



**MINISTRY OF EDUCATION SCIENCE VOCATIONAL
TRAINING AND EARLY EDUCATION**



**EDUCATION LEADERSHIP AND
MANAGEMENT TRAINING MANUAL FOR
COMMUNITY SCHOOL HEAD TEACHERS**



USAID
FROM THE AMERICAN PEOPLE



August, 2013

**EDUCATION LEADERSHIP AND
MANAGEMENT TRAINING MANUAL FOR
COMMUNITY SCHOOL HEAD TEACHERS**

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COVER PHOTO: Learners in class with their teacher at Blessed Vale Community School in Lusaka Province Photo taken by Paul Machona

PREFACE

The Ministry of Education Science, Vocational Training and Early Education faces daunting challenges to bring about an equitable standard of education service delivery and improved reading outcomes for vulnerable learners in community schools. Community schools in most cases are established by local communities to provide education for children who cannot access public schools. These schools employ a number of unqualified volunteer teachers and mostly operate in temporary structures. This situation is compounded by weak education leadership and management system at community school level.

Head teachers are the most important facilitators of school management and improvement. The Head Teachers are also change managers who should plan for the betterment of their schools on regular bases. The Head Teacher is also a bridge between the school, the community and education authorities. For the head teacher to manage a community school, new skills and knowledge are required.

This Training Manual in Education Leadership and Management for Community School head teacher sets out a framework for effective school management and lesson delivery in community schools. The manual has been developed in response to the growing concern over quality of education provided in most community schools. The Ministry of Education, Science, Vocational Training and Early education in collaboration with Time to Learn which is a USAID funded project has introduced a number of positive interventions in community schools which include provision of teaching and learning materials and training of teachers. These interventions can only succeed if there are effective and knowledgeable head teachers to lead the teaching staff and work with Parent Community School Committees.

This training is designed to meet the requirements of community school head teachers to make their schools as affective as possible regarding learners' attendance, sustained reading gains and improved learning achievement as a whole.

The units in this training manual cover almost all aspects of school management and will therefore provide a solution to the various problems experienced in the management of community schools. Community school head teachers will be equipped with skills needed in their responsibilities.

Chishimba Nkoshu

Permanent Secretary

Ministry of Education, Science, Vocational Training and Early Education

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ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
ART	Anti-Retroviral Therapy
CBOs	Community Based Organisations
CDC	Curriculum Development Centre
CPD	Continuous Professional Development
DEBS	District Education Board Secretary
DODE	Directorate of Open and Distance Education
FBO	Faith Based Organisations
HIV	Human Immune Virus
INSET	In Service Training
MESVTEE	Ministry of Education Science Vocational Training and Early Education
MTC	Mother to Child
NGO	Non-governmental Organisations
PEPFAR	President's Emergency Plan for AIDS Relief
SIP	School Improvement Plan
TESS	Teacher Education and Specialized Services
TLC	Teacher Learning Circles
TTL	Time to Learn
USAID	United States Assistance for International Development
ZACODE	Zambia College of Distance Education

INTRODUCTION

The Ministry of Education Science Vocational Training and Early Education has been seeking ways to improve the quality of teaching and learning in community schools which would subsequently raise the standards of Education in Zambia. Currently almost 18% of primary school children are in community schools. Head teachers are the most important facilitators of school improvement. The Time To Learn, which is a USAID funded project recognises the importance of training Community school Head teachers for improving school effectiveness through quality leadership and management.

The prevailing situation in most of the community schools is far from the Ministry of Education expectation of how schools are run. The Ministry's policy document *Educating our Future* (1996) notes that "... Excellence is not something that happens to schools; it is something that must be deliberately and painstakingly created and maintained". With the quest to meet the millennium 2015 goals in Zambia, the Government is concerned and is putting up drastic measures which will see the transformation of community schools into effective and efficient institutions of learning. The policy identifies educational management and leadership programmes for school heads and deputy heads as a priority for making schools effective and raising the standards of education in these schools. The government has therefore partnered with, Time To Learn, a USAID funded project that recognises the importance of training Community school Head teachers for improving school effectiveness through quality leadership and management.

This document subsist as an elaborate training manual for teaching head teachers in community schools in areas such as; institutional leadership and management, effective teaching, school based assessment and monitoring and evaluation. The manual is summarised and provides a step by step guidance on how a head teacher in a community school can improve provision of education to a community. Most importantly, the manual has highlighted how the Community and government partnerships should be encouraged as a viable option in the provision and management of quality education services for the mutual benefit of communities and society.

The Head teachers are also change managers who plan for the betterment of their schools on a regular basis. The Head teacher is a bridge between the school, the community and the education authorities and to manage the school the head teacher requires specific skills and knowledge.

Lastly, it is important to note that community schools are key to provision of education as they supplement the government's efforts to provide education especially in remote areas of Zambia.

UNIT 1 LEADERSHIP AND MANAGEMENT

This unit discusses the meaning of instructional leadership and explores some leadership styles, work ethics and the roles of a head teacher in a school system.

This unit has the following sections:

Section 1 Institutional Leadership and Management

Section 2 Conflict Management

Section 3 School Management

Learning Outcomes

As you study and work through this unit you should develop an understanding of:

- instructional leadership
- instructional leadership roles
- causes of conflicts and how to resolve them
- delegation
- time management
- supervision of teachers and class management

SECTION 1: INSTRUCTIONAL LEADERSHIP AND MANAGEMENT

Leadership is a process whereby an individual influences a group of individuals to achieve a common goal. (Northouse, 2013).

There are many styles of leadership and an effective head teacher needs to know them to enable him/her run a school effectively.

Some of the leadership styles include:

Behavioural leadership styles

This type of leadership deals with the behaviour of the leader. Under this type of leadership, we find three styles namely:

Autocratic leadership.

In autocratic leadership, the leader makes all decisions without consulting anyone. He/she directs the subordinates and expects obedience without questioning. Such a leader does not allow suggestions or initiatives from the subordinates.

Democratic/Participatory leadership

In this type of leadership, the leader allows the subordinates to participate in the running of the institution. The leader allows others to make suggestions and be innovative.

Laissez Faire

This type of leadership allows the subordinates to do what they want. This happens when juniors are capable of making decision and completing the tasks on their own.

Charismatic leadership

This is a type of leadership where the leader is a born leader and has the ability to motivate people through their art of public speaking and self sacrifice. Leaders demonstrate a natural ability to lead. Sometimes the leader uses common sense to resolve issues.

Transformational leadership

This type of leadership is aimed at improving output. It entails the leader to ensure that there is efficiency, increased work satisfaction, high levels of organisation and less staff turnover.

Situational leadership

This is a type of leadership where the leader has the ability to switch his/her approach based on the needs of followers.

There are different approaches to leadership. In this document, we will focus on two approaches namely; task oriented and people oriented.

Task Oriented

Task oriented style focuses on the job to be done at all costs. This style advocates the close supervision of subordinates. Leaders in this type of leadership put production above all human considerations, such as workers welfare, feelings, safety, learning for development, maintenance of equipment, and the reaction of other members of the organisation.

People-Oriented leadership approach

This type of leadership puts workers concern as a priority and the starting point of effective leadership. The leader in this type of leadership is concerned about people and pays maximum attention to their personal feelings and attitudes. Rensis Likert proposes four systems of leadership styles. He classifies them as:

Exploitative Authoritative

This is where power and direction come from the top downwards, where threats and punishments are employed, communication is poor, team-work is non-existence and productivity is often mediocre.

Benevolent Authoritative

This is similar to the first one but allows opportunity for consultation and delegation. Productivity is from fair to good.

Consultative

This is where orders are issued and goals are set after discussion with colleagues. Communication is upwards and downwards and some team work is encouraged. Rewards are preferred to threats. Effectiveness of the organisation is good.

Participative

This is the ideal system. The keynote is participation, leading to commitment to organisational goals. Communication is good and higher level needs are catered for and productivity is excellent.

Leadership ethics

Every respected profession has its guidelines, which clearly defines expected standards of professional conduct. A head teacher is the head of a school and is supposed to be a role model to the teachers and the community at large. He/she should be exemplary at all times as any unprofessional behaviour will compromise his/her integrity and esteem. According to the framework for school inspection, an effective head teacher should:

- Maintain a professional focus on improving the quality of education
- Always act in the interest of the well-being of the learner
- Be objective
- Must not be partial but impartial
- Never accept any favour of gift that compromises his/her position
- Give fair judgement based on evidence
- Treat others with respect
- Be friendly and considerate

Behind every good school is a good head teacher. Head teachers are special because, through their leadership, management and administration, they have the power to define a school and

its level of performance. In managing classroom practice and the process of change, the school head must lead, guide and inspire teachers who are the main thrust behind the change. The school head teacher, irrespective of the qualification must win the respect and support of teachers, pupils and the local community. The school head needs to exercise authority in a positive manner, not simply rule by bureaucratic force. While ultimate responsibility for crucial decisions rests with school head teachers, the head teachers must consult with and involve teachers, pupils and the local community in decision making. Similarly, they must manage school resources transparently, in order to inspire confidence and persuade teachers, pupils and local communities to use limited resources wisely.

Stakeholders' expectations

There are many stakeholders in the school system such as teachers, learners, parents and the community. Instructional leadership is intended to meet the needs of these stakeholders. The expectations of these stakeholders are one and the same, "provision of quality education". Teachers expect the head teacher to provide leadership that will make them effective in their work. Learners expect the head teacher to ensure that teachers are providing leadership in class and that teaching and learning are effective. Parents expect the school system to offer quality education to their children. The community expects the school system to produce learners who will become responsible citizens and bring development to the community.

In our next discussion we will focus on the head teacher as a leader.

Activity

What is the focus of an effective head teacher?

An effective head teacher is supposed to focus on ensuring that teaching and learning are taking place. The head teacher must ensure that he/she plays the roles that are going to foster teaching and learning.

The Head teacher as a leader

The head teacher is expected to be a leader in the school and should ensure that learners receive quality education. He/she does this by ensuring that teachers:

- have most of what they need to be effective in their work.
- have the necessary teaching and learning resources
- have the necessary training needed for them to be effective

- are teaching in a conducive environment and are motivated.

Leadership ethics

Every respected profession has its guidelines, which clearly defines expected standards of professional conduct. A head teacher is the head of a school and is supposed to be a role model to the teachers and the community at large. He/she should be exemplary all the times as any unprofessional behaviour will compromise his/her integrity and esteem. According to the framework for school inspection, an effective head teacher should:

- Maintain a professional focus on improving the quality of education
- Always act in the interest of the well-being of the learner
- Be objective
- Be partial but impartial
- Never accept any favour of a gift that compromises his/her position
- Give fair judgement based on evidence
- Treat others with respect
- Be friendly and considerate
- Respect the confidentiality of information
- Exhibit exemplary punctuality and time management
- Dress smartly, decently and appropriately
- Not involve oneself in immoral activities
- Not drink on duty or drink excessively
- Avoid being absent from duty

Goals of an effective head teacher

An effective head teacher should focus on the following goals:

- Building and sustaining a school vision
- Sharing leadership
- Leading a learning community
- Monitoring curriculum implementation and improving instruction

Building and sustaining a school vision

An effective head teacher should have a vision for the school which shows how the school intends to run and achieve its planned targets. Having a clear image of the future helps head

teachers to avoid being carried away by the administrative work. This vision is supposed to be shared by the whole school community and it should never come from one person but from a group for it to have ownership.

School Vision

An effective school should have a direction enshrined in its vision, school mission statement and school motto. The head teacher must ensure that the school has a vision, a mission statement and motto. It is important that the school administration meet with teachers and Parent Community School Committee (PCSC) to come up with a school vision, mission statement and motto.

A vision is what you as a school want to be or intend to be.

School Mission Statement

A school mission statement is derived from the school vision and is the vehicle of attaining the vision.

School Motto

The school motto is supposed to be derived from the mission statement and the vision.

The school vision, mission statement and motto should be known by the learners, teachers, administrators and PCSC. They should be the driving force for the whole school and should help to define the culture of the school. Learners can be made to recite the vision, mission and the motto.

Sharing leadership

As a school leader, it is important that the head teacher shares responsibilities amongst his/her members of staff and this enables the school to run effectively. The sharing of responsibilities should always be aimed at sustaining teaching and learning. The role of the head teacher is to be a role model and lead the members of staff by example.

Leading a learning community

It is the role of the head teacher to ensure that the members of staff have all the necessary training aimed at improving teaching and learning. He/she should be involved in staff development by allowing the teachers to undertake courses and also facilitate school based continuing professional development activities.

Using data to make instructional decisions

Data such as school based assessment results helps the school system to know whether they are meeting their planned targets or not. It is vital that head teachers use data collected from the deputy head teacher, the senior teacher and teachers to:

- determine staff and pupil needs and to guide their schools
- learn from their results and experiences.
- inform the school system of the gaps between desired outcomes and the reality of results.
- help maintain a consistent focus on improving teaching and learning.
- help the teachers improve academic performance and attendance of learners
- make decisions and prepare reports.

Monitoring curriculum and instruction

Head teachers should monitor how the curriculum is taught and should take a leading role in its implementation. He/she should ensure that teachers understand the curriculum and have access to all the necessary tools and resources. This can best be done by conducting classroom observation. This helps the head teacher to:

- know the gaps that some teachers may have.
- nurture the teachers who may need assistance.
- discover needs of the learners

Activity

- 1 What are the benefits, to a school, of having an effective leader as their head teacher?
- 2 What is the importance of having :
 - (a) a school vision
 - (b) school mission statement
 - (c) school motto

SECTION 2: CONFLICT MANAGEMENT

In this section we look at conflict management. We can describe a conflict as an open and serious disagreement between two parties with different opinions, beliefs and values. This

can be between pupils, teachers, and administrators or between the school and parents, school and the community, teacher and pupil, teacher and administrator.

As you study and work through this section, you are expected to;

- define a conflict
- explain causes of conflicts
- demonstrate knowledge of resolving conflicts.

As earlier mentioned, a conflict is a disagreement between two or more people. In any organisation, people may not agree on everything and thus, this may lead to a conflict. It is important for the head teacher to resolve conflicts that may occur in school as failure to do so may lead to disunity. The head teacher should also be aware that in any given organisation, you are likely to find different characteristic groups of people, such as; loyalists, bargainers, agitators and vegetators.

(i) Loyalists

These are those members who always side with the leaders. They do not ask questions when delegated with some duty.

(ii) Bargainers

These discuss issues at length before obeying. They are likely to ask a lot of questions in meetings, but when they are convinced they implement the decisions.

