO DRAFT A SCHOOL DEVELOPMENT PLAN

Activity 8h

Imagine you are school heads. In groups, brainstorm how you would go about drafting a school development plan. Report your findings to the whole group.

Key Information

Drafting a school development plan involves the following:

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

Trainer's Note

Refer to Unit 13 of Module Four for more on school development planning.

PERSONAL ACTION PLAN

Take a few minutes to reflect on this unit and note any actions you feel you should take.

REFERENCES

- Blake et al (1989) *Change by Design*, Addison Wesley, US
- Rudduck, J. (1991) *Modern Educational Thought - Innovation and Change*, St. Edmundsbury Press, UK
- Carnal, A. (1990) *Managing Change in Organisations*, Prentice Hall, New York
- Newton and Tarrant (1992) *Managing Change in Schools - A Practical Book*, Routledge, London
- Fullan, M. (1982) *The New Meaning of Educational Change*, Cassell Educational Limited, London
- West Sussex County Council, (1994) *The British Inspection System: Using the Process to Develop your School*, West Sussex County Council, UK
- School Management Team (1996) *Development Plan* (not published), Gaborone, Botswana

Unit 9: Action Research

AIM

The aim of this unit is to enable newly recruited inspectors to understand the principles of action research and acquire the necessary skills that will help them carry out school based research.

LEARNING OUTCOMES

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

- define the term 'action research'
- give reasons why action research is useful
- identify researchable problems
- formulate hypotheses and/or research questions
- identify methods used in data collection
- describe how data will be collected
- analyse data
- interpret data
- write a research report
- make the necessary recommendations based on findings
- take appropriate action.

CONTENT SUMMARY

- 9.1 The Meaning of Action Research
- 9.2 The Purpose of Action Research
- 9.3 The Main Stages in Carrying out Action Research
- 9.4 Methods of Action Research
- 9.5 Conducting Action Research

INSPECTORS' KEY SKILLS

The following skills will be developed:

- problem identification
- formulation of research questions / hypotheses
- planning
- data collection
- data analysis
- interpreting data
- making recommendations based on research findings
- report writing

9.1 THE MEANING OF ACTION RESEARCH

Activity 9a

- What is action research?
- Who does it?.

Brainstorm in groups and report back your findings to the whole group.

Key Information

- Action research can be defined as applied research aimed at solving particular problems.
- The main feature of action research is that participants conduct research in their own institution(s) i.e. practitioner based (i.e. teacher or inspector).
- Action research is usually small scale and confined to one classroom, one school or a small cluster of schools.
- Action research is ongoing and on the job.

9.2 THE PURPOSE OF ACTION RESEARCH

Activity 9b

In groups, list and discuss reasons for conducting action research.

Report back to the whole group.

Key Information

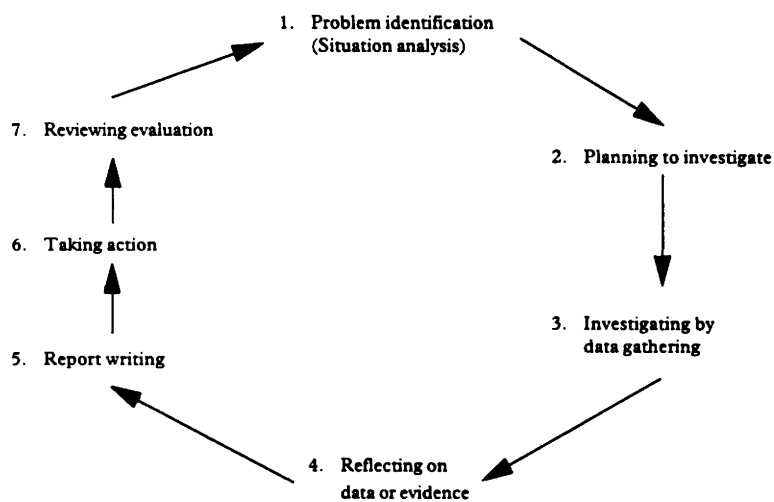
Action research is aimed at:

- identifying problems related to teaching and learning
- solving identified problems within the classroom or school
- changing policy
- improving pupil achievement
- improving teacher performance.

9.3 THE STAGES IN CARRYING OUT ACTION RESEARCH

Key Information

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



NB: For each stage there is need to consider a time frame and the necessary resources.

Activity 9c

Some examples of action research projects are:

- Types of questioning used in mathematics lessons.
- Underachievement of boys in literacy skills.
- Effective beginnings and endings of lessons.

In groups generate two action research topics to add to the list and discuss one of them, following the various stages of action research as shown in the diagram on page 52.

Record on the flip chart and report to the whole group.

The trainer should make the diagram available to the trainees.

Key Information

Problem identification (situation analysis)

- definition of the topic (identification of an existing problem)

Planning to investigate

- hypotheses formulation
- finding out background information to the problem (reading about the problem) talking to pupils, teachers, etc.
- choosing the methods of investigation
- choosing the sample group (keep the sample groups small)

• Data collection through:

- observations
- questionnaires
- case studies
- interviews
- surveys

• Recording data accurately

- tabulating the data

• Analysing and interpreting data

- data analysis (looking for patterns/similarities and differences)
- drawing conclusions, recommendations/course of action.

• Taking action

- implementation of suggested recommendations

• Reviewing the course of action

- follow up
- monitoring
- evaluating

9.4 METHODS OF CARRYING OUT ACTION RESEARCH

Activity 9d

Discuss with your trainer the different methods of carrying out action research.

Key Information

Methods of carrying out action research include:

- observations
- questionnaires
- diaries
- interviews
- case studies
- surveys

9.5 CONDUCTING ACTION RESEARCH

Activity 9e

Suppose the identified problem in a given school is poor pupil performance. In groups find out how, using the action research diagram you can conduct your research on this problem. Make a plan for the research and then report back to the group for discussion.

Trainer's Note

For more information on this unit, refer to Module Two.

PERSONAL ACTION PLAN

Please reflect on your own knowledge and skills in action research and note any actions you feel you should take as a result of studying this unit.

REFERENCES

Bell, J. (1987) *Doing Your Research Project*, OUP, Buckingham

National Extension College (1993) *Techniques of Investigation*, National Extension College Trust Ltd

Glossary

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

Abbreviations

HIV	Human Immune Virus
AIDS	Acquired Immune Deficiency Syndrome
OFSTED	Office for Standards in Education
INSET	In-Service Training
WGTP	Working Group on the Teaching Profession
DFID INSSTEP	Department for International Development In-Service Secondary Teacher Education Project
PTA	Parents' Teachers' Association

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 572 X

