



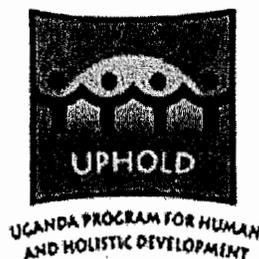
EDUCATION MANAGEMENT STRENGTHENING INITIATIVE: MANAGING FOR QUALITY

PERFORMANCE IMPROVEMENT TOOLKIT

This document serves as a supplemental resource for education managers involved in the EMS Initiative. Combined with EMS training workshops and other professional development opportunities, including self-study and Peer Group Meetings, the resources, activities and tools can help lead to enhanced management performance and, ultimately, improved quality of primary schools in Uganda.

DRAFT

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TOOL 5.3	Overview of the New Performance Appraisal Scheme	48
TOOL 5.4	The Strategies of a Leader.....	53

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ABBREVIATIONS

BEPS	Basic Education Policy Support
CBO	Community Based Organisation
CCT	Coordinating Centre Tutor
CDA	Community Development Assistant
CDO	Community Development Officer
CIE	Community Involvement in Education
CPC	Community Participation Coordinator
CPD	Continuous Professional Development
CSO	Civil Society Organisations
DEO	District Education Officer
DIS	District Inspector of Schools
EMIS	Education Management Information Systems
EMS	Education Management Strengthening
EO	Education Officer
ESA	Education Standards Agency
HOP	Heads of Programmes
HT	Headteacher
IS	Inspector of Schools
MoES	Ministry of Education and Sports
NGO	Non Governmental Organisation
PGM	Peer Group Meeting
PIACSY	Presidential Initiative on AIDS Strategy for Communication to Youth
PTA	Parent Teacher Association
PTC	Primary Teachers College
QA	Quality Assurance
SHN	School Health and Nutrition
SMC	School Management Committee
TE	Teacher Effectiveness
TDMS	Teacher Development and Management System
UPE	Universal Primary Education
UPHOLD	Uganda Programme for Human and Holistic Development
VCM	Voluntary Community Mobiliser

HOW TO USE THIS TOOLKIT

Legend

	<i>Objectives</i> —action oriented objectives are stated for each tool
	<i>Rationale</i> —each tool has a rationale that provides the basis for it and links it to the overall goals of the EMS Initiative
	<i>Duration</i> —estimated time allocation for each tool
	<i>Content</i> —presents key content to be addressed during tool
	<i>Activity</i> —highlights a task to be carried out by the participant(s)

SELF-REFLECTION ACTIVITIES

These are intended to engage managers in critical review of their practice, including management styles, so as to appreciate their achievements and strengths, identify areas that need improvement, and plan and implement action to improve in those areas. These tools can be used individually or with colleagues and peers.

TOOL 1.1—GOOD & BAD REASONS FOR HOLDING MEETINGS



Rationale:

We can all think of “useless” meetings that we were required to attend. As managers we must recognise that there are good reasons for meetings and bad ones. It is important that we are able to distinguish these and only call meetings for valid reasons.



Objectives:

- To reflect on your current practice related to calling meetings, and the reasons for do so



Duration: 10 min.



Content/ Process:

Below is a list of reasons for holding meetings. Place a tick or cross next to each one depending on whether you consider it a good or bad reason to call a meeting.

Next to the good reasons write, ‘always’, ‘often’, ‘rarely’ or ‘never’ in the column marked ‘How Often?’ depending on how often you participate in a meeting for this reason.

Examine those where you have written ‘rarely’ or ‘never’. Reflect upon your answers, are there any good reasons that you, as an individual are should be giving more attention.

Reason	Good or Bad	How Often?
1. To obtain or deliver information		
2. To take decisions regarding policy		
3. To punish or reprimand		
4. To exert control		
5. To plan future actions or programmes		
6. To give recognition		
7. Because meetings must be held regularly		
8. Because the meeting has been scheduled		
9. To deal with individuals who are ambitious		
10. To solve problems in the school		
11. To motivate or inspire staff		
12. To enable newcomers to learn through discussion		
13. To gain persuade or gain commitment		
14. To make expectations clear		

REFLECTION POINTS

Holding useful meetings is especially necessary as education managers feel burdened by the expectations of their workloads (recall Activity 3.1 from the Leadership in Education module, where you divided your responsibilities into the categories Educator and Manager). Similarly, it is necessary to consider who needs to participate in a meeting, as someone who is there but doesn’t need to be is not using his/her time wisely. And, if there is someone who really ought to be there, but they are not, can things really move forward?