(iii) Agitators

Agitators are people who agitate all the time. They are very difficult to please because they do not trust administrators or managers. They see management as a threat to them. They destroy or tarnish the name of the institution because they always look at things negatively and say negative things.

(iv) Vegetators

Vegetators are people who are passive and lazy in an institution.

An effective head teacher needs to have the knowledge of handling conflicts. It is important that you are aware of the model of conflict resolution.

Model for resolving conflicts

- STEP 1 identify the root cause of a conflict
- STEP 2 analyse the situation

- STEP 3 generate alternatives and project the results of each alternative
- STEP 4 select the best alternative
- STEP 5 implement and evaluate alternatives

Skills for resolving conflicts

A head teacher should have the skill of resolving conflicts. Some of the strategies are:

- Use of counselling skills or services
- Consult parties involved
- Use clear communication
- Show openness when dealing with all parties
- Talk to conflicting parties separately
- Identify and isolate the causes of the particular conflict
- Use available regulations
- Use arbitration methods

Activity 2

What are the most common ethics broken in your school and how do you intend to correct the situation?

SECTION 3: SCHOOL MANAGEMENT

This section discusses school management. We will focus on delegation, time management, supervision of teachers, classroom management and teacher assistance. We will describe how these elements impact on the effectiveness of a head teacher.

Delegation

Delegation means to give part of your work to somebody in a lower position than yours.

Delegation is very important in management and administration. It is not possible for the head teacher to do all the supervisory work at school. The head teacher thus has to entrust or to assign certain responsibilities to reliable officers who would perform to his/her expectation.

This is so because at the end of the day, the head teacher will be held responsible for whatever goes wrong even if the task was carried out by another officer. However, certain duties, such as, appending signatures to cheques and enrolment cannot be delegated as this is the sole responsibility of the head teacher.

Before you delegate any work to your subordinates, you need to take into consideration the strengths and weaknesses of your members of staff and you should also:

- Recognise the existing skills and competencies of your staff
- Clarify your own attitudes towards those with whom you work
- Ensure that you have the necessary authority to delegate
- Prepare a clear statement of the task to be delegated
- Establish control or checking mechanism

Time management

Time is very important and an effective head teacher is always conscious of time and how to use time. Before you can manage time efficiently, you have to understand the tasks you want to undertake. Once you have mastered these, you will be able to determine which ones you have to do as a leader and which ones to delegate. You should also know how time is wasted for you to ensure that you can have control over time wastage. Some ways through which time is wasted include the following:

- Lack of planning
- Over commitment
- Crisis management
- Indecision
- Unclear objectives
- Socialising and interrupting others
- Lack of self-discipline

How you can save time

- Plan your work
- Have efficient and effective communication
- Have clear objectives
- Take time to do tasks correctly
- Avoid interrupting others
- Do not over commit yourself

An effective head teacher ensures that:

- Time on task is maximised
- Lost time is recovered

- Every time is used for learning
- Teachers are with the learners

Activity

Discuss how time is wasted by both your teachers and learners and how you think you can reduce this wastage.

Supervision of teachers

The head teacher must always ensure that the deputy head teacher and the senior teachers are performing their duties. He/she must ensure that teaching and learning is going on.

The head teacher must ensure that:

- The deputy head teacher and the senior teachers are monitoring the teachers.
- Teachers are attending to lessons and are always present in school
- Pupils are learning and this can be proved by checking pupils' books
- Teachers are marking registers
- Teachers are preparing their working documents
- Teachers are using the correct methods of teaching
- Teachers are using teaching and learning aids
- Teachers assess the learners and give them feedback
- Teachers give homework regularly
- Teachers observe each other's lessons
- Teachers are attending teacher group meetings for continuous professional development
- Teachers are communicated to on the findings of the monitoring activities
- Teachers receive the needed training to equip them with the needed knowledge
- The school and its environment is disability friendly

Classroom management

Head teachers must ensure that classrooms are well managed by the teachers. This can be done by ensuring that:

- There is effective class discipline
- Classrooms are cleaned before and after learning
- classrooms provide a safe and comfortable learning environment
- The classrooms are disability friendly

- Desks are arranged in a proper sitting arrangement
- Walls are talking
- Learners are motivated

Teacher assistance

Teachers need a lot of assistance from the head teacher if they are to work effectively. The head teacher being the head of the school should always ensure that the teachers:

- receive the latest training through continuous professional development
- are provided with teaching and learning requisites
- teach in a conducive environment
- are well looked after
- are rewarded for their good work

An effective head teacher

An effective head teacher is one who ensures that the school as a whole operates as a system that embraces all in the school community. This can only be done by ensuring that planning is done by all stakeholders. This brings the sense of ownership by the stakeholders.

It is the role of the head teacher to:

- ensure that the expectations of the community are met.
- communicate the assessment and examination results to the stakeholders.
- motivate teachers so that they work hard.
- ensure that teachers, learners and the whole school community are working as a unit.
- guide and counsel teachers, learners and parents.
- provide the needs of both teachers and pupils.
- communicate the needs of the school to the PCSC and education authorities.

Activity

Explain how your school administration assist teachers :

- (i) in teaching in class
- (ii) in planning their lessons
- (iii) in managing their classes
- (iv) providing resources

Summary

An effective head teacher is supposed to focus on ensuring that teaching and learning is taking place. The head teacher must ensure that he/she plays the roles that are going to foster teaching and learning.

In any organisation, there are different roles to be played by different officers in moving the organisation forward. An effective head teacher must know the roles to play in order to effectively run the school. The head teacher, in doing this, must follow the principles of leadership and ensure that he/she leads by example. An effective school must have a vision and a mission statement which will guide the school in achieving its intended goals.

Conflicts are found everywhere where more than one person exists. This can be in our homes or places of work. It is important for the head teacher to know the causes of conflict and also how to resolve them. These conflicts can be between teachers or between teachers and pupils or even between the school administration and teachers.

Institutions of learning are governed by ethics which every officer must follow. It is important that the head teacher is the first person to follow these ethics. This enables the teaching staff to follow his/her example.

Delegation is very important in school management. An effective head teacher does not do all the work at his/her station. Some of the work is supposed to be given to other officers to do on his/her behalf. Time management is very important and the head teacher must find ways and means of ensuring that time is not wasted. The head teacher must ensure that the subordinates are supervised effectively and the classrooms are well managed by the teachers.

UNIT 2 THE SCHOOL, THE COMMUNITY AND OTHER AGENCIES

This Unit discusses the relationship between the school, the community and other agencies. An important aspect of the head teacher's functions is to establish appropriate relationships with various agencies which contribute to the quality of school governance.

This unit aims to provide you with a greater operational knowledge of the various agencies whose responsibility is to help you establish operational procedures and standards in the school. To ensure effective and efficient management of the school. The school head teacher must not only be innovative, resourceful and dynamic, but also be able to interact well with people both within and outside the school - staff and pupils, parents, members of the PCSC and many other members of the community - all of whom need to be brought, in some way or the other, into decision-making processes.

In this unit, we will examine the roles that each of the various partners should play in order to enhance the effective and purposeful management of the school.

This unit has the following sections:

Section 1: The School and the Community

Section 2: The School and the Ministry of Education Science, Vocational Training and Early Education.

Section 3: The School and Non-Governmental Organisations

Learning Outcomes

By the end of this unit, you should:

- identify what makes the local community.
- demonstrate how school and community relations affect the quality of school management.
- describe how the community contributes to the school curriculum.
- describe the role of the Ministry of Education, Science, Vocational Training and Early Education.
- identify the main levels of educational administration.

- explain how relations with the Ministry of Education headquarters, Provincial Education Office and District Education Office affect the nature and quality of school governance.
- identify the different NGOs that exist in your locality.
- describe the role of the NGOs in the running of a school.

SECTION 1: THE SCHOOL AND THE COMMUNITY

In this section we will discuss the role of the community, as an agent, in the running of a community school.

We will identify what makes the local community and demonstrate how school and community relations affect the quality of school management. We will later on describe how the community contributes to the school curriculum

The Local Community

In this unit, we will see how a head teacher must work with the various groups within the school community. The local community is that which should, in principle, provide for the children who attend the school.

It is important that there is close links between schools and their communities.

School and community relations

One of the ingredients for effective school management is good public relations. The desire and willingness of local communities to support schools materially and financially has been demonstrated throughout the country and has been one of the main factors in the expansion and development of education.

The community groups and organizations which often have close links with schools and which contribute, amongst others, to their progress include:

- Parent Community School Committee.
- Local community development groups such as constituency development committee.
- Committees or welfare societies.
- Religious bodies

The head teacher should, therefore, develop and maintain good relations with and within the community. The best example of this is the way communities have built schools and teacher's houses at their own cost, using local resources and labour.

As head teacher of a community school, you need to work closely with the community because much of the assistance comes from the community. However, community participation should not be allowed to interfere with the management of the school. This does not mean that you should run the affairs of the school single handed. Consultation should always be taken into consideration. The school and the community are interdependent. One cannot do without the other. An important management function of the head teacher, therefore, is to maintain a strong positive working relationship between the school and the community for effective school management.

How to promote good school-community relationships:

- 1 Encourage learner participation in the social, economic and cultural life of the community.
- 2 Make some school facilities and resources available to the community for educational and social purposes.
- 3 Supply important information about the school to the community.
- 4 Maintain regular contact with other institutions and educational bodies that may be of mutual benefit.
- 5 Ensure that there is transparency in everything that is done in the school.

Activity

- 1 List the names of the local community groups and organisations, which either support the work of your school or use its resources.
- 2 State the nature of the support the local community gives to your school, or the resources it uses.

SECTION 2: THE SCHOOL AND THE MINISTRY OF EDUCATION

In this section we will look at the relationship between the school and the Ministry of Education, Science, Vocational Training and Early Education. This unit aims to provide you with information on the relationship between the Ministry of Education and your school. The main focus is on the duties and responsibilities of the Ministry which includes giving guidance on the operational procedures and standards in schools.

The functions of the Ministry of Education, Science, Vocational Training and Early Education, at the national headquarters level with regard to school governance are mainly normative, that is, they establish norms or standards for the operation of schools.

We have levels involving nation, provincial, district, and local administrations. Head teachers have to deal with authorities at each of the various levels in the running of their schools. In view of the importance of education in the development of human resources of a country, every government has a direct involvement in the education of its people. The involvement of government in the provision of education is normally through its Ministry of Education.

Educating Our Future, a policy document on which matters to do with education in Zambia are grounded, states that:

Education is a right for each individual. It is also a means for enhancing the well-being and quality of life for the entire society. The Government's role in education arises from its overall concern is to protect the rights of individuals, promote social well-being and achieve a good quality of life for every person through all-embracing economic development. The Government must therefore seek to create, promote and support the conditions within which education can realise its potential in society.

The Government respects the legitimate interests of various partners in education and supports the distinctive character of individual schools, colleges and universities.

Since government intervention in the provision of education is normally through the Ministry of Education or through a national parastatal, you need to know, as a school head teacher, the different bodies and agencies within the Ministry of Education which deal with the different policies and regulations affecting the operation of your school.

The main levels of educational administration

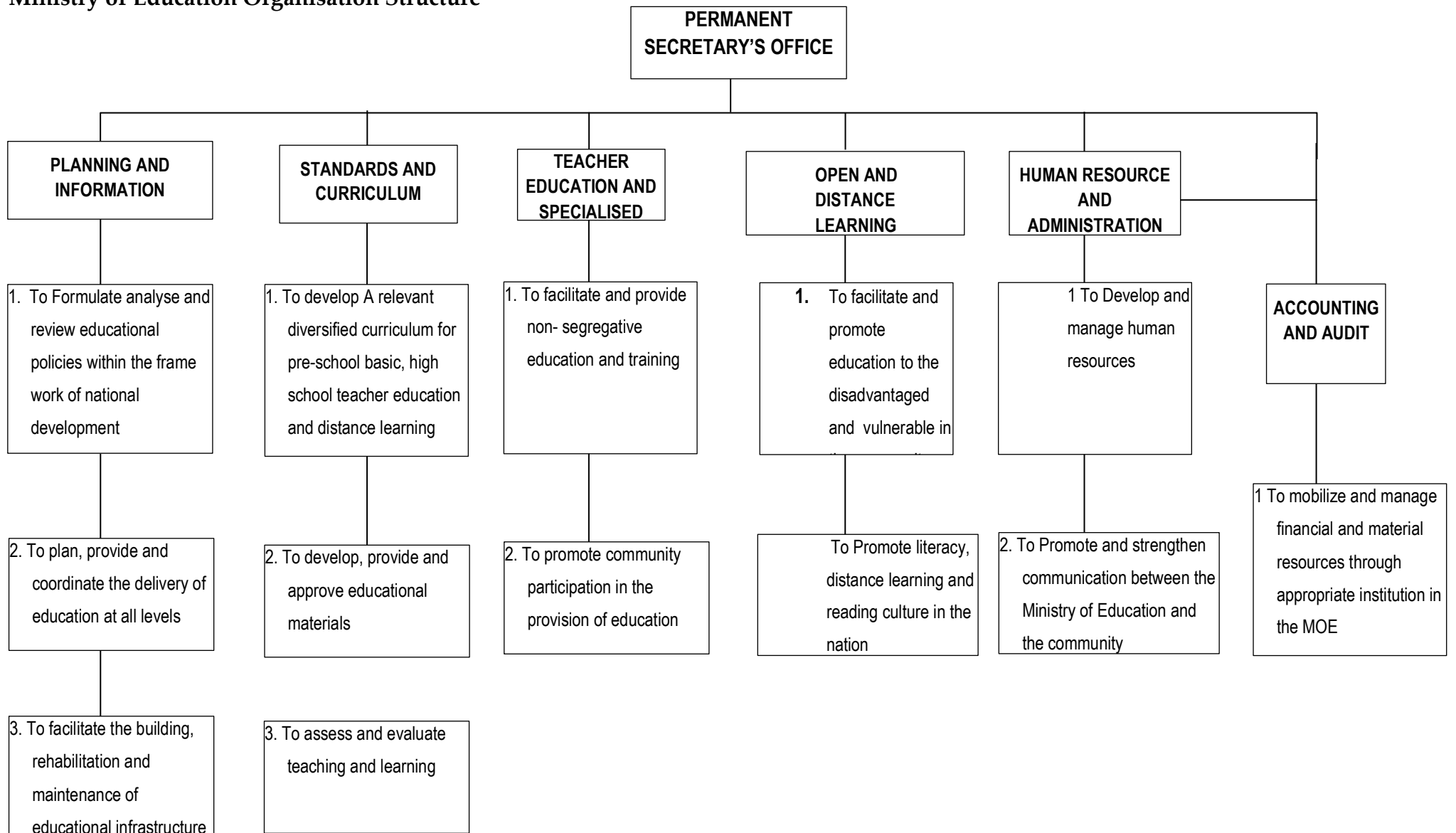
A good design of organizational structure is very significant in determining organizational performance. Drucker in Laurie J. Mullins (2007:597) states:

“Good organisation structure does not by itself produce good performance. But a poor organisation structure makes good performance impossible, no matter how good the individual managers may be.”

