

THE TEACHER'S WORLD

Working Group on the Teaching Profession

A reference guide for teacher managers

Ian G Halliday



Commonwealth
Secretariat



Association for the
Development of
Education in Africa

A Reference Guide for Teacher Managers

Ian G Halliday

Commonwealth Secretariat/ADEA

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Foreword

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

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

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

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

Dr Cream Wright
Special Adviser/Head of Education Department
Human Resource Development Division
Commonwealth Secretariat
LONDON

Bibliography

To allow the reader to find further detailed information about each topic, references are provided at the end of each chapter. These publications, all related to teacher management, are:

Published jointly by the Commonwealth Secretariat, London and the Association for the Development of Education in Africa:

- | | |
|--------------------|--|
| Halliday, I (1999) | Developing a Professional Teaching Service |
| Halliday, I (1998) | Setting Staffing Standards for Schools |
| Hogan, J (1998) | Progress through Self-Evaluation: The Path to a Better School |

Published by the Commonwealth Secretariat, London:

- | | |
|-------------------------------|--|
| Halliday, I (1995) | Turning the Tables on Teacher Management |
| Halliday, I (1993) | Why Delegate? |
| Bloomer, K (1991) | Decentralising the Education System |
| Dadey, A and Harber, C (1991) | Training and Support for Headship in Africa |
| Halliday, I (1991) | Good Registry Practices |

Published by Donors to African Education, Working Group on the Teaching Profession:

- | | |
|-------------------------------|---|
| Makau, B and Coombe, C (1994) | Teacher Morale and Motivation in Sub-Saharan Africa: Making Practical Improvements |
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Published by the International Institute for Educational Planning, Paris:

- | | |
|---------------------------------|--|
| Halliday, I and Hogan, J (1994) | Developing a Data-Base for Teacher Management |
|---------------------------------|--|

Introduction

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

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

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

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

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

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

References:

Management Style

Developing a Professional Teaching Service

Chapters 1 (in total)
3 (in total)

Turning the Tables on Teacher Management

Chapters 3, pages 14-17

4, pages 18-20

10, pages 45-47

11, pages 48-50

Training and Support for Headship in Africa

Chapter 2, page 9

Equality of Opportunity

Turning the Tables on Teacher Management

Chapters 7, pages 31-33

12, page 52

21, pages 88-90

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

Pages 6, 12,

SECTION 1

Decentralisation and Delegation

Introduction

Over recent years there has been a world-wide trend to move the management of education systems within a country away from the centre, which is remote from the action, to regions and districts. This process of decentralisation allows a balance to be struck between the strategic control of the education system by the Ministry of Education against the operational management of the service at a more local level.

This development has a number of advantages:

- decentralisation guarantees that the Ministry of Education must publish clear and unambiguous policy statements;
- local control ensures that local conditions can influence decision-making thereby yielding outcomes more acceptable to students, parents and teachers;
- local control also overcomes the inertia of the education system which is caused by its sheer size;
- decentralisation offers the opportunity to have rapid response to the great majority of problems arising at school level;
- Regional and District Education Officers are given the opportunity to make decisions and set standards of accountability which increase their management potential and, at the same time, improve teacher morale.

If the process of decentralisation is to prove effective in practice it must be accompanied by a clear definition of the functions and powers of the officers in charge at each level of management. This is best provided by a Scheme of Delegation.

Checklist

- (1) Are there clearly defined policy statements outlining the personnel policies of the Ministry of Education and/or the Teaching Service Commission?
- (2) Do they cover all aspects of teacher management?
- (3) Is there a Scheme of Delegation which defines the roles and powers of officers at different levels and locations?
- (4) Have Headteachers been given appropriate delegated authority?
- (5) Have arrangements been put in place to monitor the policy in action?
- (6) Has training on decentralisation and delegation been provided for officers and administration staff at headquarters and at regional, district and school level?

Policy Suggestions

The responsibility of the Ministry of Education or Teaching Service Commission is to provide clear statements on all matters relating, in this context, to the management of teachers, together with a lucid indication of what the Ministry of Education wishes to achieve by its policies. This should articulate the thresholds of power of officers at

each level including minimum acceptable standards, the approved budget for each element of the delegated authority and a statement of what should be reported and to whom.

These statements must be complemented by a Scheme of Delegation and a specification of the appropriate job description for professional officers at all levels in the decentralisation process. This will have implications for staffing levels and salary gradings.

A monitoring scheme must be established to ensure that the processes work in practice and that the policies of the Ministry of Education are being carried out successfully at all levels of management.

The process of decentralisation involves the transfer of staff from the centre to the regions and districts. This raises significant personnel issues and requires careful planning and discussion with everyone involved.

Procedures for Consideration

If effective decentralisation and delegation of teacher management are to be achieved the following action must be taken:

- ensure that legal authority exists for what is proposed;
- establish the objectives for the policies which are to be implemented;
- discuss the proposals with other government departments which impinge on the policy and its operation in practice;
- fix the powers to be delegated to each level of authority both in the field and within the Ministry of Education;
- set, where necessary, thresholds of responsibility for matters of a similar nature but of differing importance;
- ensure that there is a clear line of responsibility with no duplication or overlaps;
- review gradings and salaries of the responsible officers to ensure they reflect the responsibility being placed upon them;
- train everyone involved in decentralisation of personnel matters, including the administrative staff in offices in regions and districts;
- produce a handbook outlining the powers, procedures and monitoring process involved in the decentralisation and delegation processes;

The appendix on page 3 provides a grid which may be of assistance in devising a Scheme of Delegation relating to many of the management functions involved in planning the teacher staffing requirements for a new session. Grids such as this are useful tools in such a process.

References:

Turning the Tables on Teacher Management

Chapters 1, pages 6-10

5, pages 24-27

11, pages 48-51

16, pages 69-71

Why Delegate?