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TOOL 1.3—TIME MANAGEMENT SELF-ASSESSMENT



Content/Process:

For each of the statements below, choose one of the following, and then add your scores:

1=Never 2=Occasionally 3=Frequently 4=Always

Statement	1	2	3	4	Score
I maintain a desk diary or calendar that shows all my commitments.					
I make a daily list of things to do.					
I can find important documents in my office straight away.					
Routine matters are attended to before they turn into a crisis.					
My staff know where I am.					
I avoid doing things that waste my time.					
I avoid doing things that waste other people's time.					
I delegate some duties to my Deputy or other staff.					
I follow up on the completion of tasks I delegate.					
I arrive on time and prepared for meetings.					
The meetings I organise achieve their purpose and finish on time.					
I open my mail as soon as it arrives.					
I am able to complete tasks without unnecessary interruptions.					
I reserve certain hours for receiving visitors.					
I close my office door when I need to be undisturbed.					
I keep my mobile phone switched off during meetings.					
I clear my desk of all paperwork.					
I achieve a balance between thinking time and action time.					
I keep work to a certain number of hours every day and no more.					
I make sure things are done right the first time.					
Total					

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20-39: Learn to use time efficiently and work more efficiently

40-59: You have some time management skills but there is room for improvement

60-80: You use your time very efficiently. Keep looking for new ways to improve your efficiency.

Reflect upon your own performance and answer the following questions.

1. What are your own areas of strength and weakness in time management?
2. What areas could you identify for inclusion in your professional development plan?

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- Is there another way to look at it? For example, are there other causes than what you are thinking about now?

- 3. Implications?
 - Even if your belief is correct, what is the worst that could happen, and is it realistic?

- 4. Usefulness?
 - Is the belief worthwhile to hold now? Or does it just cause you to worry, when you could address it another time?

(Source: Learned Optimism, Martin Seligman, NY Free Press, 1990)

ACTIVITIES FOR MANAGERS AND STAFF

The activities in this category encompass key desirable management practices that require the participation /involvement of the entire team. These activities are designed to develop team spirit, sense of belonging, etc.

- Getting friends to play with
- Talking about home problems and getting solutions
- Helping in personal exploration
- Performing for parents and others
- Receiving guidance on how to do things the right way
- Getting opportunity to explore
- Expressing own interests
- Asking questions and getting answers to questions
- Passing well so as to go for higher education
- Preparation for being 'big' people in future

Group 2—Parents

In the perspective of a teacher, schools might be for:

- Preparing children for good jobs in future
- Good moral and cultural upbringing for children
- Fostering disciplined children
- Preparing children for acceptable marriage

Group 3—Teachers

In the perspective of a teacher, schools might be for:

- Teaching for life not for just passing exams
- Enabling children realize their potential
- Guiding and counseling children
- Collaborating with parents in helping children to learn maximally
- Ensuring good discipline of children
- Helping children discover their individual talents and enabling them to develop them t

Group 4a—Religious leaders

In the perspective of a religious leader, schools might be for:

- Induction into the culture and values of a particular faith
- Bringing out citizens who are morally up right, responsible and who fear God
- Character building

Group 4b—Local political leaders

In the perspective of a local political leader, schools might be for:

- Ensuring that education policies of the government are respected and implemented
- Fostering "good citizenship" among the future of the country
- Developing patriotic citizens who will enhance national and regional development
- Producing self reliant persons
- Preparing learners for good jobs in future
- Conserving and promoting cultural and societal norms

SUMMARY OF KEY POINTS

- It is a great challenge to Headteachers and other managers in education to appreciate these different perspectives of different stakeholder groups, in order to build a shared vision.

TOOL 2.3—PROFESSIONAL VISION STATEMENT



Content/Process:

1. Draft a statement that summarizes how you *want to* see yourself in your job, written in the present tense.
2. To do this, consider the questions below.
3. Sometimes it helps to close your eyes and imagine the best possible outcomes – what the whole environment would look like and what you would achieve.
4. Think big!
5. After drafting it, re-read it to make sure it is simple, to-the-point and summarizes your vision.

Example:

I am an exemplary leader of my school (or institution) who supports each teacher to perform well in and outside of the classroom, models integrity in every action, and leads my school to achieve success in academic, emotional and physical growth of each and every pupil.

Template:

1. What I want to accomplish in this job:

2. The role can I play in making the school / institution the best it can be:

3. Specific actions that will help me to achieve my vision:

4. Specific attitudes and values that will help me to achieve my vision:

5. Who else needs to do what to ensure you achieve your vision? How can you support them?

This is my Personal Vision Statement for myself (in 50 words or less):

PEER GROUP MEETING ACTIVITIES

These activities can focus discussion on particular prevailing or challenging issues contexts in the field of education management. While some activities might involve managers completing a task on their own, they are designed to be used in peer group settings.

TOOL 3.2—MANAGE THIS!

✓ *Objectives:*

- To stimulate discussion and give the groups a chance to develop norms/guidelines for use in handling common managerial issues in their schools



Content/Process:

You are expected to read, reflect on and discuss each scenario in 20 minutes.