For an organisation to operate well, there should be careful allocation of responsibilities and grouping of functions; and good decision making, co-ordination and control. The quality of an organisation's structure will affect how well these requirements are met.

- A good structure encourages good and willing participation of the workforce
- It enhances good productivity and economic efficiency
- It enables specialisation.

Ministry of Education Organisation Structure



Activity

- 1 Draw the structure and establishment chart for your school starting with the head teacher of the school and ending with the position of the learner. Explain the importance of the school structure effectiveness.

A school is an integrated system of interdependent structure and functions consisting of groups of people who should work in harmony. Each person in the group should know what others are doing. Information should reach every one. How relations with the Ministry of Education, at headquarters, province and district levels affect the nature and quality of school governance.

At the primary school level, issues relating to planning and statistics, the management of teaching and supporting staff, the management of financing and budgeting, the management of facilities and equipment, the management of pedagogy and curricula and issues of school welfare, are dealt with at the district levels. At the secondary and higher levels of the educational system, most of these issues are dealt with at the provincial levels. As a school head teacher, you need to be aware of the distribution of these areas of authority and be skilled at relating to each appropriate authority.

The functions of the Ministry of Education at the national headquarters level with regard to school governance are mainly normative, that is, they establish norms or standards for the operation of schools.

SECTION 3: THE SCHOOL AND NON-GOVERNMENTAL ORGANIZATIONS (NGOS)

This section examines the relationship between community schools and NGOs. These are the non-governmental organizations that may be giving assistance to the school in one way or another.

Non-Governmental Organisations (NGOs)

Increasingly, many other partners are becoming involved in schools. There are a wide range of organisations and associations, often funded by international development agencies that are working in schools to provide aid and support in a range of areas.

These organisations generally operate in a very professional manner and, often charitable in nature, have the sole aim of supporting the school. There may be, however, conditions attached to their support. For example, you may be required to sign up for involvement over

a period of time and your staff will need to be supportive of the project. As head teacher try to bring the members of the community on board whenever there are new innovations to be undertaken, so as to avoid such differences or misunderstandings but instead develop a sense of ownership.

Activity

1. Reflect for a moment on any involvement that you have been a part of or aware of with an NGO
2. Based on your interaction with your school PCSC and from your own perception:
 - (a) What do you think are the major functions of your PCSC?
 - (b) What other things might the PCSC be able to do to assist your school?

The School and the Parent Community School Committee

In bringing the home and the school together, the PCSC may assist in identifying pupils' needs and in finding solutions. For example, problems of attendance and drop-outs may be shared. The PCSC may provide a forum where the head teacher and the staff may explain school programmes, gain the support of parents, and thus help to ensure their success. Very often the PCSC is an important source of financial and material support essential for the development of the school. It can be a source of resource persons to help in a wide variety of school projects.

The school and Professional Associations

Another important link which every school should seek to forge is with Professional Teachers' Associations, such as teachers' and head teachers' organisations, and subject associations. In addition to promoting and enhancing the status of their members, these associations may provide regular and valued sources of professional teacher growth (Continuing Professional Development). Their relations with, and representations on, committees and commissions relating to education, may place them in an advantageous position to influence decisions affecting education delivery.

The school and Religious Organisations

Religious organisations have for many years been involved in the management of community schools. They established the first schools and provided them with the materials required for teaching and learning. Schools established by such religious bodies nearly always have close

links with them, sometimes through representation on their boards of management committee, but in some cases through direct control.

Summary

In this unit, we have considered the role of the head teacher, local community and the influence it has on the management of schools and the quality of education a school provides. The point has been made that effective school management can be achieved only through strong partnerships between head teacher, the Ministry of Education, the parents and other partners both within and outside the local school.

We have examined the relations which the school head teacher needs to establish with the different agencies which play some part in the governance of schools.

We have also discussed the relationship between the school and Non-governmental Organisations. It is evident from what has been discussed that these organisations play an important role in the running of a community school. One of the ingredients for effective school governance is good interpersonal relationships.

UNIT 3 MANAGING RESOURCES

This Unit explains the management and development of different kinds of resources the school might have. The types of resources under review, in this Unit, include Physical Resources, Financial Resources and Human Resources.

This unit has the following sections:

Section 1: Human Resource Management and Development

Section 2: Financial Resource Management and Development

Section 3: Physical Resource Management and Development

Learning outcomes

By the end of this unit, you should:

- present a 'strategic' model of human resource management and development (HRM/D)
- analyse the role of HRM/D.
- organise financial resources based on the budgetary priorities set within the school.
- demonstrate skills of distribution and the use of school financial resources by budget items.
- use financial resources to promote learning and teaching in schools.
- explain the need for careful management and control of the school budget.
- describe the areas in which expenditure should be incurred.
- explain the importance of maintaining resources.
- describe the procedures to keep resources in your school properly maintained.

SECTION 1: HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT

In the implementation of any educational plan, programme or project, it is important that the necessary resources are available. There are four main types of resources which can be mobilised. These are human, material, time and financial resources.

HRM is also associated with a series of practices related to the main activities of managing people. This may include recruiting new staff or training and developing existing staff. This section takes the community school as its primary formal work setting.

Training and Development

Considering that most community school teachers are not on government payroll, deciding how much and in what way staff should be paid is a major part of HRM. It is probably the issue, along with recruitment and selection that has the highest priority for employees.

SECTION 2: FINANCIAL RESOURCE MANAGEMENT AND DEVELOPMENT

Without financial resources a school cannot survive; indeed unless a certain minimum level of financial provision is reached the effective operation of a school in terms of the quality of education offered is threatened. Since most community schools are not funded by government, the head teacher, working together with other stakeholders will have to find and create additional funds. This, however, should not divert the head teacher's core responsibility of managing the school.

Funds are needed to:

- facilitate the implementation of school policies and programmes.
- involve learners in co-curricular activities.
- develop school infrastructure.

The main principles governing the financing of schools include:

- 1 finances both from government and other sources being properly recorded and controlled.
- 2 the head teacher being responsible and accountable for all financial management.
- 3 the head teacher making sure that all financial provision ultimately benefit all learners.

The head teacher should identify challenges and make corrective measures.

A head teacher must look for ways of increasing the school's financial resources. Community involvement in this venture may increase community interest in the school; so the first source of extra finances should be your local community.

Developing resources depends on the good management of the school head teacher and staff.

The following ways of involving your learners may be considered:

- generating funds through such activities as agriculture, making crafts and bee keeping.
- fund raising activities, for example, music, dance, drama, games and sports, exhibitions, charity walks and jumble sales.

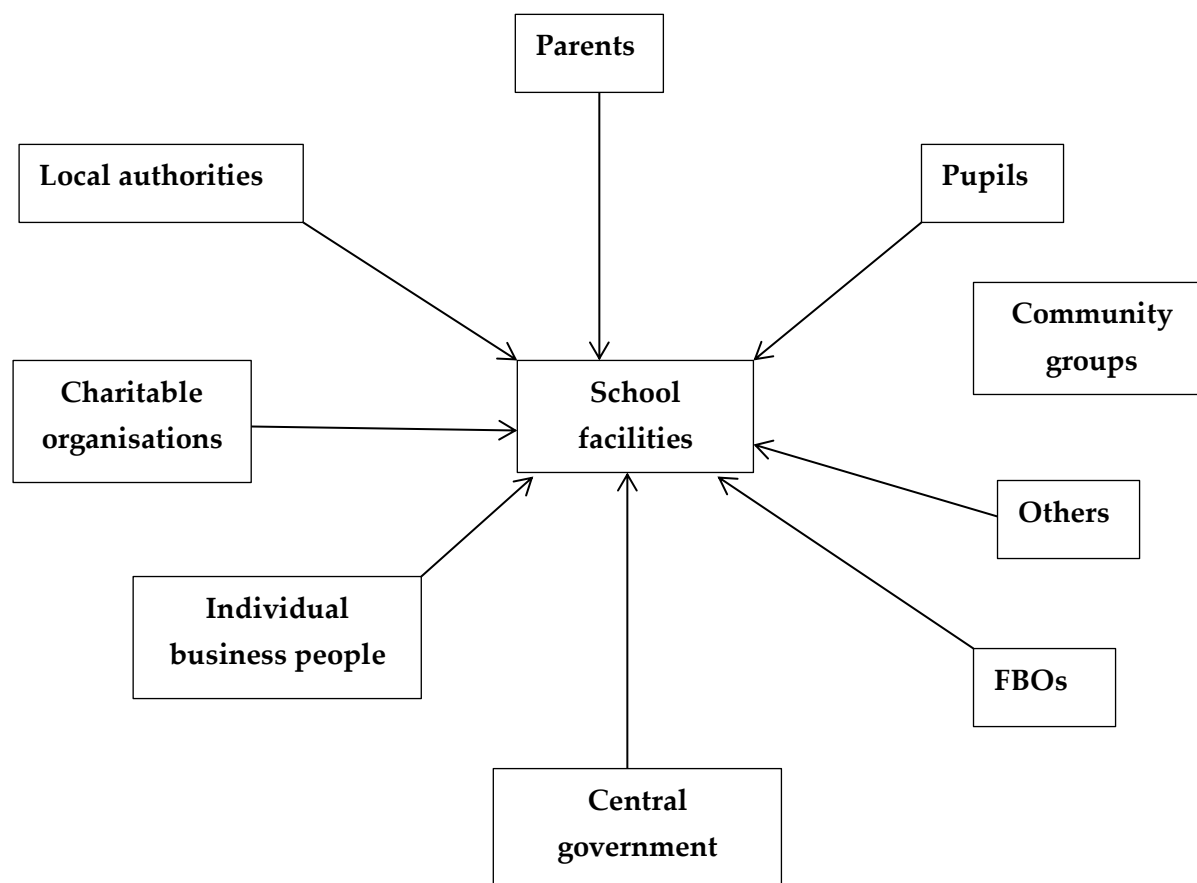
Community groups are often among the key sources of funds to schools. They are mobilised to carry out given tasks by leaders in the community, such as local chiefs. There are many schools in developing countries that have been built by community groups.

Your findings might include:

- mobilising community groups in development projects.
- community leaders playing the leading role in mobilising the masses to participate more effectively in school projects.
- fund raising for individual schools in an area.
- involving community groups and former learners in self-help projects for the purpose of generating funds.

Managing funds is one of the major tasks of a school head teacher. The success of any school programme depends very much on the way the financial inputs are managed and this, in turn, affects the overall performance of a school. It is therefore important that all school head teachers have knowledge of financial management.

The figure below shows possible supporters of a school in terms of finances.



After identifying possible sources of funds a school head teacher, as a financial planner, has to draw up a plan for securing and expending the resources. For the plan to be expressed as a school budget a head teacher needs to have some knowledge and experience of designing and managing a budget.

In this section, we expect the head teacher to:

- have an understanding of financial planning.
- understand the nature of budgeting in a school.
- design and manage a school budget.

What is budgeting in a school?

Budgeting is a process of preparing a statement of the anticipated income and the proposed expenditure. In other words, it is a process for preparing a summary of the programmes of the school reflecting the expected income and expenditures. This statement is the school budget which guides a head teacher through the various school activities, as well as towards achieving the objectives of the school.

Activity

Reflecting upon the situation in your school:

- 1 identify and prioritise activities to be included in the school budget
- 2 list the resources that will be required and the possible sources.
- 3 give an estimated cost of each of these resources.

In summary, the stages of budgeting which you have just gone through are:

- Stage 1:** Identification of programmes, projects or activities you wish to accomplish in the budget period.
- Stage 2:** Identification of the resources, in terms of manpower, materials and time.
- Stage 3:** Costing of the resources - this is the most important activity in budgeting since a budget is basically a financial statement.
- Stage 4:** Presentation of the budget to the PCSC, the DEBS or funding agencies.
- Stage 5:** Obtaining approval of the budget by the authorities.

Budgeting is a process of relating the expenditure of funds in a systematic way to the achievement of the planned mission and objectives of a school. Budgeting has three major functions:

- 1 It provides an operational cost-time framework for the implementation of school programmes. It is therefore the major planning instrument in your school.
- 2 It can serve as an instrument for the delegation of authority. The school budget is designed to show which particular people are responsible for specific programmes.

(When a budget is approved by the authorities the delegation of functions is automatically approved.)

- 3 It can be an instrument for controlling and evaluating performance.

Your budget provisions offer you a simple guide to assessing the rate of expenditure in any given activity. If your budget is suitably designed, it will also readily provide you with data on three elements to assist in the control and evaluation function.

These are:

- rate of expenditure.
- output.
- costs.

Purposes of the budget

Your school budget is a forecast of future financial events showing the anticipated income, expenses and financial position of the school.

The purposes of budgeting can be categorised into two:

- 1 To show what the results will be if the present school financial plans are put into effect; in other words, the purpose of your budget is to disclose areas that require attention and action.
- 2 To evaluate the financial performance of the school: you use the school budget to control the operations, income, costs, and the persons responsible for the operations and related income and expenditures. In effect your school budget is a measure against which your financial performance may be compared. You should always aim at having a budget that promotes cost effectiveness, that is, a high level of school output at low levels of expenditure.

Managing the school budget includes the management of its implementation.

Budgets are estimates of income and expenditures and there may be changes as your school financial situation becomes more reliable.

When you receive delivery of goods or services ordered, you should always settle the account promptly. You should calculate the exact amount involved as indicated on the supplier's invoice and compare it with the amount on the order.

Sample draft budget for Mulele Mwana Community School

Income		Expected expenditure	
From MESVTEE	5,450.00	Books	2,250.00
From Local Community	4,650.00	Repairs	1,750.00
Profits from school garden sales	2,750.00	Office supplies	1,500.00
		Classroom items (chalk, etc.)	1,750.00
		Furniture	1,750.00
		Reserve Fund	1,230.00
TOTAL	12,850.00		10,230.00
BALANCE	2,620		

Activity

Design a simple budget for your school.