Decentralising the Education System

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

pages 14-15

Appendix 1

PLANNING A SCHEME OF DELEGATION

(By using * indicate where responsibility should lie for each task shown)

Activities	M of E	TSC/ TSM/ Other	Region/ District	School	Ministry of Finance	Other
Setting staffing standards						
Estimation of: - school rolls - number of classes						
Number of teachers required for next year						
Number of teachers at present						
Estimate of number leaving by: resignation death other reasons						
Number to be offered study leave						
Number returning from study leave other reasons						
Number of teachers to be declared surplus						
Estimated number of vacancies						
Output from TTIs						
Recruitment from abroad						
Estimated number of other returners to teaching						
Recruitment from other sources						
Estimated shortfall in teacher establishment						
Appointment procedures: letter of appointment posting arrangements assessment of salary payment of salary						

SECTION 2

Planning the School Year

Introduction

The primary objective of teacher management is to ensure that schools are staffed with the requisite number of teachers appropriately trained and qualified for their task. Additionally, if the goals of the national curriculum are to be achieved it is essential that teachers are appointed in good time, that they are adequately supported administratively and financially and that they are aware of the aims and objectives of the curriculum which underpins the education system. Having a Scheme of Delegation which specifies where responsibility lies for each Teacher Management task together with a 'Planning Calendar' is, therefore, an essential element in any well structured education system.

Checklist

- (1) Are there National Staffing Standards?
- (2) Are these strictly adhered to ?
- (3) Are Headteachers able to calculate the staffing establishment for their own schools?
- (4) Have some, if not all, of the teacher management functions been decentralised?
- (5) Does a Scheme of Delegation exist which clearly specifies who is responsible for each action?
- (6) Has this been issued to all concerned?
- (7) Are officers at all levels fully aware of their responsibilities in these matters?
- (8) Is there a Planning Calendar which specifies annual target dates for each step, thereby ensuring that schools are staffed to their establishment?

Policy Suggestions

(Note: In this guide it is assumed that:

- (1) *the school year starts in January*
- (2) *all schools are to be fully staffed by that date.*
- (3) *responsibility for teacher management policy lies with the Ministry of Education or Teaching Service Commission*
- (4) *operational responsibility for staffing schools lies in the hands of the Regional or District Education Officer or another officer who is closely in touch with operational activities.)*

It is essential that Headteachers can calculate the number of teachers to which they are entitled. Only by knowing this figure can they plan and organise the timetable and teacher deployment within their schools. While it is recognised that teacher shortages

do exist and that subject imbalance arises in many schools, it is important that Headteachers are aware of what their position should be and are able to indicate to their Regional/District Education Officer, when vacancies arise, the qualifications which any replacement teacher should have.

To ensure that all schools are adequately staffed for the start of the new school session and that teacher availability is fully maximised the following steps are suggested:

- (a) determine well in advance the authorised teacher demand for the start of the coming year;
- (b) establish the likely teacher availability within the school, taking account of probable retirement and resignations;
- (c) finally, quantify the necessary extent of teacher recruitment.

Procedures for Consideration

It is suggested that all permanent appointments of qualified teachers are made centrally by the Ministry of Education or Teaching Service Commission. Thereafter, teachers, having regard to their personal preferences as far as possible, are allocated to regions or districts strictly in proportion to the total needs of the area.

The responsibility for ensuring that individual schools are adequately staffed should be that of the Regional/District Education Officer. This would include responsibility for posting, transfer, housing, salary payment and other day-to-day administrative processes. In situations where temporary staff must be appointed, this task should also be delegated to the Regional/District Education Officer.

Policy guidelines should be developed by the Teacher Management Department at Ministry of Education Headquarters or the Teaching Service Commission with a Scheme of Delegation detailing where responsibility lies for each Teacher Management task. As suggested in Section 1 the table on page 00 can be used as a planning tool entering against each item the department at headquarters or the region or district responsible for each teacher management element.

Not only must these tasks be carried out but they must be fulfilled in a logical order with adequate time being allocated to each. This leads to a 'Planning Calendar' and an illustration of one which is capable of adaptation to suit the needs of individual countries is shown on pages 6-9.

More detailed information on each topic is provided in succeeding sections of this guide.

References:

Turning the Tables on Teacher Management

Section B, pages 21-23

Chapters 12, pages 52-55

16, pages 69-71

Decentralising the Education System

Section 9.5, page 9

Setting Staffing Standards for Schools

A TIMETABLE FOR THE ANNUAL STAFFING EXERCISE

Month	Aim	Description of Activity	Responsibility
January	To review success of current staffing exercise	a) Compare estimates with actual rolls, staff levels b) Transfer teachers in/out as necessary	Regional Education Officers (R.E.Os.) or District Education Officers (D.E.Os.)
February	As January		
March	To review Staffing Establishment if necessary	a) Review changes in curriculum, if any b) Discuss budgetary implications c) Determine what can be afforded	Ministry of Education: Personnel, Curriculum, Inspection and Finance Divisions with Permanent Secretary
April	To determine Primary and Secondary Rolls for next year	a) Number of new Schools and Classes in a Region b) Attrition Rate c) Total New Enrolment d) Total estimated Roll/ Classes for next year by District	R.E.Os. or D.E.Os. Planning Dept Planning Dept Planning Dept
May	Ministry of Education to agree with R.E.O./D.E.O. and, in turn, with Headteachers - No of Classes/school - Teacher staffing level	a) Break down Region/District figures to school level b) Agree Rolls and Staff level with Headteacher	R.E.Os. or D.E.Os. R.E.O. or D.E.O. and Headteacher

The Annual Staffing Year (Continued)

Month	Aim	Description of Activity	Responsibility
June	To determine number of teachers available from within system	a) Visit to T.T.Is. to determine realistic outputs b) Check from Database number of retirements c) From past records estimate other teacher losses	Ministry of Education Personnel Dept. and Planning Unit
July	As for June	a) Prepare the staffing budget for the coming year b) Determine consequential costs (Transport, Housing, etc) c) Allocate provisional budget to Regions/ District	Ministry of Education: Personnel and Finance HQ and R.E.Os. or D.E.Os. Ministry of Education: Finance Dept.
August	To determine accurately teacher demand by school for the coming year	a) Number of compulsory transfers to be made within District across Districts b) Number of voluntary transfers to be granted c) Seek resignations/ retirals d) Fill promoted posts in new schools	R.E.Os. or D.E.Os. R.E.Os. or D.E.Os. Ministry of Education: Personnel Dept R.E.Os. or D.E.Os.