If you are the leader of the peer group follow the steps below to take the members through the scenarios:

- Read out one scenario at a time and ask members to discuss it in a Buzz Groups. Then ask the members to share with the rest how they would manage the situation and move on to the next scenario. Make sure that members discuss with different people from the ones they discussed with previously when you move to the next scenario
- When all the scenarios have been discussed, develop key guidelines or norms for handling particular situations in schools, ensuring that each member really understands and accepts responsibility for maintaining the norms/following the guidelines.
- After agreement has been reached, encourage everyone to write down the norms/guidelines in their notebooks for future reference.
- When you meet again as a peer group, start with a sharing session and encourage the members to share how they have handled some situations, if any, and how the guidelines they formulated during the previous meeting assisted them in handling those situations.

<p>1 A newly qualified young teacher has been posted to your school by the district education officer and just before he/she has completed a week, he/she signals being in love with you. How would you handle the situation?</p>	<p>2 You have come to chair a staff meeting and when you greet your staff members, none of them responds. What would you do to get them participate in the meeting?</p>
<p>3 The chairman of your school management committee presents to you a problem of his brother who needs money for treatment and asks you to sign a cheque so that money is withdrawn from your school account for this cause. How would you handle this?</p>	<p>4 You have discovered from a parent that some of the teachers on your staff get money from Parents promising to raise pupils' marks so that they get good positions at the end of the year. How would you tackle this issue?</p>
<p>5 One of the teachers has consistently been coming late to school for a whole term despite your daily reminders of the need to keep time and the effect this practice would have on the learners. What leadership style would you employ to solve this problem?</p>	<p>6 You have been asked by proprietors of a newly established private school to head it on part-time basis. This breeds conflict within you regarding whether to take on the part-time job or concentrate on your permanent one and perform your duties diligently. How would you resolve this conflict within you?</p>

REFERENCE TOOLS FOR MANAGERS

To meet the need for education managers to have readily accessible resources at their worksites, these materials have been designed for managers to refer to in order to more effectively manage. These tools are typically very practical, offering specific tips or checklists to managers.

From today, I will ask clear and precise questions that give learners opportunity to think and reason.

I will stop responding to learners in an offensive way; I will try and be positive even if their answers or questions do not match the expectations

Finally thank the teacher for the committal statements he/she has made and ask him/her to fulfill what he/she has promised to do. Agree on the day and time to meet again for lesson observation and post observational conference to see the improvements made.

This guide has pointed out very few aspects of a lesson namely use of teaching/learning aids, teacher's questions and teacher's reaction to pupils' ideas or questions. Each lesson you observe will definitely reveal different behaviour and or aspects to be addressed to support teachers' professional growth. The following list will guide you into the expected aspects and behaviour of both the teacher and the pupils.

KEY ASPECTS TO FOCUS ON WHILE OBSERVING A LESSON

There are several tools, with rating scales, which can be used during lesson observation to enable the supervisor to capture key information for use in giving professional feedback. Each institution designs the observation tool in a slightly different way. However, they all seem to contain key aspects that cut across.

The list below contains the key aspects that a supervisor is encouraged to pay attention to, while observing a lesson so as to give feedback that is professionally enriching to the teacher.

Category One: Learning Environment

1. There is full use of available space in the classroom
2. Overall learning environment is well catered for
3. The class has an orderly sitting arrangement
4. Every pupil is seated appropriately to work
5. There is a variety of materials on display that are line with the class progress in relation to the syllabus

Category Two: Lesson Planning and Preparation

6. Instructional resources were ready at the start of the lesson
7. The teacher had a lesson plan with clearly stated objectives
8. The lesson plan corresponds to the scheme of work and the syllabus

Category Three: Utilization of Teaching/Learning Aids

9. The manner in which the materials are used enhances learning
10. The teacher encourages the pupils to interact with the materials designed for the lesson
11. The teacher allows pupils to use materials in learning areas in an orderly manner

ADDITIONAL READINGS

These readings offer theoretical foundations, greater depth, and broader explanations in the three content areas currently covered in the EMS training programme.

TOOL 5.3—OVERVIEW OF THE NEW PERFORMANCE APPRAISAL SCHEME



Content/Process:

AN OVERVIEW OF THE NEW PERFORMANCE APPRAISAL SCHEME FOR THE PUBLIC SERVICE

Ministry of Public Services
P.O. Box 7003
Kampala

December 2002

1.0 INTRODUCTION

Performance Appraisal is a management tool for establishing the extent to which the employees meet set targets within the overall goals of the organization. The employees (staff) cannot perform to their full potential unless they are told how well they are doing and are helped to improve performance.

2.0 OBJECTIVES OF STAFF

- To identify performance gaps and the development needs of each appraisee.
- To offer an opportunity to the Appraisee to dialogue and obtain a feedback on performance.
- To provide an opportunity to identify potential of individual officers (skills and competences). This enriches the human resource development plan.
- In a nutshell, performance Appraisal aims at increasing motivation, developing staff potential and improving performance.

3.0 CURRENT APPRAISAL SCHEME

- For many years, the Public Service employees had to rely on a closed system of assessing individual performance – Annual Confidential reports (ACRs).
- This instrumental of managing performance feel far below the requirement of modern concept of performance management.
- The assignment of work to Public Officers was not clearly specified in measurable units.