Monitoring and supervising the school budget goes on throughout the year. However, at the end of the year, the total amount of income and expenditure is consolidated in a yearly financial account.

Monitoring your school budget requires you to do the following:

- 1 making sure that expenditures are according to the approved budget.

- 2 check whether there is a surplus or deficit at the end of the year.
- 3 assess the implementation of the budget with a view to preparing future budgets more accurately.

Controlling school budgets

Controlling a school budget requires you to understand the financial status of your school and its priorities for expenditure.

In this unit you have learned that budgets:

- serve as a plan designed to achieve a set of school objectives.
- serve as indicators of areas of the school that require action.
- are used as a means of evaluating performance of the school head teacher.

Budgetary prioritisation in a school

Prioritisation involves putting first things first, that is, deciding on the activities that must be done before others are carried out.

Likewise the head teacher of a school should arrange developmental activities in order of importance, so that funds may then be allocated.

Activity

- 1 As a newly appointed head teacher you arrive at the school which has limited financial resources and find, amongst other deficiencies, no toilets, no teaching and learning materials, sports field overgrown with grass and bush. Rearrange them in order of priority.
- 2 List all the activities or items on which you would like to spend money in the next financial year. (Perhaps set yourself a limit of ten items - and please make sure the items are realistic)

Distribution and use of school financial resources

In general, financial resources are scarce and this scarcity can be made worse by the inappropriate distribution or misuse of such resources

Typically in a school, funds come in cash or cheque. These monies must be receipted and kept safely.

A receipt book is designed for receiving cash or cheques. A receipt must be made or written out immediately on receiving the cash money or cheque, and the original should be sent or given to the person(s) who has/have made the payment.

A receipt is used in a school to:

- acknowledge receipt of cash or cheque in settlement of school dues.
- provide information for the cash book.

It bears the following basic information:

- the name of the person who paid the funds.
- the name of the person who received the funds.
- date received.
- purpose of the funds.
- type of funds (cash, cheque, etc.).

If money has to be kept before banking, it must be under lock and key or in a safe to avoid theft or damage by fire, etc.

Banking

The head teacher of the school should first bank all school funds and then withdraw as and when necessary. You should avoid using cash before it is banked as much as possible.

Accounting: This involves checking to ensure that the order to pay is legal, that payment is effected and recorded in the general financial account covering all money spent in accordance with the budget.

Accountability: This refers to budget control. It is the evaluation and guidance of budget administration activities throughout the school's financial year.

Budget control: This acts as a device for assuming accountability to prevent misappropriation, misapplication, embezzlement and illegal spending of funds. It deals with monetary records, which keep account of how money is spent, and therefore helps planning for the future.

The importance of financial records

Financial records are records of day-to-day financial operations in a normal situation in school administration. These records are important because they:

- are the basis for decision-making on any financial matters.
- provide a means of tracking the growth or decline of the school's assets or liabilities.
- form the basis for determining the value (appreciation or depreciation) of school property.
- are guidelines to indicate the financial position of the school.

Budgetary records

They are systematic ways of accounting for budget implementation by keeping basic records.

The following documents are essential for a school for the effective handling of funds:

Procedure for spending

Before any expenditure is carried out, the following must be done:

- 1 a minimum of 3 quotations must be obtained.
- 2 raise a memo seeking authority of expenditure.
- 3 raise a voucher for the expenditure attaching quotations obtained and a memo.

Receipt Books

All payments and receipts should be presented with the proper evidence. You should have receipt books whose leaves/pages must be numbered to enable the detection of lost leaves or receipts. Receipts should be issued at least in duplicate for money received for example, fees. They must also be received for money paid out.

The receipt is the first evidence of cash spent or received.

The Voucher

This can be in book form or in loose sheets which can be filed. It is a document detailing the purpose of any payment made, the date of the payment, the amount, the budgetary vote or item within which the expense is being incurred and the authority that has sanctioned the payment.

Note that:

- 1 the voucher has to be written and signed first before money is released.
- 2 it must bear a number that can be quoted.
- 3 receipts obtained after purchases must be attached to the voucher.
- 4 this document informs one as to how public money has been used.

The Cash Book

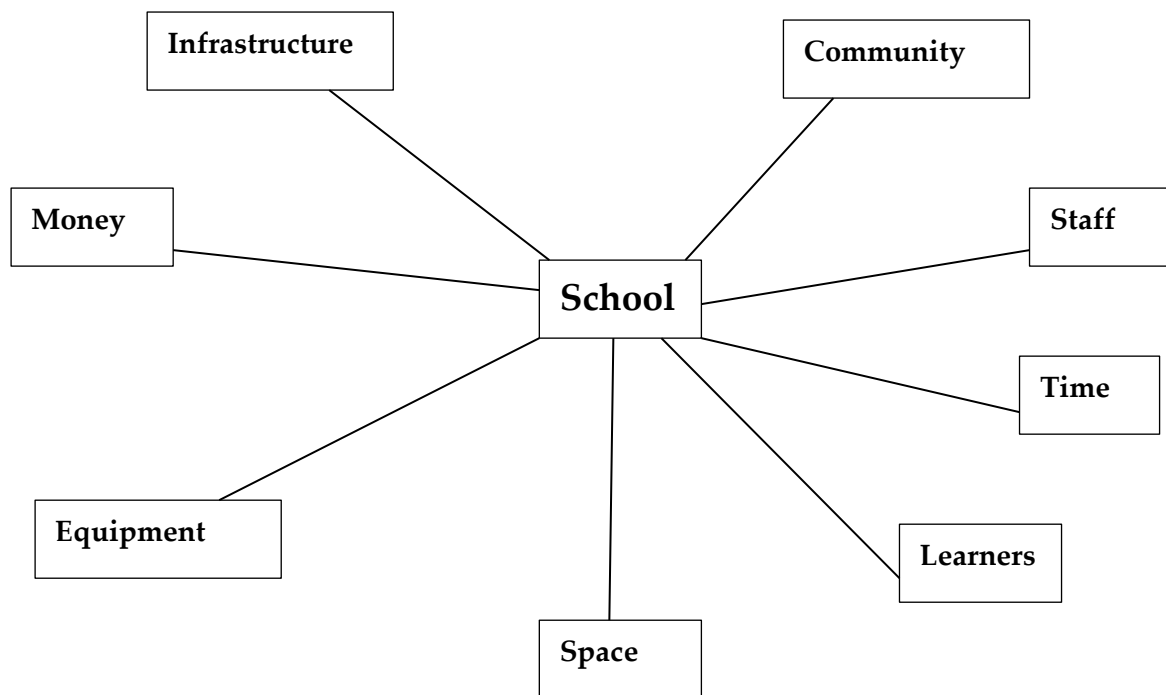
This is a book into which information is entered on a daily basis, giving details of money received, such as fees and money paid out, such as for buying school chalk. In a situation where a school has no access to a bank, a cash book has to be balanced daily so that cash received that day must be balanced against cash spent on the same day. That way, you are immediately aware of the day's collections and spending.

The proper management of school funds is an important component of good school administration.

SECTION 3: PHYSICAL RESOURCES

A head teacher is charged with the proper utilisation and care of all resources in his or her school. Some of these resources are intangible, for example, time and space; others require accurate recording and accounting, for example, finance; and a third category needs physical maintenance, for example, school buildings.

School Resources



The concern in this section is about the maintenance of tangible resources.

Each school head teacher needs to understand the importance of the following basic principles with regard to the maintenance of resources in a school:

- 1 all school buildings, equipment, furniture and property must be well maintained.
- 2 all school purchases must be correctly recorded in the stock book and properly maintained.
- 3 all school purchases must be used for the purpose for which they were bought.
- 4 goods and materials must be checked frequently and controlled to ensure their effective use.
- 5 an up-to-date inventory must be kept.

Stock-keeping

Stock-keeping is critical to the maintenance of resources. It is a process of maintaining inventory information on the quantity and condition of supplies and equipment in order to know what is available for issue and distribution, and also to provide a base for making decisions on procuring additional supplies.

Activity

There is always a need for regular servicing and maintenance to prevent disrepair and breakages. Make a list of the equipment and resources in your school which require preventative maintenance, and describe what you do in each case.

Summary

In this Unit you have been able to learn a number of ideas concerning mobilisation of financial resources.

These can be summarised as follows:

- 1 the main types of resources are human, material, time and financial resources. These need to be mobilised to facilitate implementation of the school plans, or programmes, or projects.
- 2 budgetary prioritisation is the arrangement of items or activities in order of importance and allocating money which will facilitate their execution. Great care must be taken in the distribution of the available funds.
- 3 various mobilisation strategies should be used to obtain the necessary funds in order to implement the school plans.

Money and effort expended on resource maintenance and management is money well spent. As school head teacher you must manage all school resources efficiently in the interests of the school and therefore, full, proper and timely maintenance of these resources is important.

UNIT 4 INFORMATION AND RECORDS MANAGEMENT

All community schools are expected to have records relating to administration, teachers, learners, and the PCSC. Effective records management contributes to the achievement of institutional goals for activities such as planning and decision making to succeed. There must always be accurate and relevant information. Some records kept by the school may be required by the ministry of Education officials and therefore, they must be readily available.

This unit has the following sections:

Section 1: Importance of information and records management

Section 2: Types of records

Learning outcomes

At the end of this unit you are expected to:

- demonstrate an understanding of the importance of information and records management in quality education delivery.
- differentiate the various types of records that may be available in a school.
- apply good information and records management practices.
- carry out an appraisal and inventory of the records in your school.
- demonstrate skills in storing and retrieving records.

SECTION 1: IMPORTANCE OF INFORMATION AND RECORDS MANAGEMENT

Information Management

In school there are various types of information that may be required at different levels for decision making such as planning, budgeting, controlling and staffing. Among the types of information that may be required are details on: learners, teachers, financial, teaching and learning materials.

Records Management

Records management can be defined as the efficient and cost effective care and control of records of whatever format from the date of creation to the date of disposal. Systematic record keeping helps to keep the office tidy and facilitates locating of files and documents without delay.

Records management involves the following activities:

- **creation of records** – records are created by the activities of the office environment.
- **storage and retrieval** - records must be stored in such a way that they can be easily retrieved
- **classification** - records and files must be grouped according to subjects for easy retrieval
- **filing** - this is the process of arranging and storing records so that they can be easily located when they are needed.

Activity

Identify types of information generated by your office and state where they are kept.

Value and uses of Information

Information plays a very critical role in the operations of a school. The ability to manage information resources will enable you to be successful in managing your school.

Records can be used for the following:

- administrative operations.
- policy formulation where records can be used as a basis for policy making.
- for reference purposes.
- decision making which requires a lot of information and selection of the best alternatives.
- facilitation of change such as handing over of offices or activities from one teacher to the other.
- Validation of documents and payments.

SECTION 2: TYPES OF RECORDS

There are many types of records kept by the school. Each file should have a title.

1 Administrative Records

Title: Documents from government

Purpose: To store all circulars and other directives issued to the institution by the Ministry of Education or other government sources

Title: Documents from non-governmental sources

Purpose: To keep reports on official correspondence excluding those issued by the Ministry of Education

Title: Other documents

Purpose: To keep reports on classified sources such as annual reports, orientation programme

Title: Log Book

Purpose: To keep records on daily events including visitors to the school

Title: Minutes of Parent Community School Committee (PCSC) Meetings

Purpose: To keep records of all decisions from the Parent Community School Committee Meetings

Title: Minutes of Staff Meetings

Purpose: To keep a record of school staff meetings and decisions

Title: Head teacher's Log book

Purpose: To record how the head teacher will manage time and major tasks over a given period

Title: Inventory

Purpose: To record furniture, equipment, apparatus, materials and supplies, books

Title: Accounting Records

Purpose: To record all receipts and expenditures

Title: Library Records

Purpose: To keep records on inventory of library books

2 Teacher Records

Title: Master Time Table

Purpose: To keep time-tables and allow the administration to become aware of all the academic activities within the institution.

Title: Appointment Forms

Purpose: To keep appointment forms for teachers.

Title: Personal Staff Files

Purpose: To keep all relevant information about individual teachers

Title: Teachers Attendance Register

Purpose: To record teachers' time of arrival and departure

Title: Attendance Register for Administrative Personnel

Purpose: To record administrative personnel time of arrival and departure

Title: Attendance Register for Support Staff

Purpose: To record the arrival and departure of Support Staff

Title: Lesson Plan Records

Purpose: To record number of plans submitted/not submitted by teachers

Title: Leave of Absence Forms

Purpose: To keep forms of leave of absence.

3 Learner School Records

Title: Admission Register/Enrolment Forms

Purpose: To keep records of admission and withdrawal of learners.

Title: Attendance Register

Purpose: To keep records of learners' names, dates of birth, daily attendance, averages, gender. etc.

Title: Transfer Record

Purpose: To keep records of information on learners' moving from school A to school B

Title: School Based Assessment Records

Purpose: To keep records for learners' academic performance

Title: Report Form

Purpose: To keep copies of learners' academic performance and social behaviour to parents.

Title: Student Handbook/School Rules

Purpose: A book in which the rules of the school which govern learners' behaviour are kept

4 Records kept by teachers

Teachers are responsible for keeping the following records:

- attendance register. Teachers record daily attendance and submit to the Head teacher/Deputy head teacher's office.
- classroom inventory.
- school based assessment records of Learners.
- lesson plans
- report forms on learners' achievement and behaviour.

UNIT 5 SCHOOL BASED ASSESSMENT

This Unit focuses on different ways of assessing learners. Assessment is the means of obtaining information, which allows school administrators, teachers, learners and parents to make judgments about learner progress. The starting point for this is the processes of learning and teaching. Assessment is an integral part of the planning process and is a tool for reflection on programme construction and teaching. Assessment measures the success of learning and teaching.

This unit has the following sections:

Section 1 Aims of assessment

Section 2 Types of assessments

Learning outcomes

As you study and work through this unit you are expected to:

- be equipped with MESVTEE policy guidelines on school-based assessment.
- be acquainted with different steps and features of school-based continuous formative assessment.
- demonstrate understanding of the variety and purposes of school-based assessment approaches.
- demonstrate understanding of the importance of aligning the learning goals and the formative assessment strategies.
- be effective in using assessment results.
- implement and monitor school based assessment

SECTION 1: AIMS OF ASSESSMENT:

In this section you will focus on the aims of assessment. Some of the aims of assessment are to:

- determine the achievement and progression.
- support teaching and learning.
- assist learners reach learning targets.
- provide feedback to learners, parents and other teachers.
- promote high and realistic expectations for learners.