The Annual Staffing Year (Continued)

Month	Aim	Description of Activity	Responsibility
September	To procure teachers to fill expected vacancies to fill expected	a) Recruitment abroad b) Voluntary transfers arranged for start of new session c) Complete filling of promoted posts in new schools d) Advertise consequential vacancies	Ministry of Education: Personnel Dept. R.E.O. or D.E.O. R.E.O. or D.E.O. R.E.O. or D.E.O.
October	As September	a) Arrange to transfer a number of experienced teachers to staff new schools b) Compulsory transfers made c) Interviews held with final year students d) Local Advertisements of vacancies e) Provisional housing allocations arranged	R.E.O. of D.E.O. Personnel Dept assisted by R.E.O./ D.E.O. Personnel Dept R.E.O. or D.E.O. R.E.O. or D.E.O.
November	To deploy teachers to fill vacancies	a) Offer appointments by District to final year students (subject to examination results) b) Offer appointment to candidates from abroad	Ministry of Education: Personnel Dept Ministry of Education: Personnel Dept

The Annual Staffing Year (Continued)

Month	Aim	Description of Activity	Responsibility
December	To make final arrangements for staffing schools for next session	a) Deploy new teachers to schools b) Salary Assessment made c) Advise Ministry of Finance on Salary payment	R.E.O. or D.E.O. R.E.O. or D.E.O. R.E.O. or D.E.O.

SECTION 3

Recruitment and Appointment

Introduction

Recruitment, selection and appointment should be seen as a series of related activities designed to ensure that the best available and most appropriately qualified teachers are found for individual schools. The various steps in the process are:

- Stage 1 - Determining the vacancy
- Stage 2 - Attracting candidates
- Stage 3 - Filling the vacancies
- Stage 4 - Issuing the documentation, including the letter of appointment, job specification, salary scale and notch on scale, code of conduct, disciplinary regulations etc.
- Stage 5 - Instructing the teacher about reporting for duty

Although these steps are important for all appointments they are particularly essential when filling promoted posts (see Section 9).

Checklist

- (1) Are there clear policies which ensure that:
 - a vacancy does exist;
 - the grade, qualifications and experience required are known by the appointing officer;
 - the priority to be given to the filling of the post is ensured;
- (2) For unpromoted posts has the Headteacher or District Education Officer been given the opportunity to request any specific attributes or interests the successful applicant should have?
- (3) Is there a policy on advertising vacant unpromoted posts?
Is this strictly adhered to?
- (4) What background information about the applicant is sought before an appointment is considered? Is this gleaned by a single reference or by a number of reports?
Who are the most able to give an unbiased opinion on the suitability of the candidate?
- (5) Have clear criteria been established on who will be interviewed for vacant posts, the form of interview, the structure of the appointment panel, and who has the final authority to recommend appointment or rejection?
- (6) Is there a defined series of steps which leads to the issue of a letter of appointment which includes full information about salary etc?

Policy Suggestions

It is important that there be clear documentation which sets out the staffing levels for schools of different types and different sizes. These staffing standards should be inviolate and be used to establish, in this context, when a vacancy exists. Nevertheless, Headteachers of secondary schools should have the right to express their preferences for the subject(s) in which the appointee is qualified; in the case of primary schools the range of experiences which would be most valued.

Job descriptions should be prepared in clear terms for all categories of staff. They are essential both for measuring performance and self-evaluation and are also invaluable for appraisal, promotion and disciplinary purposes.

To ensure transparency the procedures used in making appointments should be published and followed rigorously in the filling of all teaching posts.

Procedures for Consideration

A systematic approach is necessary which

- is seen to be fair;
- follows a logical sequence of events;
- guarantees equality of opportunity for all candidates;
- has procedures which ensure objectivity and avoid nepotism;
- reduces bureaucracy to the minimum, ensuring posts are filled without undue delay.

To meet these principles attention should be given to

- publishing regulations concerning the principles which must be followed before an appointment is made;
- decentralising the authority for making appointments of unpromoted teachers.

To ensure that the appointment process is achieving all that it sets out to do a periodic review should be instituted with comments sought from everyone involved. This should include submissions from professional associations and teacher unions.

References:

Developing a Professional Teaching Service

*Chapters 6
11*

Turning the Tables on Teacher Management

*Chapters 12, page 53
19, pages 79-83
20, pages 84-86*

Why Delegate?

Chapter 4, pages 21-22

SECTION 4

Posting and Deployment

Introduction

The enthusiasm and commitment of newly appointed teachers, particularly those straight from teacher training institutions, must be captured and used for the benefit of the young people who will be in their care. These qualities must not be allowed to be lost or dissipated by poor posting and inefficient deployment arrangements.

Checklist

- (1) Are there clear procedures for notifying the teacher(s) involved, the Regional/District Education Officer and the Headteacher of appointments made?
- (2) Is notification made without undue delay?
- (3) If the Regional/District Education Officer is responsible for deployment what arrangements are made to inform the teacher of the posting made?
How much delay does this involve?
Can it be minimised?
- (4) Are unsuccessful candidates notified immediately once acceptance has been received from the successful applicant(s)?
- (5) If housing is necessary has the availability of a house been confirmed?
Is the responsibility for allocating housing clearly defined?
If it lies with a department or section other than Education what liaison arrangements exist?
Are these efficient?
- (6) What relocation arrangements (transport, allowances etc) exist?
How are these organised and notified?
- (7) Are there clear procedures for reporting the date the teacher took up post?
Does this ensure that salary and allowance payments will be made on the due date?
- (8) Is there a national policy on induction ?
Who is responsible for ensuring that the teacher is welcomed?
Who resolves any problems which arise?

Policy Suggestions

In situations where all teaching appointments are made centrally, the volume of work involved slows down the posting and deployment processes. It is suggested that all unpromoted posts are made at regional or district level which permits appointment, deployment and posting to be handled as a single process. Headteachers, then, can be more closely involved and housing, transport and other logistical issues can be resolved on a personal basis.

Procedures for Consideration

Teachers who are qualified to fill unpromoted posts could be approved nationally and placed on a list circulated to all Regional and/or District Education Officers.

The Regional/District Education Officer, on learning of a vacancy, would confirm that one exists in accordance with the staffing formula, that housing is available or that other necessary arrangements can be made. Thereafter, a suitably qualified teacher would be sought from the approved list.