- provide information as a basis for monitoring and evaluation.
- make informed decisions about next steps in teaching and learning.
- help identify learners with special needs.

SECTION 2: TYPES OF ASSESSMENTS

There are many types of assessments, in this section we will focus on the following:

1 Formative

This type of assessment is used during the course of teaching and learning to indicate the effectiveness of teaching and learning. It helps the teacher to monitor learners' progress and feedback. It allows the teacher to modify their teaching strategies in order to maximize learning. It also provides motivation and encouragement to the learners since they are able to check their progress and weakness and can make quick adjustment and improvement.

2 Diagnostic

This is used to find out the ability levels of the learners i.e. to indicate their strengths and weaknesses. It helps the teacher to discover what learners know and do not know about a particular topic or work to be covered. By testing the learners before instruction the teacher can determine what specific experiences will best be given to the learners. Diagnostic data can help the teacher to adjust the teaching to the learners' individual differences

3 Summative

This type of assessment is used to check if particular aims and objectives of a course or programme have been achieved. The achievement of these aims usually leads to the award of a certificate or a learner being allowed to progress to a higher level of education. For example, we have grade 7 examinations, junior secondary school leaving examinations and the school certificate examinations. You can also use it for recording and reporting purposes in case of end of term tests in community and primary schools.

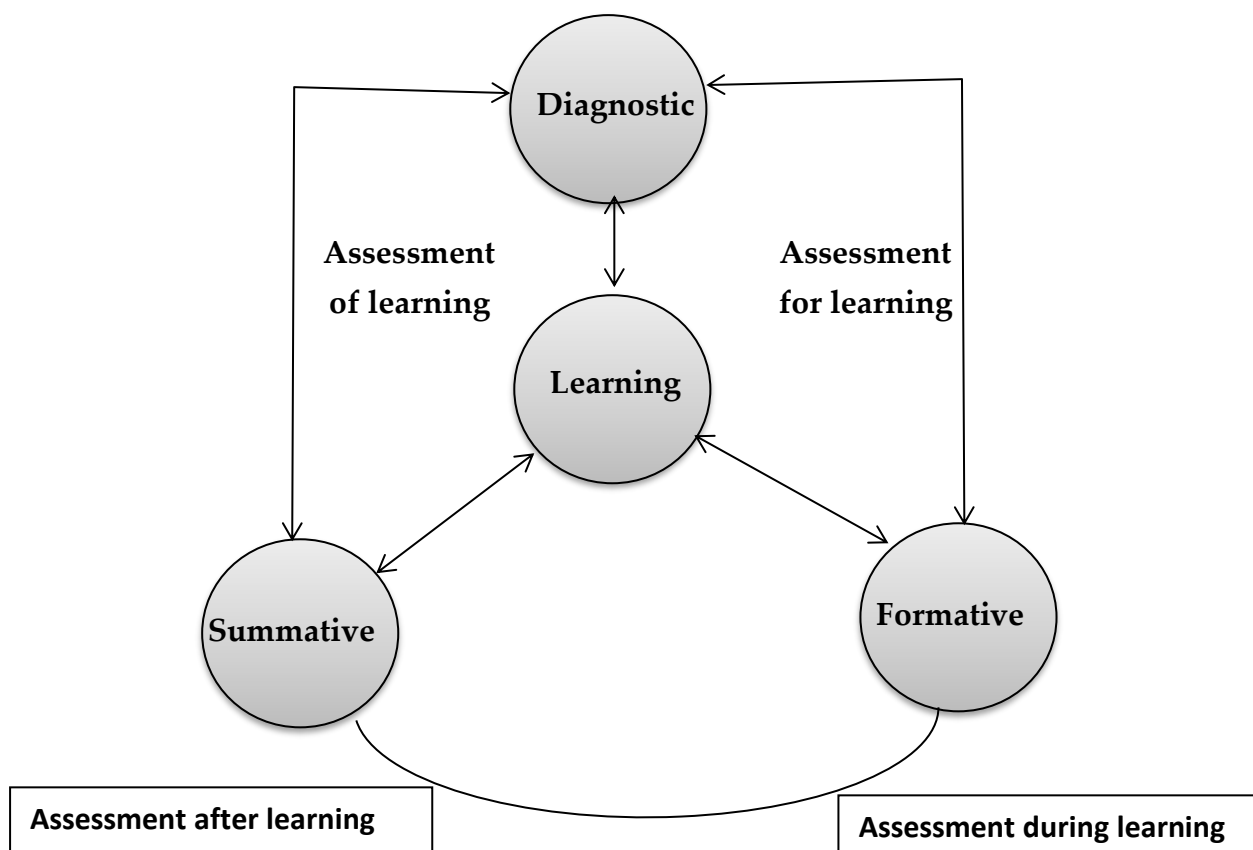
4 Informal and formal assessment

Assessment can be either formal or informal. Formal assessment usually implies a written document, such as a test, quiz, or paper. A formal assessment is given a numerical score or grade based on student performance, whereas an informal assessment

usually occurs in a more casual manner and may include observation, inventories, checklists, rating scales, performance and portfolio assessments, participation, peer and self-evaluation and discussion.

School Based Assessment

Assessment before learning



The table below shows some of the assessment terms and their meanings.

No.	Assessment Terms	Meanings
1.	Assessment	Assessment is a way of observing and collecting information and making decisions based on the information.
2.	School-based assessment	An assessment carried out in schools by teachers on learners, with the prime purpose of improving learners' learning; it is formative and diagnostic and its overall aim is to improve the quality of learning and teaching

3.	Classroom-based assessment	Assessment that takes place in the classroom, usually carried out by the teacher.
4.	Continuous assessment	Continuous Assessment(CA) refers to making observations and collecting information periodically to find out what a learner knows, understands and can do. Specific tasks are given to the learners based on what has been taught. We observe the learners doing these tasks and make a judgement about how well they are doing. CA is ongoing and utilises a variety of assessment methods to help the teacher find out what the learners have learned.
4.	Formative assessment	Formative assessment is a process used by teachers during instruction that provides feedback to adjust ongoing teaching and learning to improve learners' achievement of intended instructional outcomes. In simpler terms, formative assessments are assessments used to inform instruction and to determine learner mastery.
5.	Summative assessment	Evaluation administered at the conclusion of a unit of instruction to comprehensively assess learning and the effectiveness of an instructional method or program.
6.	Formal assessment	Formal assessments <i>may</i> be standardized. They are designed to be given according to a standard set of circumstances, they have time limits, and they have sets of directions which are to be followed exactly.
7.	Informal assessment	Informal assessments generally do not have a set of standard directions - they have a great degree of flexibility in how they are administered. They are constructed by teachers.

8.	Testing	Testing is one way of assessing learners on a continuous basis. Tests usually come at the end of a topic or unit to find out what a learner has learnt. Testing can include a wide range of question types, but the most common are multiple choice, true or false, essays and matching.
9.	Examinations	Examinations are usually carried out at the end of the year or cycle(at the end of primary school, for example). Learners do not often get feedback on their performance on the examinations apart from knowing what grade/mark they got. Examinations are usually written in the same way that tests are written. They often have consequences for learners' future.
10.	Performance assessment	An assessment where a learner has to show or demonstrate an understanding or skill.

Formative school based assessment will take place in four ways. Each assessment is designed to measure whether learners have learned the content for the given period of time.

- (i) **Daily informal assessments** – These will be in the form of short spot checks on learner's learning, through questioning, demonstrations and observations during the lesson. Assessment guidelines will be included in the scripted lessons that form the reading program. The teacher will not generally make a record of these assessments.
- (ii) **Weekly semi-formal assessments** – These will involve assessing groups of learners on a weekly basis. The assessments should take 15-20 minutes per week. Sample assessments will be provided along with the scripted lessons in the teacher's guide for literacy. The teacher will record the results of these assessments in the classroom record book. The teacher will also record on the Daily and weekly record sheets which will be provided.
- (iii) **Monthly formal assessments** – These will be similar to the weekly semi-formal assessments. They will be administered during the review week for the month. The assessments should take 20-30 minutes per month. Sample assessments will be provided along with the scripted lessons in the teacher's guide for literacy. The teacher will record the results of these assessments on the monthly and termly record sheets provided for the class.

(iv) End-of-term formal assessments – These will be mini-EGRA-type assessments (sometimes called Teacher’s Early Grade Reading Assessment) administered to all pupils by their teachers. There will be 3 of these assessments (1 per term, including at the end of the year, which will be a cumulative assessment). They will take about 5 minutes per learner per term, which can take up to a day of the teacher’s time each term or multiple days, up to four, if only the literacy hour is used for the end-of-term assessment. The instruments will be provided to the teachers along with the scripted lessons. The teacher will record the results by task (and total) for each learner in the classroom record book.

Activity

What is your role as a head-teacher in monitoring the implementation of school-based assessment?

Summary

Assessment is an important activity in the teaching and learning process. Head teachers need to ensure that learning and assessment are taking place and updated performance records are maintained by all teachers.

The information from the records helps in making educational decisions about teaching and learning in a school.

UNIT 6 EFFECTIVE TEACHING

In this unit, we will discuss what makes teaching to be effective, we will focus on school curriculum, schemes of work, weekly forecast as well as lesson planning.

As you might be aware, effective teaching is based on planning and preparation, communication skills, experience of the teacher and knowledge about learning styles.

In this unit, we will focus on planning and preparation.

This unit has the following sections;

Section 1 Curriculum and Syllabus

Section 2 Schemes and Weekly forecasts

Section 3 Lesson Planning

Learning outcomes

As you study and work through this unit, you are expected to:

- describe different forms of curriculum.
- state the general principles relating to curriculum planning and formulation.
- explain the difference between syllabus and schemes of work.
- state the purpose of preparing schemes of work.
- describe the important of the weekly forecasts.
- describe the importance of lesson planning.

SECTION 1: CURRICULUM AND SYLLABUS

Curriculum

By definition, a curriculum simply means a course of study at school, college or university. This definition includes what is planned, taught and learnt. A school curriculum also is used for evaluating the attainment of educational objectives. Additionally a curriculum outlines skills, performances attitudes and values learners are expected to learn. In this case, a curriculum is also used for unintended learning experiences useful for character training and good conduct.

School curriculum is not rigid it changes over time. Changes in school curriculum take place basing on societal needs such as economic, political, cultural situations etc.

Curriculum Planning Principles

Curriculum formulation is a process which is done in stages and takes account of a number of factors and principles such as:

- society needs
- national aspirations
- party ideals and plans
- national educational policies
- relevant government reports
- culture
- research studies.

Forms of curriculum

There are many forms of curriculum. In this study we will focus on 3 forms which are:

1 Core curriculum

A core curriculum can be described as the official national curriculum prepared by the government for all schools. It includes issues such as:

- Subject areas to be taught
- Learning experiences and outcomes to be achieved
- Time allocation for different subjects to be taught

2 Co- curriculum

This form of curriculum takes care of non-formalised teaching and learning activities. It assists learners to create and develop interests, valuable attitudes and ideal behavior patterns.

3 Hidden curriculum

This is a form of curriculum that is about everything that is taught and learnt unintentionally by observing behavior of role models who might include; teachers, parents etc.

Syllabus

A syllabus is record that outlines the information about a course. A Syllabus indicates in general the subject covered, it acts as an outline of work to be taught in a subject. The syllabus has the following features, rationale, general outcomes, specific outcomes, knowledge, skills and values.

The purpose of a syllabus is to provide clear instructions to teachers and schools on relevant curriculum matters relating to part area study. A syllabus serves as a learning tool used for facilitating learning.

SECTION 2: SCHEMES OF WORK AND WEEKLY FORECAST

In this section we will discuss the schemes of work and weekly forecast.

Schemes of work are derived from a syllabus. A scheme of work is a plan to be taught in a subject in a week, term or year.

Purpose of Preparing Schemes of Work.

Schemes of work serve a number of purposes. These include:

- how the topics included in the syllabus will be dealt with in the actual practice under given conditions.
- methods of presentation and coverage of material.
- the provisions for individual or group work.
- the use of various forms of teaching and learning aids and other equipment.
- the role of text books and notebooks.
- the arrangement for revision and testing as the work proceeds.

Important Features of Schemes of Work

Important features of schemes of work include the following:

- details relating to dates, weeks, grade level and terms.
- details of subject matter (related information) and learning outcomes.
- methods, aids, projects revision work test and examinations.
- references or source of teaching material.
- special comments which may arise with regard to the execution of schemes of work.

Schemes of work must be checked properly and thoroughly. In order to do this, we can use the following strategies:

- establish a routine procedure or tradition of checking schemes of work randomly and periodically.
- ensure that sequence and arrangement of subject matter in schemes are in order.
- check for relevant appropriateness of subject matter.
- ensure that schemes reflect new changes.
- make a note of all weaknesses and strengths revealed by schemes of work and organize INSET such as TLC activities for teachers if necessary.
- check for appropriate reference material or sources of information.
- ensure that schemes of work are evaluated and reviewed.
- ensure that learner activities match appropriately with concepts knowledge skills to be developed.

Weekly forecasts

This serves as a plan of what is to be taught in a week.

The following are some of the features in a weekly forecast. Week, Unit, Topic/Content, General Outcome, Specific Outcomes, Knowledge, Skills, References/Resource and Remarks.

What makes a Weekly Forecast essential

There are situations or circumstances which make weekly forecast essential. These include:

- reshuffle or substitution of teachers
- transfer of teachers
- disruption of school time
- illness
- leave
- arrival of new teachers
- absenteeism

Strategies to use in checking Weekly Forecast

- Introduce a routine system of checking weekly forecast weekly.
- Insist on accurate and well done weekly forecasts.
- Ensure weekly forecasts are kept up-to-date
- Check weekly forecasts against schemes of work
- Compare and assess learners' progress in different subject areas

SECTION 3: LESSON PLANNING

In trying to develop an effective lesson a teacher should plan. The common tool that is used in teaching is the lesson plan. By definition, a lesson plan is a comprehensive description of the individual lessons that a teacher or instructor prepares to teach on a given day. A lesson plan is thus developed by a teacher to guide instruction throughout the lesson. It is a method of planning and preparation.

Creating a Lesson Plan

The most important point to note about creating a lesson plan is that it involves setting up of goals, developing activities and finally determining the materials on which the lesson will be based.

Learning outcomes

A lesson plan should have learning outcomes which are defined in terms of the knowledge, skills, values and abilities that learners have attained as a result of their involvement in a particular set of educational experiences.

Activity

What constitutes a lesson plan?