The necessary documentation would be completed by the Appointing Officer with appointment details sent to the Ministry of Education or Teaching Service Commission (and to the salary section if separate) and the teacher be informed of the starting date and other arrangements made for taking up the post.

Promoted staff are normally appointed centrally. Because of the distances involved it is important that the Regional/District Education Officer should be closely involved to ensure that the posting arrangements can be achieved without unforeseen problems arising.

References:

Setting Staffing Standards for Schools

Part A, page 7

Turning the Tables on Teacher Management

Chapters 3, pages 14-17

5, pages 24-25

12, pages 52-55

SECTION 5

Probation and Confirmation

Introduction

While the completion of a course of teacher training may lead to a qualification this, by itself, does not ensure that the newly qualified professional has all the necessary attributes to be recognised, publicly or professionally, as a fully-fledged teacher. Most countries require a newly qualified teacher to serve a period of probation and, subject to satisfactory reports over a period of time, to seek confirmation. This is normally granted by the appointing authority but, in some countries, confirmation is granted by an independent body and is taken as the act of conferring professional status.

Checklist

- (1) Are there clear policies on: (a) probationary service
(b) confirmation?
- (2) Have guidelines been provided for Headteachers, District Education Officers and Personnel Officers on these topics?
Have detailed procedures been published for their guidance?
- (3) Are the responsibilities of each cadre of supervisors clearly defined?
- (4) Is there a timescale within which confirmation must be granted or refused?

Policy Suggestions

Probation must be seen as a period of consolidation based on practical teaching experience. Teachers should be adequately supported during this time and be provided, on a regular basis, with guidance and assistance by those nominated as their mentors.

To ensure that confirmation is awarded without delay it is suggested that, because of their detailed knowledge of the teacher, Headteachers rather than Inspectors, whose workload is onerous, should make the initial recommendation. Only where an appeal is made by a teacher against a Headteacher's refusal to propose confirmation should the inspectorate be involved.

Procedures for Consideration

The probation system must be regarded as one of the key elements in developing a professional teaching service. To ensure that this is so, the period of probation must have the following characteristics:

- the teacher's work must be under continuous review;
- the teacher must demonstrate that he/she has given adequate time to the preparation of lessons and the correction of pupils' work;
- the teacher must be given adequate support, guidance and counselling by the Head of Department and the Headteacher;

- regular reviews of the teacher's progress must be arranged by the Headteacher;
- the final report on the probationer teacher should not contain any element which has not been raised during the periodic reviews.

If teaching is to be seen as a professional service it is important that all teachers should have the opportunity to see and comment on their final probationary report before it is submitted.

The body granting confirmation should be able to:

- grant confirmation;
- refuse confirmation;
- defer a decision on confirmation for a limited period and afford the opportunity for the probationer teacher to start afresh in another school.

References:

Developing a Professional Teaching Service

Chapter 8

Turning the Tables on Teacher Management

Chapters 7, page 32
12, page 53

SECTION 6

The Transfer of Teachers from One School to Another

Introduction

Without coherent and consistently applied policies on teacher transfer some schools would soon become over-staffed while others could continue to languish below their approved establishment. While some staffing imbalance may be reduced by teachers seeking voluntary transfer, this can have only a marginal effect. In some countries acceding to voluntary transfer, requests can actually exacerbate the situation. For example, the schools most frequently over-staffed are those in the capital city, for which requests for voluntary transfer are most prevalent, while schools in the rural areas, to which teachers are reluctant to move, are often well below their entitlement.

Compulsory transfer is not a popular concept with teachers, Headteachers and administrators. Nevertheless, it is an essential tool in teacher management if the best use of the available finance for teacher staffing is to be achieved and the shortage of trained teachers is to be overcome.

Checklist

- (1) Are regular checks made of each school's teaching establishment against 'teachers in post'?
- (2) Are there policies in place to handle the compulsory transfer of teachers in surplus?
- (3) Do existing policies allow for compulsory transfers to take precedence over requests for voluntary transfers?
- (4) Have these policies the support of the teacher unions and professional associations?
- (5) Do these rules take account of subject imbalance?
- (6) Do Headteachers and teachers understand these policies?
- (7) Are teachers fully aware of the rules for teacher transfer?

Policy Suggestions

Teachers who, either because of a new appointment to a school to correct subject imbalance or because of a reduced complement of staff, are 'surplus' to the school's entitlement should be identified for 'compulsory transfer'. It is essential that guidelines are agreed with the teacher unions and professional associations on how this should be done. For example, a policy where the teacher with the shortest length of continuous service in the department with extra teachers is the one to be declared 'surplus' could be generally acceptable. Some exceptions might be agreed as part of the policy. For example, a teacher who had been compulsorily transferred could be exempt from a further move for a period of three years.

A teacher requesting a voluntary transfer should be offered a list of appropriate vacant teaching posts and be allowed to choose from this list. Requests by teachers for a transfer on a voluntary basis either to be closer to home, for personal reasons, or to gain a different teaching experience should be acceded to where possible. However, it is essential that the transfer be granted only if the new school has a teaching vacancy and the teacher is appropriately qualified and suitably experienced for the post.

Procedures for Consideration

In the majority of situations it is advisable to arrange the transfer of teachers at the start of a new session or, if that is not possible, at the start of a new term. Transfer arrangements should be an integral part of the annual timetable for staffing schools, some guidance for which is given in Section 2 of this guide.

Having established, as far as possible the probable staffing establishment for the coming year and matching this against teachers in post the surplus or shortage of teachers in each school can be found. Where surpluses occur, requests for voluntary transfers can be invited. If this fails to solve the problem, the names of the teachers who are to be compulsorily transferred can be determined.

To ensure existing staff are given preference in the filling of vacant posts, the 'matching-in' of teachers for compulsory transfer should take place in advance of making appointments to vacant unpromoted posts in schools either by voluntary transfer or by new appointment.

The Regional/District Education Officer should be delegated the task of handling all transfers in the region or district, acting within the policy agreed for the country as a whole.