A lesson plan includes the following:

- subject of the lesson.
- topic of the lesson
- the date of the lesson.
- duration of the lesson.
- the lesson outcomes.
- the materials that will be used.
- lesson development.
- evaluation

Generally, lesson plans are a remarkable set of guidelines for teachers.

A number of benefits derived from using a lesson plan. These include the following:

- assisting a teacher to stay on track in providing instructions to learners.
- helping a teacher to achieve the outcomes.
- assisting the teacher to present the lesson in an organised and logical manner.

- guiding a teacher in saving time.
- inspiring the teacher in improving his/her lessons.
- providing guidance for a substitute teacher.
- used as evidence to show that teaching has taken place.

Developing a Lesson Plan.

There are various templates that schools can use to develop lesson plans. The important point to note is that traditionally a lesson plan should have the items mentioned under creating a lesson plan.

Activity

- 1 Write a lesson plan on a topic of your choice.
- 2 Explain the importance of a lesson plan

Summary

In this unit, we discussed some important elements of effective teaching. We looked at the school curriculum, scheme of work and weekly forecast as well as the lesson plan. We defined a curriculum as a document which outlines skills, performances attitudes and what learners are expected to learn. We also discussed schemes of work and weekly forecast. It was emphasized that weekly forecasts are important as they indicate the amount of work to be covered in a week with reference to teaching procedures and methodologies to be used. Lastly, we discussed lesson planning as a comprehensive description of the individual lessons that a teacher prepares to teach on a given day. We further explained that a lesson plan is developed by a teacher to guide instructions throughout the day.

UNIT 7 PSYCHOSOCIAL COUNSELLING

In this unit, we will discuss the role of the head teacher as a counselor in school. While he/she can provide counseling services to teachers and support staff, we will focus on school counseling of learners.

It is common knowledge that many learners are facing a lot of challenging situations such as loss of parents, peer pressure and divorce which affect them emotionally. This results in failure to concentrate in class.

This unit has the following sections;

Section 1 Professional Ethics

Section 2 Counselling Learners

Section 3 Alcohol and Drug Abuse

Learning outcomes

As you study and work through this unit, you are expected to:

- describe the qualities of a good counsellor.
- describe some counselling tips applied to learners.
- explain the difference between empathy and sympathy.
- state the purpose of paraphrasing skills.
- describe the need for psychosocial counselling in the school community

Counselling is the process by which a troubled person is helped to feel and behave in a more satisfying manner through interaction with a skilled helper. It is very important for head teachers to acquire counselling skills because of the many challenges such as loss of parents, divorce, alcohol, smoking, HIV and AIDS and child abuse that learners experience.

Qualities of a good counsellor

A good counsellor should be knowledgeable, approachable, patient, good listener, trustworthy, honesty, non-judgmental, sober minded, role model and accommodating. All these qualities are not strange to you as a head teacher because this is what you are.

Counselling tips

Counselling learners requires that a counsellor be:

- **Open** - Let the learners know that no question is wrong and even topics such as puberty, sex and how HIV and AIDS is transmitted that seem to be embarrassing can be discussed.
- **Trustworthy** - Honesty is very important in counselling learners. If the counsellor does not know the answer to a question, he/she should simply admit it. To present wrong information to the learners is likely to create misconceptions.
- **Respectful** - Sensitivity to the needs of the learners is very important. The counsellor should avoid being a negative, critical or bad parent-figure.
- **Patient** - learners may take time to get to the point or reach the decision.

SECTION 1: PROFESSIONAL ETHICS

In this section we will look at professional ethics of counsellors.

Counsellors' Responsibilities include the following:

- maintain effectiveness, commitment and ability to help clients.
- maintain the confidentiality of matters that are discussed with clients.
- ensure adequate privacy before proceeding with the counselling sessions.
- use of counselling skills within the context of code of conduct.
- maintain high standards of professional conduct.
- avoid attending to clients when under the influence of alcohol or impaired due to emotional disturbances, illnesses, or any other adverse reason.

Code of practice

The counsellor must ensure that the following are adhered to:

Confidentiality

Keep all information about the client confidential (Including his/her identity). This applies to all clients - previous, current learners including those who have passed on. Confidentiality may only be broken when court proceedings require so and or when a client's details have to be discussed with another care giver for case management purposes (shared confidentiality).

Listening skills

Listening refers to the ability of counsellors to capture and understand the messages clients communicate as they tell their stories, whether these messages are transmitted verbally or

non-verbally clearly or unclearly. Clients want more than the presence of the counsellor; they want the counsellor to be present psychologically, socially and emotionally.

Purpose of Listening

The purpose of listening is to understand:

- the Person better.
- his/her feelings.
- his/her problem situation.
- his/her deficiencies.
- his/her strengths.

The clients' Non- Verbal Behaviour

A counsellor needs to be very observant because a client can communicate through body movements, posture and gestures. For example:

- facial expression such as twisted lips, frowns, twinkles, and smile.
- voice tone e.g. pitch, voice level and intensity, pauses, fluency.

Non-verbal cues and messages are interpreted differently in different cultures; and it is important for the counsellor to develop a working knowledge of the meaning of non-verbal behaviour in the environment in which he/she works (Ivey et al 1993)

Paraphrasing skills

A Paraphrase is a statement that is interchangeable with that of the client. It is quite similar with rephrasing. To rephrase is to put it in another way, *say it differently BUT maintain the meaning*. Paraphrasing is repeating what the client has said but using your own words or few of the client's words.

For example:

- **“in short** you mean to say that you do not trust all men because your uncle defiled you when you were in Grade 2 “

Paraphrasing skill is very important because it:

- acts as a promoter and stimulator of discussion.
- is an effective way of responding.
- is a means of clarifying issues.
- acts as a client's mirror during the discussion.
- provides useful hints for the counsellor.

Example of a paraphrase during counselling

Learner: Head teacher, I do not like okra. When I was 10 years old, aunt Kabibi used to enter into my bedroom at night and liked to play with 'dudu'. She also made me to touch her 'dudu' and held me in her arms. Sometimes she was very rough and I experienced pain on my 'dudu' but aunt Kabibi said it was alright. I didn't like her 'dudu' because it felt oily, like okra but forced me to play with it anyway...."

Head teacher: What I hear you say is that aunt Kabibi sexually abused you when everybody else was asleep, please tell me more."

Activity:

Paraphrase the following statements:

- 1 "Head teacher, my parents died when I was in grade 6, I struggled to reach grade 7 but my relatives failed to support me. I wanted to finish school but was unable. So I just decided to do business"
- 2 "I will not go to church this Sunday. I don't have proper shoes for the choir ceremony, I am the only one who wears torn shoes. You know it can be embarrassing wearing such tattered shoes in church"!
- 3 "Counsellor, just as I arrived at the station, the bus was leaving. I waited for another bus in vain until I managed to board a truck. By the time I reached the offices, the interviews were over".

Empathy and Sympathy:

Empathy

It feels good to know that others "understand" the way you feel. Equally clients feel good whenever we show that we understand their feelings. A good counsellor is one who acknowledges his/her clients feelings. Showing that you've understood clients' feelings, and strengthens.

Sympathy

Sympathy is *feeling of pity or sorrow* for the suffering or distress of another person.

Examples of empathy

- 1 Client " I don't know what to do, my husband is having an fair with our maid"
Counsellor: " that sounds weird , you must be feeling *disappointed and upset*"
- 2 Client: " I have just been appointed as a school head girl.
Counsellor: "That sounds great. You must be feeling *excited* and *on top of the world*
- 3 Client : "Whenever I think of him, I feel so good!"
Counsellor : " That must be an *exciting* feeling, am sure you are in *love*" .

SECTION 2: COUNSELLING LEARNERS

Amongst learners you will find children, adolescents and adults. A child is a young person who is still maturing socially, physically, spiritually and emotionally. In Zambia, a child, is aged below the age of 18 while other countries such as the USA, a child are aged below 16.

Adolescence is a transition period between childhood and adulthood. It is a period during which a child learns some responsibilities that go with adulthood.

Puberty is a period characterized by development of sexual characteristics such as experiencing wet dreams, developing interests in the opposite sex etc.

Child Development

- **Physical:** Increase in flow of hormones, increase in height, development of muscles, breasts, hips, penis, development of pimples, deepening of voice, wet dreams, onset of menses
- **Emotional:** Development of feelings towards opposite sex, yearning for independence, increasing sense of responsibility, increased sense of social interactions.

Common problems affecting children: Hormonal changes, lack of parental guidance, peer pressure, unrealistic social restrictions, HIV and AIDS, drunkenness by parents, guardians, lack of trust by authorities, anger by parents.

Factors that affect parenting: Poor self-esteem, lack of parenting skills, parental mental ill health, poverty, inherited aggression tendencies, low intelligence, and negative religious beliefs.

Characteristics of children and adolescents

The following are characteristics of children and adolescents that a counsellor ought to be aware of:

- they are sensitive to strangers.
- they like experimenting.
- they are usually genuine/honest.
- they are eager to learn.
- they are easily influenced by peers.

Tips to the counsellor:

- they must enjoy human rights like adults.
- create a child friendly environment.
- use a language the child understands.
- arrange sitting to be at the same level e.g a carpet or low chair.
- use pictures /drawings to stimulate the child whenever necessary.
- use games /plays to draw information.
- story telling.

SECTION 3: ALCOHOL AND DRUG ABUSE

In this section we will discuss alcohol and drug abuse.

What is drug abuse?

Drug abuse is when dependence upon drugs causes problems of psychological, physical and social well-being of an individual.

Drugs commonly abused are:

- alcohol
- cannabis
- solvents

Causes of drug abuse are:

- peer pressure
- curiosity
- forgetting the ordinary life and relieve boredom
- loosening up and be free from inhibition
- forgetting problems temporally and escape from reality

Effects of drug abuse are:

Drugs have psychological, physiological and sociological effects. For example:

- aggression
- impairment of judgement
- brain damage
- kidney and liver problems
- hallucination
- loss of memory
- crime
- mental illness

However it must be noted that effects vary from one individual to another according to the mental state of the user.

Summary

In this unit, we have considered the role of the head teacher as a counsellor in a school. Learners face a lot of challenges that require counselling services and as a head teacher you need to employ many skills including counselling tips in order to help the learners get maximum benefit from school.

UNIT 8 ENVIRONMENT, HEALTH AND HYGIENE EDUCATION

In this unit we will discuss environment health and hygiene education.

This unit has the following sections:

Section 1 Hygiene

Section 2 School environment

Section 3: HIV and AIDS awareness

Learning outcomes

As you study and work through this unit, you are expected to:

- discuss the importance of health and hygiene education in schools.
- discuss Myths and Misconceptions about HIV and AIDS
- outline facts about HIV and AIDS
- describe the transmission and prevention of HIV and AIDS
- discuss the importance of VCT

SECTION 1: HYGIENE

In this section we will look at Hygiene.

Learners' Personal hygiene

Hand Hygiene

Learners and school staff should be instructed about the correct technique for hand washing, including the importance of washing hands before eating or preparing food, after touching any skin lesions (“sores”) and wounds or clothing contaminated by drainage from lesions and wounds, and after using the toilet.

Instructions should include the following:

- wash hands with clean water and soap or ashes before eating or after use of a toilet.
- learners should be encouraged to keep nails short and clean.
- cover wounds to prevent contamination of food during preparation of meals.

- learners should be encouraged to brush their teeth before coming to school as well as after meals.
- learners should cut their hair short
- learners should be encouraged to shave the hair under the arm pits
- avoid spitting carelessly.
- apply soap and spread across all surfaces of hands.
- rinse hands under running water.
- dry hands with a towel.
- avoid sharing eating and drinking utensils.
- avoid sharing unwashed towels, clothing, or uniforms.
- avoid sharing personal items (e.g., deodorant, razors).
- change socks and underwear daily.
- wash soiled bed linens and clothes with hot water and laundry detergent.
- dry clothes after washing them, this also helps kill bacteria in clothes.
- bath or shower with soap each day.
- bath or shower with soap after every sports practice or competition.
- keep cuts and abrasions clean and covered with clean, dry bandages until healed.
- follow your health care provider's instructions on proper care of wounds.
- avoid contact with other people's wounds or material contaminated by wounds.

Drinking water

- Use drinking water from a protected source
- Boil the water if the source is unprotected
- Keep drinking water in a clean and covered container for learners to drink.
- Do not dip hands in the water.
- Where there is no tap, pour from the container or use a cup
- Add chlorine to drinking water

Hygiene after playing

In addition to the previously mentioned guidelines, sports participants should be provided with these guidelines:

- do not share towels, clothing or uniforms.
- do not store wet, dirty clothing.
- keep cuts, abrasions and wounds covered with clean.
- report any cuts, abrasions or wounds to the school nurse or teacher.

Putting girls first

Schools should put in place facilities that favour girl child, such as running water, clean toilets, and other feminine related facilities

SECTION 2: SCHOOL ENVIRONMENT

In this section we will look at the school environment

Schools can determine children's health and well-being by their exposure to a healthy or unhealthy school environment. There are a lot of architectural and aesthetic aspects related to a school's hygienic needs, such as: school's building plan, safe water supply, disposition of waste.

School location

Due to health reasons (influence of noise, exhaust gases from vehicles, and potential risk of accident), schools in an urban and suburban areas should be located more than 100 meters away from major traffic. Some studies suggest that it is best to design a school building so that natural light can be part of the lighting scheme of the school.

Activity

1. Mention ways in which you can promote hygienic habits in your schools
2. Identify other stakeholders you can work with to uphold hygienic behaviours in your school.

Summary

Schools provide excellent opportunities to support sanitation and hygiene promotion programs. Schools are better placed to teach about dirt and disease and what can practically be done to improve health through better sanitation and hygiene. Construction and use of appropriate learner friendly sanitary facilities (hand washing stations, soap and toilets) can be especially effective in reducing the incidence of diarrhoea. Schools can also provide an arena where sanitation can be shown at its best, and certain positive hygienic behaviours (hand washing with soap before eating and after going to the toilet) can become an entrenched habit at a young age.