References:

Turning the Tables on Teacher Management

Chapter 12, page 53

SECTION 7

Appraisal

Introduction

Appraisal is viewed by many in the teaching profession, as in other areas of government service, as a bureaucratic process which has little relevance to the task of teaching and the process of learning. While the purposes of appraisal can be fully justified, it is the manner in which it has been carried out over the years that has brought it into disrepute. Teachers, Headteachers and others complete the appraisal proformas as a routine, if not boring, task and with little respect for the fundamental objectives of the system. Thereafter, the completed forms all too frequently lie unused or are placed in the teachers' files for no clear purpose.

Unless appraisal can be seen by all involved to have defined and transparent objectives which are of value to the teacher and the education system as a whole there can be no real future for appraisal.

Checklist

- (1) Are all teachers, Headteachers and Inspectors aware of the aims and objectives of appraisal?
- (2) As part of school development planning and teacher self-evaluation, have all members of the school staff been encouraged to set targets for themselves?
- (3) Is the system based on continuous assessment, ensuring that the teacher is aware of the quality and shortcomings of his/her performance?
- (4) Have promoted staff been properly trained to make assessments of the staff they supervise?
- (5) Have the appraisal proformas in use been designed specifically for the school situation?
- (6) Are the questions asked relevant, specific and able to be answered by the appraisee and the appraiser?
- (7) Is there an outcome to the process which leads the person appraised to see a benefit?

Policy Suggestions

For success, appraisal must be firmly rooted in a structured evaluation system. All teachers, whatever their rank, must have a clear job specification; school development planning should establish educational priorities of which every teacher in the school must be aware; subsequent preparation for implementing the development plan should require each teacher to review his/her own strengths and weaknesses in the priority areas; continuous assessment of performance by a colleague should reinforce this self-evaluation. Formal appraisal is the end product of this process.

The purpose(s) of appraisal must be fully understood by teachers and their managers. This requires a clear statement indicating that appraisal will be used for one or more of the following:

- (a) leadership qualities;
- (b) promotion;
- (c) salary increment;
- (d) professional development;
- (e) identification of incompetent teachers.

Without a policy based on these objectives teachers will always view appraisal with suspicion, resistance or outright opposition. The following are the main principles required to underpin a successful appraisal system:

- appraisal must be seen to be a coherent component of teacher management;
- it should be aimed, primarily, at improving teaching skills and teacher knowledge;
- all teachers, including Headteachers, must be included in the process, preferably on a continuous assessment system;
- appraisal should never be used as a disciplinary tool - separate procedures must exist to handle any suspected disciplinary offence;
- an appeal clause is an essential component of an appraisal system if teacher confidence is to be encouraged.

Procedures for Consideration

The appraisal scheme used by administrative departments of government, having substantially different aims and objectives, should never be imposed on the school system. If a successful appraisal scheme for teachers is to be formulated, it is essential that they and their professional associations are involved in its development.

When planning procedures for the appraisal of teachers the following points should be borne in mind:

- appraisal must have positive rather than negative outcomes;
- if appraisal is to be objective, rather than subjective, in nature it must be based on a clear job specification for every grade of teacher;
- effective appraisal should be based on teacher self-evaluation and a system of continuous assessment. It should be, therefore, formative, rather than summative, encouraging teachers to identify their shortcomings and to take action to improve their performance;
- formal appraisal should be carried out by an immediate superior who has responsibility for the supervision of the teacher's day-to-day work;
- an appeal system should be included to ensure that personality clashes can be overcome;
- clear links should be developed between a teacher's appraisal and a plan for his/her personal professional development.

References:

Progress through Self-Evaluation: The Path to a Better School

Unit 1, pages 8-14

Unit 2, pages 15-19

Unit 3, pages 30-32

Turning the Tables on Teacher Management

Chapter 8, pages 34-36

Why Delegate?

Chapter 6, page 28

SECTION 8

Staff Development

Introduction

Staff development in the education service may be defined as the planned process designed to improve the effectiveness of teachers, individually and collectively, by enhancing their knowledge and skills in response to modern information, fresh ideas and changing circumstances with the intent of improving, directly or indirectly, the quality of pupils' education.

Staff development programmes, therefore, must aim at raising the competence of teachers, stimulating their attitudes and improving their theoretical and practical understanding of the subject matter they profess. Teachers, being individuals, have differing needs and, for that reason, a wide range of training opportunities must be available in all schools.

Checklist:

- (1) Have guidelines been issued by the Ministry of Education on staff development?
- (2) Has guidance been given on when and how often staff development should take place?
- (3) Through training, have Headteachers been made aware of the wide range of professional development opportunities which exist within schools?
- (4) Are teachers' professional associations encouraged to participate in the provision of in-service training?
- (5) For those courses which lead to additional qualifications do guidelines exist on how to identify the most suitable teachers?

Policy Suggestions

It is essential that a policy statement is formulated by the Ministry of Education and issued to all schools. This should cover the provision of:

- planned and structured learning experiences for groups of teachers;
- short courses or experiences which benefit the individual;
- approved courses which lead to additional qualification.

To implement such a range of programmes adequate time and finance must be made available.

Time could be found by:

- utilising part of the holiday period when pupils are out of school;
- having a longer day for teachers than for their pupils;
- regulating a specified number of days, say, one or two each term, to be set aside for staff development.

The budget for professional development must cover three main areas:

- in-school training;
- local in-service courses;
- longer courses leading to additional qualifications.

To ensure that a comprehensive staff development programme is provided by every school within a restricted budget the emphasis must be on the first of these three areas.

The staff of teacher training institutions must be involved in both school and local training initiatives. By doing so, teacher trainers will come to see and understand current problems faced by teachers and, as a result, pre-service training should become more relevant, fitting and realistic.

Procedures for Consideration

A comprehensive staff development programme should place more emphasis on the 'on-the-job' component than others which take place out of school. Good leadership which encourages self-help developments, designed by staff and taking place within the school, must be the backbone of professional development activities. The release of teachers, with the possible provision of temporary appointments to cover teachers away from school on courses, makes longer courses much more costly.

The appraisal process identifies strengths and weaknesses of individual teachers. This can be analysed for the school as a whole, allowing an appropriate staff development programme to be designed by the Headteacher. In addition to training sessions for all other forms of staff, training for individual teachers should be considered. These could include preparation of a discussion paper for a departmental meeting, visiting other departments or schools, participating in team teaching and a range of other activities which expose the teacher to a wider horizon of knowledge, skills and attitudes.

The introduction of school development planning also has a major influence on the content of in-school programmes. In essence the process is cyclical with Development Planning leading to self-evaluation; this in turn is related to appraisal, hence professional development without which development planning would fail. Finally, if it is found that the teachers in the school are not adequately updated in their knowledge and skills the development plan will have to be modified.

References:

Turning the Tables on Teacher Management

Chapters 6, pages 27-30
8, pages 37-38
14, page 59
22, pages 91-93

Why Delegate?

Chapters 2, page 15
6, pages 27-28

Training and Support for Headship in Africa

Chapter 5, pages 38-46

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

pages 18-20

SECTION 9

Leave of Absence

Introduction

Apart from annual leave regulations, leave of absence should be based on the principle that teachers do not make personal arrangements which conflict with the condition that they be on duty at all the times required by the terms of their conditions of service. The need to ensure continuity of education for their pupils must always be the overriding consideration.

However, there are certain exceptions to this principle. To deal with such situations regulations should be issued to cover:

- (a) maternity leave;
- (b) study leave;
- (c) special leave;
- (d) compassionate leave

It is important that teachers are fully aware of the terms covering such leave of absence and how application must be made. Applications for the first three should be made well in advance of the dates involved. Compassionate leave must be handled locally as and when the situation arises.

Checklist:

- (1) Have regulations been issued which specify in detail the different forms of 'leave of absence' and how application must be made?
- (2) Do these indicate whether the leave is with or without salary?
- (3) Do any of the types of leave of absence constitute a break in service with consequences for pension rights?
- (4) Are Headteachers fully aware of the types of leave they have the authority to grant without reference to the Regional/District Education Officer?
- (5) Have these powers been included in the Scheme of Delegation?
- (6) Are copies of the regulations on leave of absence available to all teachers?
- (7) Do the Leave of Absence Regulations indicate how the leave granted is to be recorded?

Policy Suggestions

A section of the Scheme of Delegation for Regional/District Education Officers and Headteachers should contain guidance on leave of absence. This would specify in detail the forms of leave, with thresholds, which may be granted by the Headteacher. Apart from study leave for long periods of time, which can have policy implications and considerable costs, all other leave of absence should be able to be granted or refused by the Regional/District Education Officer.

Where a teacher believes that leave has been refused by his/her Headteacher and that extenuating circumstances have not been fully recognised, the matter should be able to be referred to the Regional/District Education Officer. To prevent all refusals being appealed, the decision of the Regional/District Education Officer should be final.

Procedures for Consideration

For ease of administration and the development of effective personnel policies various forms of leave of absence should be able to be granted by the Headteacher. These could be compassionate leave (which includes the death of a close relative, a serious family illness etc), leave to attend a district council meeting or to attend a court. A threshold should be included which limits the duration of the leave of absence and the number of days which could be paid and the number unpaid.

Other applications for leave of absence, which would include requests for periods longer than those delegated to the Headteacher, should be referred to the Regional/District Education Officer. Such applications might well include leave of absence:

- for house removal;
- for marriage during term time (which would only be considered in exceptional circumstances);
- to campaign as a parliamentary candidate;
- for attendance at a conference of a professional association or trade union meeting.

Applications for maternity leave would normally be dealt with by the Regional/District Education Officer. Likewise, any leave which requires the employment of a replacement teacher should be handled at district or regional level.

Study leave covering periods of up to one term might be granted in the same way but courses covering longer periods, because of their cost and possible policy implications, should be handled by the Ministry of Education.

It is highly probable that the Ministry of Education would wish to handle all applications which require a teacher to leave the country during term time.

References:

Turning the Tables on Teacher Management

Chapters 7, page 32

12, page 54

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

pages 6-7

SECTION 10

Promotions

Introduction

Promotion is viewed by the great majority of teachers as the vehicle which provides professional progress and salary enhancement. It introduces a form of competition which at times is healthy but at others, because of the inadequacies in the procedures used, produces rancour, bad feeling and disenchantment.

It is, therefore, essential that promotion arrangements are seen to be open to all those who are suitably qualified, that selection for consideration is carried out in accordance with agreed procedures, that the actual appointment is made using professional criteria and that the process as a whole can stand detailed scrutiny.

Checklist

- (1) Do guidelines exist which ensure that:
 - the vacancy does exist at the level requested?
 - there is a procedure which ensures that the appointing panel knows the grade, qualifications and experience of acceptable candidates?
 - the appointing panel is provided with a priority grading for the filling of the post?
- (2) Has a job description been devised for each promoted grade of teacher?
Is this available to all Personnel Officers handling appointments?
- (3) Has the Headteacher or District Education Officer been given the opportunity to provide a detailed description of the personal qualities sought for the post?
(This would include such matters as disposition, aptitudes, interests, as well as attainments, experience etc)
- (4) Is there a policy on advertising vacancies of all promoted grades of teachers?
Is this strictly adhered to?
- (5) What background information is sought before an appointment is considered?
Is this by a single reference or by a number of reports?
What other evidence of suitability is considered?
Who are the most able to give an unbiased opinion on the suitability of the candidate?
- (6) Have clear criteria been established on the selection of the candidates for the appointment?
For example:
 - who is involved in the appointment?
 - will selection be by interview?
 - if so, what form will the interview take?
 - what factors are to be taken into account before a recommendation for appointment is made?

- (7) Is there a defined series of steps which leads to the issue of a letter of appointment, including the arrangements for the payment of salaries and allowances?
- (8) What procedures exist to inform unsuccessful candidates of the outcome?

Policy Suggestions

A systematic approach is necessary which:

- is seen to be fair and transparent;
- ensures that all suitably qualified and experienced candidates can apply for the vacancy;
- follows a logical published sequence of events;
- ensures equality of opportunity for all candidates;
- has procedures which ensure objectivity and avoid nepotism;
- reduces bureaucracy to the minimum;
- ensures that the opportunity exists for a professional input into the selection and appointment process;
- is designed to fill vacant posts without undue delay.

Procedures for Consideration

It is important that there be clear documentation which sets out the promoted staff establishment for schools of different types and different sizes. This establishment should be strictly adhered to and be used to recognise when a vacancy for a promoted post exists.