SECTION 3: HIV AND AIDS AWARENESS

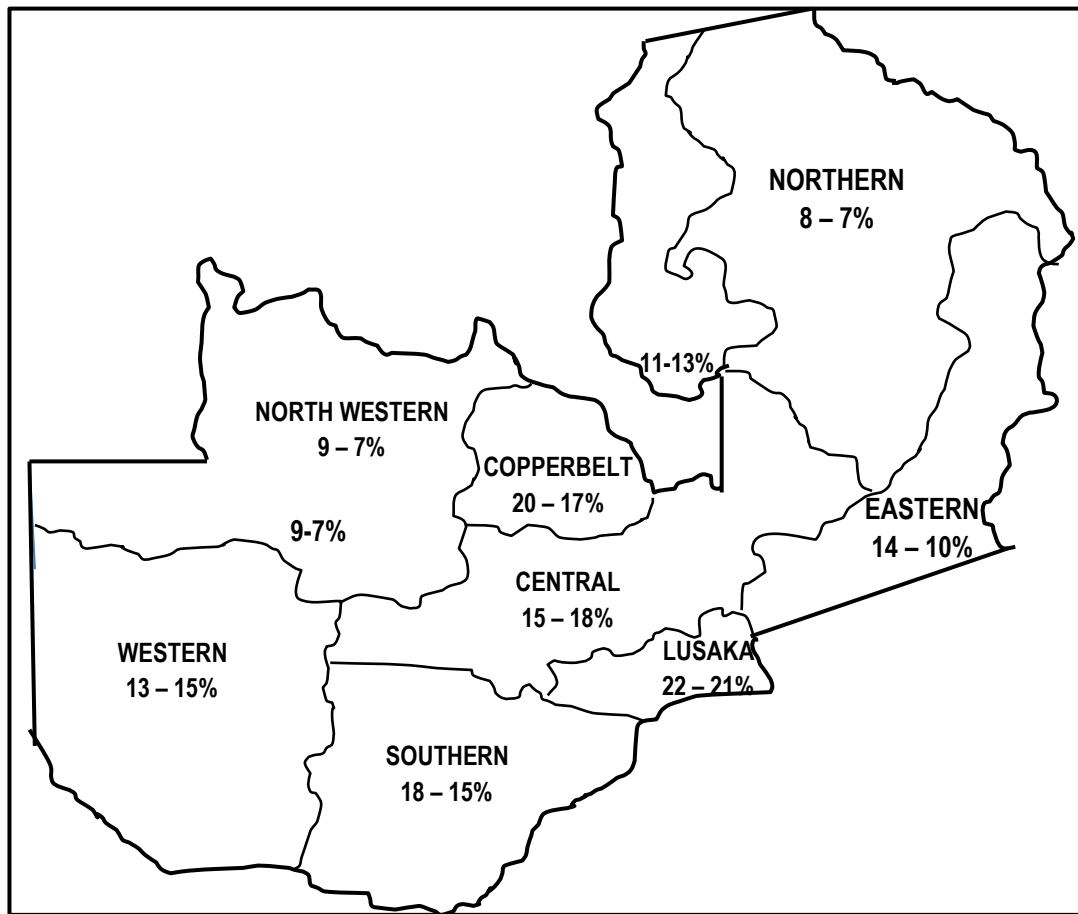
In this section you will discuss HIV and AIDS awareness.

Drivers and the HIV and AIDS epidemic in Zambia

Among the main drivers of HIV and AIDS are the following:

- multiple concurrent partnerships.
- low and inconsistent condom use.
- low rates of male circumcision.
- mobility and labour migration.
- vulnerability and marginalisation.
- gender equity and gender-based violence.
- alcohol and substance abuse.
- poverty and income inequalities.
- stigma and discrimination.
- cultural practices.
- human rights violations.

Geographical Patterns of HIV prevalence in Zambia



Male 13-12% Female 18 – 16%
Urban 25 – 20% Rural 13 – 10%
Heterosexual sex 78% MTC 21% of infections
National Average: 16- 14%

Myths and misconceptions about HIV and AIDS

Myths are unreliable information passed around the community mostly by word of mouth. Myths become widely known and are believed to be true, but often they are inaccurate or false. The original source is usually forgotten. There are many different myths about HIV and AIDS in Zambia that people believe, most of which are linked to misunderstanding about HIV transmission, prevention and treatment.

The most common myths are that;

- AIDS is a punishment from God.
- AIDS can be healed when the infected person engages in sexual intercourse with a child.
- HIV can be spread by mosquitoes.

- HIV and AIDS can be caused by evil spirits.
- traditional herbalists can cure HIV and AIDS.
- HIV can spread through handshakes.
- HIV can be spread by sharing food and kitchen utensils such as cups and spoons etc.

Facts about HIV and AIDS

HIV stands for Human Immunodeficiency Virus. HIV is a viral organism that causes AIDS. HIV is transmitted only between human beings, i.e. it affects people only. It attacks the body's natural ability to fight off disease i.e. immune system.

When the immune system breaks down or is deficient the body cannot protect itself from disease.

AIDS stands for: Acquired Immune Deficiency Syndrome. AIDS is characterised by the collection of symptoms and signs of many different diseases (syndrome). A person with AIDS is at risk of suffering from different illnesses such as diarrhoea, pneumonia, tuberculosis, or cancers. These are sometimes referred to as opportunistic infections. Most people with AIDS die from opportunistic infection that their bodies cannot fight or which become complicated to treat. Presently, there is no known cure for HIV and AIDS.

Activity

- 1 Discuss the status of HIV and AIDS epidemic in Zambia.
- 2 Talk about drivers of HIV and AIDS epidemic.
- 3 Identity myths and misconceptions about HIV and AIDS.

Modes of HIV Transmission

Adults

- Sexual intercourse with someone infected.
- Contact with infected blood products
- Using contaminated needles, syringes and blades.

Children

- Infected mother to her child
- Contact with infected blood products
- Sexual abuse or rape

However, other body fluids such as saliva, tears, sweat and urine do not transmit HIV. Therefore it is relatively safe to come in contact with these fluids even if someone is HIV

positive. Personal hygiene dictates that it is necessary to make precautions or steps not to come in to contact with another person’s bodily fluids and other discharges.

HIV Prevention

HIV can be prevented easily if a person knows how transmission occurs and is prepared to change his/her behaviour and take the necessary precautions to prevent infection.

The table below shows some ways to prevent the spread of HIV infection appropriate for adults and children.

Modes of HIV Prevention

ADULTS	CHILDREN
Have one uninfected sexual partner and be faithful to him/her	Learn about HIV and AIDS Share this information with others
Avoid contaminated, unscreened blood	Avoid using contaminated sharp instruments
Know about your HIV status and notify your partner or spouse	Abstain from sex before marriage.
Care for your partner	Use condoms if sexually active
Take personal responsibility to prevent HIV transmission such as using condoms	Avoid indulging in risky-enticing behaviours such as drug abuse, alcohol abuse, sexual abuse
Utilise helpful traditional practices in ritual cleansing rites	Avoid contaminated, unscreened blood
Expectant mothers should access ART under the PMTCT programme	Report child sex abusers or rapists to police or your parents

Activity

- 1 Discuss the main drivers of HIV and AIDS epidemic.
- 2 Identify myths and misconceptions about HIV and AIDS.
- 3 Discuss HIV and AIDS and prevention in children and adults

VOLUNTARY COUNSELLING AND TESTING

The word “voluntary” is implied to mean, in this context, ability to act of one’s free will, i.e. controlled by the will. It is now evident that there are no quick solutions to stop AIDS, but rather gradual efforts to reduce high HIV prevalence rates.

Counselling may be described as the process of preparing a client before and after an HIV test.

The word “test” implies the actual examination of the blood to determine the presence or absence of the HIV virus.

Stigma and discrimination are the most devastating challenges in the fight against HIV and AIDS. Factors that contribute to stigma and discrimination include lack of knowledge, moral attitude, and perceptions that caring for People Living with HIV and AIDS is a waste of time.

Addressing stigma and discrimination is, therefore, a crucial part of this strategy as it will help people confront their fears and access medical and prevention services.

In the prevention of the spread of HIV and AIDS, **behaviour change** is the key.

Activity

- 1 Describe Voluntary Counselling and Testing.
- 2 What is the importance of behaviour change?
- 3 Discuss effects of stigma and discrimination.

Summary

HIV and AIDS are common in many areas of Zambia and is affecting a lot of families. Zambia with an estimated population of about 13 million is one of the most hit with HIV and AIDS in the World. In order to remedy the situation, we need information on HIV and AIDS transmissions, prevention, myths and misconceptions and the need to know ones’ status by taking a bold decision of going for VCT. Most importantly, we need behavioural change for us to reduce cases of HIV and AIDS in our communities.

UNIT 9 SCHOOL IMPROVEMENT PLAN (SIP)

In this unit we will discuss the school improvement plan.

This unit has the following sections:

Section 1 Role of School Improvement Planning

Section 2 Development of a School Improvement Plan

Learning outcomes

As you study and work through this unit, you are expected to:

- have an understanding of a School Improvement Plan
- identify steps involved in the development of a School Improvement Plan
- discuss the roles of the key players in development of a School Improvement Plan.
- design your own School Improvement Plan.

It is the wish of every school for their learners to succeed in their academic work. However, this can only be done if schools can focus on specific goals and strategies for the desired change. In order for a school to improve its performance, there is need for schools to develop School Improvement Plans.

School Improvement Plan is a process through which schools set goals for improvement, and make decisions about how and when these goals will be achieved. The ultimate objective of the process is to improve learner achievement levels by enhancing the way curriculum is delivered, by creating a positive environment for learning, and by increasing the degree to which parents are involved in their children's learning at school and in the home.

SECTION 1: ROLE OF SCHOOL IMPROVEMENT PLANNING

School improvement plan

A school improvement plan is a road map that sets out the changes a school needs to make to improve the level of the teacher in delivering lessons and improve learner achievement. The plan shows how and when the proposed changes will be made.

Role of School Improvement Planning

The purpose of the School Improvement Plan (SIP) is to enable the school achieve and maintain a high level of effectiveness in meeting the educational needs of learners in a dynamic society. SIP is a continuous process which provides a mechanism for systematic self-monitoring and evaluation. This enables the school to identify priorities that need to be improved, review the process and progress and develop plans for further improvement based on the findings of the review. The planning also directs the energies and resources towards the actual provision of appropriate quality education that meets the needs of learners and those of the communities, which is the core business of schools. This kind of planning also promotes community partnership in education provision by encouraging engagement of stakeholders such as communities, Leaders, PCSCs, NGOs, CBOs

SIP as a guide and roadmap accomplishes the following:

- helps head teachers, teachers, learners, PCSCs and communities define the short term and long term changes to be made to improve school performance.
- encourages staff and parents to monitor learner achievement levels and other factors, such as the school environment, availability of teaching and learning materials.
- provides for an understanding of how learners are performing.
- provides a mechanism through which the public can hold schools accountable for learner success.

SECTION 2: DEVELOPMENT OF A SCHOOL IMPROVEMENT PLAN

Developing a school improvement plan involves teachers, learners, PCSC, and other community members working together to gather and analyse information about the school and its learners. This is to enable them determine the needs to be improved in their school. As the plan is implemented, schools continue to gather this kind of data. By comparing the new data to the initial information on which the plan was based, the school can measure the success of their improvement strategies.

Areas to be considered for improvement?

The overall objective of school improvement planning is an enhanced level of learner achievement. In order to effect notable change, there is need to focus on specific identified priorities. It is therefore important that schools identify priorities towards which efforts and

resources should be directed to make improvement to the school. The school should ask these questions when planning:

- 1 What will be our focus now?
- 2 What should we leave out now for later time?

Community and PCSC involvement

The Education Policy encourages community partnership in education provision as such, it is imperative that parents and communities participate in School Improvement Planning. It is believed that when parents are involved in their children's education, the level of learner achievement increases. As outlined in the Operational Guidelines for Community Schools (OGCS) parents are expected to take an active role in their children's school work. For example they need to ensure that children attend school regularly. Schools should therefore foster partnerships with parents since parental involvement is one of the most significant factors in a child's success at school.

Everyone involved in or interested in the operation of schools has a role to play in the improvement planning process. District Education Board Secretaries (DEBS) shall also play an important role in setting directions and supporting and monitoring school improvement plans in community schools.

Head Teachers

The role of a head teacher in School Improvement Planning is to:

- clearly explain the school improvement planning process to staff, school council, PCSC, and other community members.
- help staff, PCSC, and other community members understand their role in the process and invite them to participate
- ensure that everyone involved in the process receives regular communications about the improvement plan and the school's progress.
- communicate the final school plan to all members of staff and PCSC.

Teachers

Since the ultimate objective of school improvement planning is to improve the level of learner achievement, teachers are therefore critical in this process and should be at the centre of the planning process.

The role of a teacher in School Improvement Planning is to:

- actively participate and assume leadership roles in establishing priorities, setting goals, and formulating implementation strategies for the plan.
- work closely with PCSCs and the community to implement the plan.
- ensure that classroom strategies for improvement address the needs of learners at all levels of learning.
- assess learners in a variety of ways and develop strategies for improving the level of learner achievement.
- support the evaluation of the plan by providing correct information on learner achievement.

Community members and PCSCs

The role of community members and PCSC in School Improvement Planning shall be to:

- participate in establishing priorities and setting goals and strategies for school improvement planning.
- regularly encourage parents and other community members to participate in the school improvement planning and implementation.
- participate in the review of the school's progress in implementing the plan.
- work in consultation with the school to build partnerships with other stakeholders.

School Council

The role of a School Council in School Improvement Planning shall be to:

- participate in setting goals and strategies.
- help communicate the plan to other learners.
- communicate the plan to their parents.

How to begin School Improvement Planning

There is need to put in place a team to initiate the development of the School Improvement Planning. The team shall collect relevant information on for example learner achievement, parental or community involvement in education provision in the school and establishing priorities for improvement through clearly defined set of activities.

A good School Improvement Plan:

- puts learners first by focusing on improving the level of their academic achievement.

- involves the staff, PCSC and the community members and other stakeholders.
- allows the Head teacher and teachers to develop and monitor its implementation.
- is based on realistic information.

Activity

Design a School Improvement Plan for your school.

Summary

This unit discussed School Improvement Planning. The unit focused on the roles of the Head Teachers, Teachers, PCSC, School Council and Community members in a School Improvement Planning.

The unit further discussed the steps to be followed when developing a School Improvement Plan.

UNIT 10 MONITORING AND EVALUATION

This unit discusses monitoring and evaluation and highlights the importance and purpose of monitoring and evaluation. Monitoring and Evaluation enhances the effectiveness of a programme or project being carried out by any given system. Monitoring and Evaluation can help an organisation extract from the past and on-going activities, relevant information that can subsequently be used as a basis for decision making. Without monitoring and evaluation, it would be impossible to find out whether planned work is going in the right direction or not.