Secondary Headteachers should have the right to express their views on which subject the candidate should be qualified. In the case of primary schools the Headteacher should be consulted with regard to the acceptable qualifications and level of experience the candidates should profess.

Job descriptions and job specifications should be prepared in clear terms for all categories of staff. They not only assist the newly promoted teacher to be aware of his/her responsibilities but are essential for measuring performance and are helpful for appraisal, promotion and disciplinary purposes. When appointing Headteachers it can be of value to have the District Education Officer prepare an appendix outlining the specific characteristics of the vacant post and an outline of the qualities required from the applicants.

To ensure transparency the procedures used in filling vacancies should be published and followed in making all appointments. The involvement of teacher representatives in filling promoted posts ensures that professionals have an input to the process. To make the process more efficient, consideration should be given to decentralising the more junior promoted posts. Steps would require to be taken to ensure nepotism did not arise.

The basic principles adopted for the appointment of unpromoted staff should, therefore, be extended when filling promoted posts by:

- Stage 1 - Checking the nature of the vacancy
- Stage 2 - Producing a job analysis and a job description

- Stage 3 - Attracting suitable candidates
- Stage 4 - Using widely experienced and highly respected teachers to assist with filling the vacancy
- Stage 5 - Issuing the documentation which should include the contract, job specification, salary scale and notch on scale, code of conduct, disciplinary regulations etc.

Whatever procedures are adopted they must gain the respect of the teaching community. Without this there will be no faith in, and commitment to, the education system. To ensure that the appointment process is achieving all that it sets out to do, a periodic review should be instituted with comments sought from all involved.

References:

Turning the Tables on Teacher Management

Chapters 12, page 53

18, pages 76-78

SECTION 11

Discipline and grievance

Introduction

If matters of a disciplinary nature in schools are to be handled professionally and brought, from the viewpoint of both management and teacher, to a successful conclusion, there must be clear and unequivocal rules for handling such issues. All too often disciplinary problems are dealt with on an unofficial basis, with the result that when a major incident arises, no history of previous incidents is on the teacher's record. It is imperative that clear disciplinary rules and procedures exist and are applied whenever any incident is brought to the notice of the Headteacher.

Similarly, grievance procedures should exist which permit teachers to raise any matter of a professional nature which, from their point of view, has given rise to unfair treatment or to an unjust decision being recorded which could reflect upon them adversely at a later date.

Checklist

- (1) Does the Scheme of Delegation clearly specify the responsibilities of the Headteacher, the Regional and/or the District Education Officer when a disciplinary or grievance complaint is raised?
- (2) Are the procedures to be followed laid out in print?
- (3) Is this available to all teachers in every school?
- (4) Are all Headteachers fully aware of how to deal with an alleged disciplinary offence or grievance complaint?
- (5) Have they been adequately trained in handling disciplinary and grievance issues?

Policy Suggestions

A professional Code of Conduct (or Code of Regulations) is one method of stating in clear and unambiguous terms the professional standards expected of teachers. Without this teachers, in certain circumstances, could claim that they have not acted inappropriately.

As it is possible in many countries for a teacher to pursue a disciplinary case in a court of law or industrial tribunal the rules applied must ensure that the principles of natural justice are not infringed. It is, therefore, important to make accurate records of the investigation, the statements made by all involved including the teacher and the witnesses and of any senior member of staff who was present as an assessor.

The disciplinary sanctions which may be imposed should adopt a 'stages' approach but it must be appreciated that certain breaches of the disciplinary code could result in more serious sanctions being applied immediately. The stages could be:

- (a) oral warning;
- (b) written warning;

- (c) final written warning;
- (d) sanction short of dismissal (loss of increment, demotion etc);
- (e) dismissal,

It is important that appeals be heard by a senior officer who was not involved in any way with the original disciplinary procedures.

Principles for Consideration

A. Disciplinary Procedures

The following principles should be adopted in preparing any set of disciplinary procedures:

- (1) Written disciplinary rules should be published and be available to all teachers for perusal.
- (2) The rules must provide for disciplinary action to be dealt with without undue delay.
- (3) Individuals must be informed of the complaint(s) against them and be afforded an opportunity to state their case before a disciplinary hearing is arranged.
- (4) No hearing must be arranged until a full investigation has been made of the complaint and a report prepared.
- (5) The teacher involved should be given the right to be accompanied at all hearings by a friend or professional representative.
- (6) The hearing should not be conducted by the person who carried out the investigation and prepared the report.
- (7) The range of sanctions which may be applied must be indicated.
- (8) The levels of management empowered to take the various forms of disciplinary action must be clearly specified.
- (9) The disciplinary rules must provide a right of appeal and specify the procedures to be followed.
- (10) The disciplinary rules should clarify that, except for gross misconduct, a teacher will not be dismissed for a first breach of discipline.

B. Grievance Procedures

The same basic principles should apply in forming the rules for grievance.

Procedures for Consideration

When faced with a disciplinary complaint a Headteacher (or Regional/District Education Officer) should:

- (a) have a senior member of staff investigate the allegation and gather all the relevant facts;
- (b) be clear about the nature of the alleged offence;

- (c) decide on whether to offer advice and counselling or take formal disciplinary action;
- (d) arrange a disciplinary interview at which:
 - the issues are clarified;
 - the teacher is allowed to state his/her case;
 - all witnesses are heard and, if requested, cross-examined;
 - any new facts which arise are taken into account;
- (e) adjourn the hearing to provide time for consideration of all the evidence;
- (f) consider all the factors presented at the hearing before reaching a decision, and, where appropriate, fixing a penalty;
- (g) reconvene the hearing to inform the teacher of decision and right of appeal;
- (h) record the action taken with details of the case and names of all witnesses;
- (i) monitor the subsequent performance of the teacher.

Similar procedures should exist for dealing with grievances.

References:

Developing a Professional Teaching Service

Chapter 9

Turning the Tables on Teacher Management

Chapters 9, pages 39-43
12, page 55

Training and Support for Headship in Africa

Chapter 2, pages 6-7

SECTION 12

Resignation, Retirement et alia

Introduction

Teachers may leave the education service for a number of reasons. These include:

- (a) resignation;
- (b) retirement;
- (c) desertion of post;
- (d) dismissal;
- (e) death.