This unit has the following sections:

Section 1 Planning and Target Setting

Section 2 Monitoring and Evaluation

Learning outcomes

As you study and work through this unit you are expected to:

- define monitoring and evaluation.
- appreciate the importance of planning and target setting.
- discuss the purpose of monitoring and evaluation.
- have an understanding of the relevance of monitoring and evaluation.

SECTION 1: PLANNING AND TARGET SETTING

An organisation cannot do monitoring and evaluation without planning and target setting. In any programme or project, it is important that targets are set and it is these targets that will be monitored and evaluated against during and at the end of the programme.

Planning can be defined as the process of setting goals, developing strategies, outlining the implementation arrangements and allocating resources to achieve intended goals. An effective head teacher will sit with his/her members of staff to come up with a strategic plan of how they intend to run their school. It is the duty of the head teacher to give direction to the members of staff. In doing this, the head teacher should allow the members of staff to make contributions on how they can improve the school system. This can be done by coming up with what the school thinks are the priority areas that need improvement or focus. The

head teacher and the members of staff must be well aware that they will face challenges in implementing their plans. It is important that they carry out a Strength Weaknesses Opportunities and Threats (SWOT) analysis during their planning. In the SWOT analysis, they will identify their strength as they undertake their programme or project, the weaknesses that they have as they carry out their programme or project, the opportunities that may come their way when carrying out their programme and the threats to their carrying out their planned programme or project. Targets help the school system to be focused and know what they want to achieve at the end of the programme or project.

Planning involves looking at a number of different processes and it is done at different levels and by different officers. It is important that apart from having a strategic plan for the school, the head teacher, deputy head teacher, senior teachers and teachers prepare their individual work plans in which they set their targets for their plans. Good planning combined with effective monitoring and evaluation can play a major role in enhancing the effectiveness of development of programmes and projects. Good planning helps in focusing on the results that matter, while monitoring and evaluation help us learn from the past successes and challenges and inform decision making so that current and future initiatives are better able to improve the lives of learners.

Monitoring and Evaluation

The Ministry of Education document on Monitoring and Evaluation System (2009) defines this as, “A coherent, coordinated system for assessing the progress of programmes towards their intended goals and objectives that focus on the systematic collection, analysis, storage and dissemination of information.” Programmes and projects with strong monitoring and evaluation components tend to stay on track. Additionally, problems are detected and resolved earlier. The aims of both monitoring and evaluation are similar: to provide information that can help in making informed decisions, improve performance and achieve planned results.

What is Monitoring?

Monitoring is defined by the Ministry of Education document Monitoring and Evaluation System (2009) as the routine tracking and reporting of priority information about a programme or project and its intended outputs and outcomes. Monitoring is done when the programme or project is running and can be done in stages. Monitoring can therefore be

termed as the on-going process by which stakeholders obtain regular feedback on the progress being made towards achieving intended goals and objectives. Monitoring also helps the system find out whether they are making progress or not and what should be done to improve the situation at hand.

What is Evaluation?

The Ministry of Education document Monitoring and Evaluation System (2009) defines evaluation as, “A rigorous, scientifically based collection of information about programme or project activities, characteristics, and outcomes that determines the merit or worth of a specific programme or.” It can safely be stated that evaluation is a rigorous and independent assessment of either completed or on-going activities to determine the extent to which they are achieving stated objectives and contributing to decision making. Evaluation is usually done at the end of the programme or project or during specific periods.

SECTION 2: PURPOSE OF MONITORING AND EVALUATION

Monitoring and evaluation help improve performance and achieve results and thus fosters development. The overall purpose of monitoring and evaluation is the measurement and assessment of performance in order to effectively manage the results.

A good monitoring and evaluation system will help in the following:

- clarify what impact the project is expected to have.
- decide how progress and impact will be assessed.
- gather and analyse the necessary information for tracking progress and impact, and
- explain the reasons for success and failure, and agree on how to use this information to improve future actions.

Effective monitoring and evaluation can:

- provide head teachers with information needed for day-to-day decisions.
- provide key players with information to guide the project strategy.
- provide early warnings of problems.
- help empower primary key players, especially beneficiaries, and involve them more.
- build understanding and capacity amongst those involved.
- assess progress and so build accountability.

The monitoring and evaluation systems manual (2005) suggests that monitoring and evaluation help to answer five standard questions:

- **Relevance** – did the project address priority problems faced by the target areas and communities?
- **Effectiveness** - have activities, outputs and outcomes been achieved?
- **Efficiency** - were inputs used in the best way to achieve outputs?
- **Impact** - what has been the contribution of the project?
- **Sustainability** - have the necessary systems been put in place to ensure the project itself and more particularly the project benefits continue once the project and its funding has ended?

Activity

- 1 Explain the differences between Monitoring and Evaluation
- 2 What is the importance of monitoring and evaluation?
- 3 What is planning and why is it important?

Summary

Monitoring and evaluation is very important in any school system. A school should always have a plan of what they intend to achieve by the end of the year. This is done by setting up targets which they have to achieve. The success and failure of the school plan will depend on how best they meet the targets. To assist the school system to be on course in carrying out their plan, monitoring and evaluation should always be carried out. This enables the system to make sure they are on course and make changes where need be.

As a head teacher you must know the importance and purpose of monitoring and evaluation. This is important as it helps the school system to know whether the school is on track or not. Monitoring and evaluation also enables the school to know the gaps that they have and this assists in making changes to the planned activities. Monitoring and evaluation also enables the system to know whether the project has an impact or not.

Sustainability

Time to Learn (TTL) developed this Education Leadership and Management Training Manual to be used in the training of head teachers in community schools.

The training of trainers at the national level was conducted in Lusaka in September 2013. The training manual was then handed over to the Ministry of General Education for provincial trainings, which started in the same month. The training at the province involved DRCCs and Education Standards Officers who then trained head teachers of community schools in each district. At district trainings, chairpersons of the Parent Community School Committees (PCSCs) were also invited to participate, as some of the topics in the training manual concerned them. Training of community school head teachers will continue in the provinces using the materials produced by TTL and the Ministry of General Education personnel who have been trained and involved in the training of head teachers. These will continue to conduct training in various districts.

Use of local capacity for sustainability

The Ministry of General Education needs to strengthen the local capacity already available, which includes PRCCs, Education Standards Officers and DRCCs at both provincial and district levels. This should be done by including community school leadership and management activities in the mainstream plans and budgets of the Ministry of General Education at the district, province and central levels. DRCCs, Zonal Heads and Zonal In-service Coordinators (ZICs) should receive refresher trainings in eEGRA Instruct during the second school term or school holidays using materials already available at provinces and districts. This activity should also be included in the provincial and district plans and budgets. The Ministry has already started implementing this approach in planning and budgeting. However, in order to ensure sustainability, the following need to be strengthened:

1. Integration of activities into the existing institutional framework by strengthening existing institutions and forums which will remain active upon the completion of the project. Teacher Education and Specialised Services (TESS) needs to strengthen the

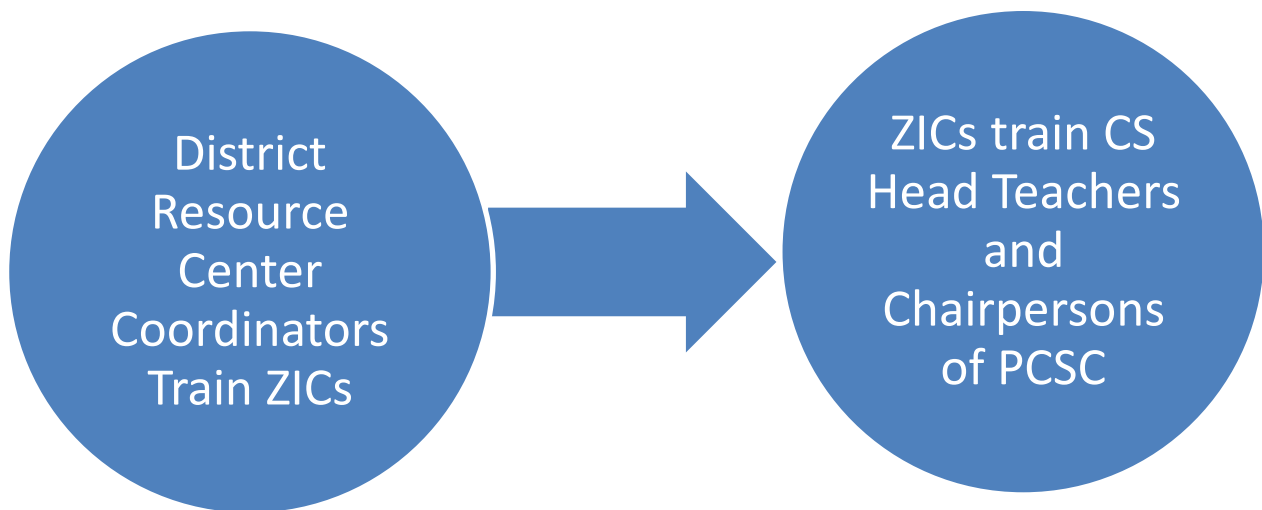
office of the DRCC which should regularly organise Continuous Professional Development (CPD) trainings in a more focused and regular way. This should be done by giving DRCCs guidelines, CPD training topics and schedules (such as one training per term and one training during school holidays).

2. The Ministry of General Education should continue to include community school activities in planning, implementation, monitoring and evaluation. Ministry of General Education personnel have been responsible for the implementation of TTL activities such as training, monitoring, teaching and learning materials development and delivery. This will make it easier to sustain these activities.
3. TTL has transferred the planning and implementation of activities such as Guided Reading and Classroom Coaching for community school teachers to the Ministry of General Education and these have been rolled out to the other four provinces which include Luapula, Northern, North-Western and Western. The four provinces should also include community school activities in their mainstream planning and budgeting.
4. The Ministry of General Education has collaborated with USAID partners including RTS and TTL in surveys, assessments and analysis of the project results (baseline, midline and endline studies). This expertise should be utilised to sustain the activities after the culmination of these projects.
5. Strengthen ownership and capacity of local communities to better manage schools and monitor education quality. Strengthen the capacity of Parent Community School Committees (PCSCs) to develop School Improvement Plans by including support in DEBS plans and budgets. The Ministry should continue to use ZICs, Zonal Heads and DRCCs for these activities in order to strengthen capacity and ensure sustainability.
6. Institutionalize community school CPD programs using head teachers and teachers assisted by ZICs and Zonal Heads. This could be done by organising teacher learning circles at the zonal and school levels.

7. Use the built capacity of the CDC personnel to develop and upload new content for the phone based (Stepping Stone) CPD materials.

Zonal Training in Education Leadership and Management

DRCCs will continue to train ZICs at the district who are charged with going out into various zones to train head teachers and chairpersons of PCSCs using the various topics in the Education Leadership and Management Training Manual. The training manuals are available at the district and community schools.



APPENDICES

Appendix 1

LESSON PLAN

GRADE: 1B _____

DATE: _____

SUBJECT: Environmental Science _____

DURATION: _____

TOPIC: Parts of the Human Body

REFERENCES: Environmental Science Book 1, chart showing parts of the body

RATIONALE: I will teach on naming parts of the body and their functions. The teaching will be through group discussion and exposition methods

OBJECTIVES/OUTCOMES:

Having taught the lesson, learners should:

Name at least five parts of the body

State the functions of the parts of the body

PRE-REQUISIT SKILLS

Learners have an idea on names of parts of the body.

LESSON DEVELOPMENT

CONTENT	TEACHER ACTIVITY	LEARNER ACTIVITY
<p>Introduction Parts of the body responsible for, hearing talking etc.</p> <ul style="list-style-type: none"> • Naming parts of the body e.g. gear, nose mouth ,eyes, head, legs, hands, feet • Stating the functions of each part of the body 	<ul style="list-style-type: none"> • Name the parts of the human body? • State the function of each part of the body 	<p>Question and answer(Q/A)</p> <p>Discussion (in groups of 8 learners)</p>

Conclusion: Teacher summarizes the lesson

Activity: Learners to write their own notes guided by points on the board

Evaluation: The lesson was taught and work was given to learners and was well done by the whole class.

WEEKLY FORECAST

SAMPLE OF A WEEKLY FORECAST
GRADE SEVEN (7) WEEKLY FORECAST MATHEMATICS

WEEK	UNIT	TOPIC/CONTENT	GENERAL OUTCOMES	SPECIFIC OUTCOMES	KNOWLEDGE	SKILLS	REF/MATERIALS	RECORDS/RE MARKS
1		NUMBER BASES LESSON 1: Subtracting in base 5 where all numbers are in base five		PSBAT: Subtract in base 5 Change numbers from base ten to base eight	Number bases Conversion from bases 10,5 and 8			
		LESSON 2: Changing numbers from base ten to base eight	Communicate Effectively			Communication		
		LESSON 3: Changing numbers from base eight to base ten	Mathematical ideas	Change numbers from base eight to base ten			Chart board PPs bks	
	15	LESSON 4: Subtracting in base 8 where all numbers are in base eight	Apply mathematical ideas to solve problems	Subtract in base eight and five		Representation Writing	T.G BASIC SCHOOL MATHS PP 70-74	

LEARNER PERFORMANCE IMPROVEMENT PLAN

TEMPLATE FOR SCHOOL IMPROVEMENT PLANNING

Learner Performance Improvement Plan

January-December 2013

Name of Province: _____ Name of District: _____

Name of school: _____ Name of Zone: _____

EMIS Number: _____

Name of Head Teacher: _____ Cell phone # _____

Type of School: _____

Enrolment: Girls _____ Boys _____

Teaching Staff:

Trained Teachers: Females _____ Males _____

Untrained Teachers: Females _____ Males _____

2 / 3 Year Goal:

Example: All learners from grades 1 to 4 should be able to read and write.

Target for each year:

Example 30% of the learners in school to be able to read and write.

Priority 1: Improving the teaching of reading in the school

Task	Activity	Strategy	Baseline Indicator	Time frame	Cost	Success Indicator	Person responsible
Reduce pupil absenteeism	Identification of absentees in each class	Compile class attendance using class registers	List of absentees	Weekly	None	Reduced pupil absenteeism (# or %)	Class teacher
	Mobilize and Conduct sensitization meeting for Community Members on the importance of children attending class regularly	Conduct sensitization meetings		Quarterly (Jan March)	K100.00	Number of pupils absent per day reduced	Head teacher Deputy head Senior teachers Civic and Traditional Leaders

Priority: _____

Task	Activity	Strategy	Indicator	Time frame	Cost	Success Indicator	Person responsible

Priority: _____

Task	Activity	Strategy	Indicator	Time frame	Cost	Success Indicator	Person responsible

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