It is essential that clear policies exist to deal with each of the above and that everyone involved, particularly Headteachers, are fully aware of the action they must take when such an event occurs. Not only must the necessary steps be taken to cancel salary and allowance payments and deal with any housing issues but some form of communication appropriate to the situation should be sent to the teacher or the relatives.

Checklist

- (1) Have policy statements been drafted on resignation, retirement etc?
- (2) Have instructions been issued to Regional and/or District Education Officers regarding the action to be taken when resignation, retirement, desertion of post, dismissal or death arises?
- (3) Are all Headteachers aware of the actions they must take when such situations occur?
- (4) Has a timescale been built into the procedural arrangements?

Policy Suggestions

When a post becomes vacant for any one of the reasons described above steps must be taken without delay to inform the finance department. This is particularly important when payments to teachers are made directly into their bank accounts.

On retirement and on death the Ministry of Education should be seen as a caring employer. A senior officer at local level must ensure that appropriate responses are made whenever these situations are notified.

As the dates of resignation and retirement are normally known some time in advance, steps should be taken as soon as intimation is made to find a replacement. The school roll should be examined to ensure that a real vacancy exists. If this is confirmed the Headteacher, particularly in secondary schools, should be asked to indicate the teaching subjects the school most urgently requires. The Regional or District Education Officer should be involved, particularly where it is possible that the vacancy might be filled by a transfer from a school in the neighbourhood which is overstaffed.

In the case of retirement of promoted staff, particularly in the case of Headteachers, the vacancy should be advertised at the earliest possible date and moves made to fill the post with the minimum of delay.

Procedures for Consideration

When a teacher retires, administrative action must be taken to ensure that the payment of salary and allowances cease and that the pension due is authorised. Where the teacher has given long and faithful service, a letter of thanks should be sent. In the case of teachers, this could be the responsibility of the Headteacher; in the case of Headteachers the letter should be signed by the District/Regional Education Officer and, in exceptional cases, by a senior officer in the Ministry of Education.

When a teacher in service dies, it is important that the Headteacher offers condolences to the family and supports them in an appropriate manner. The education service must appear to the family and the community as a caring and supportive employer.

Desertion by a teacher of his/her post must be reported by the Headteacher immediately. Action should then be taken to cancel salary and allowance payments. It may be necessary to trace the teacher in order that any outstanding loans can be repaid.

Dismissal will only arise when authorised by the Ministry of Education, the Teaching Service Commission or other employing body. It is important that the Regional or District Education Officer and the Headteacher are informed at the earliest possible date if this occurs. In certain circumstances parents should be advised of this action.

References:

Turning the Tables on Teacher Management

Chapters 11, pages 48-51

19, page 82

20, pages 84-86

SECTION 13

Teachers' Records

Introduction

Effective teacher management depends on having both an accurate record for every teacher and a data-base which is the foundation of a Management Information System.

Teachers' records supply the data necessary for determining educational qualifications, salary scale, pension rights and all the other essential historical documentation about individuals.

The database provides the aggregated figures which are crucial for planning the future needs of the education service. This includes summary information for every teacher in service recording age, sex, qualifications, nationality, appointment date, post held etc and from which teacher wastage, teacher demand, trends in qualifications, training needs can be calculated. From databases of this nature, in a form which permits ready interrogation, educational planners can ensure that the correct number of teachers, appropriately qualified, will be available to meet future demand.

Checklist

- (1) Is the existing structure for maintaining teacher records appropriate to the needs of your country?
- (2) Can those officers responsible for day-to-day teacher management gain direct access to individual records?
- (3) Are all records maintained accurately and are they up-to-date?
- (4) What security arrangements are in place?
- (5) Can aggregate information about every teacher in service be obtained without recourse to sending questionnaires to schools?
- (6) Is this information in a form which can be interrogated?

Policy Suggestions

As the size of the teaching force in most countries runs into thousands, individual teachers' records should be maintained at regional or district level. This ensures that the accuracy of the records can be checked from time to time and, with the registry being of a reasonable size, records can be maintained in an acceptable condition. Additionally, the loss of records is less likely to arise when they are filed locally in a relatively compact registry. If effective decentralisation of day-to-day teacher management is the aim, then the record should be kept where it is most used.

With computers and modern telecommunication facilities it is entirely feasible to maintain an accurate and up-to-date database, which handles only figures, at a central point. It should be relatively easy to send the essential details about individual teachers, when changes in their circumstances arise, from districts/ regions to the Planning Department of the Ministry of Education.

Procedures for Consideration

When a teacher appointment is made the teacher's file should be opened. The file should then be passed to the district/region to which the teacher is posted. All written documentation relating to the teacher including school appointment, salary scale and allowances, confirmation, transfers, promotions and other personnel matters will be maintained in this file.

Notification of the initial school posting and of each subsequent change in the circumstances of individuals must be notified to the central point where the computerised data-base is maintained. This could be by a casualty return, sending a computer disc containing a weekly or monthly summary of changes or a direct message using a modem. The important factor is that changes are notified on a regular basis and that a backlog of information is not allowed to develop in the District/Regional Office.

Steps should be taken to ensure that teachers' records are maintained in the registry under secure conditions with access to them being strictly controlled. Training for the staff of the registry, covering these and other responsibilities, is essential. Their performance should be monitored regularly.

References:

Developing a Professional Teaching Service

Chapter 10

Turning the Tables on Teacher Management

*Chapters 7, page 33
15, pages 62-65*

Developing a Data-Base for Teacher Management

Good Registry Practices

Teacher Morale and Motivation in Sub-Saharan Africa: Making

Practical Improvements

Page 13-14

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

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*

THE TEACHER'S WORLD

Working Group on the Teaching Profession

A reference guide for teacher managers

The education service in most African countries has expanded at a profound rate in the last three decades. This has created a variety of administrative and management problems for the education system.

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

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

This publication is part of the ongoing **Teacher Management and Support** series (TMS), led by the Commonwealth Secretariat under the auspices of the Association for Development of Education in Africa (ADEA).

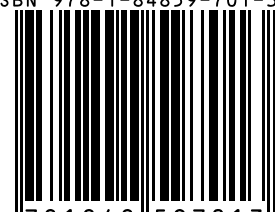


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