A SECONDARY SCHOOL MANAGEMENT HANDBOOK: A PRACTICAL GUIDE

MALAWI

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First Edition

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Preface

Secondary schools are the core institution for translating government educational aspirations into action. They implement the educational mission of the nation. As such the schools need to have management systems that can easily carry out such responsibilities. The persons who manage the schools need to be conversant with the management and leadership demands for them to achieve the intended educational results

This book is meant to inform and simplify the work of both new and old head teachers, whether in a small or big school by providing practical procedures and experiences on how to deliver the services of a head teacher. This is from the understanding that any changes in school leadership should not interfere with continuity of business of the affected school. It is expected that teachers and head teachers will use this handbook to enrich their confidence from the knowledge and skills it provides.

Every school is connected to the aspirations of the nation. As such the head teacher needs to understand how the school is connected to the rest of the government structure and the Ministry of Education, Science and Technology and its organizations. As direct implementers of government policies on secondary education, head teachers will find this handbook useful to their day-to-day operations as both a guide and a reminder.

Furthermore, it is hoped that all sections of the education sector will make good use of this handbook to ensure that schools are properly managed to achieve quality teaching and learning that should result into improved student learning outcomes.

McPhail Magwira, PhD

Secretary for Education, Science and Technology

Acknowledgement

should also go to all directorates in the Ministry of Education at both central and divisional levels for playing a central role of guiding the process to ensure that the handbook is realistic and addressing the needs of the head teachers

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Acronyms

CBO   : Community Based Organization

CDSS   : Community Day Secondary School

CEED   : Central East Education Division

CPD   : Continuous Professional Development

CWED :   Central West Education Division

DEM   : District Education Manager

DHT   : Deputy Head Teacher

DOP   : Desk Officer for Primary

EDM   : Education Division Manager

EMIS   : Education Management Information System

HOD   : Head of Department

HR   : Human Resources

HT   : Head Teacher

IPC   : Internal Procurement Committee

MoEST   : Ministry of Education, Science and Technology

NED   : Northern Education Division

NGO   : Non-Governmental Organization

ODL   : Open and Distance Learning

OVC   : Orphans and Vulnerable Children

PEA   : Primary Education Advisor

PTA   : Parents-Teachers Association

SEED   : South East Education Division

SFS   : Student Friendly School

SHED   : Shire Highlands Education Division

SIP   : School Improvement Plan

SMC   : School Management Committee

SWED   : South West Education Division

TLM   : Teaching and Learning Materials

VDC   : Village Development Committee

1.0 SECONDARY SCHOOL MANAGEMENT

Every school belongs to the larger organization of the Ministry of Education, Science and Technology. All operations of the school are directly linked to the mission of the entire organization. This connection should be clearly understood to ensure the schools deliver in line with what is expected of them and to the benefit of the whole system.

1.1 MANAGEMENT STRUCTURE OF THE MINISTRY

The general structure of the Ministry of Education comprises the Central Office, the Division Office, District Office, Cluster/Zone Office and the School.

The Ministry of Education is managed by a Minister and a Deputy Minister. Under these, there is a Secretary for Education who is responsible for administrative duties. There are two permanent secretaries, one for basic and secondary and another for higher education. They coordinate the work of directors of different departments.

1.2 THE EDUCATION SYSTEM ORGANISATION STRUCTURE

An institution can ensure that its organisational structure is clearly presented by developing an organogram, which is also known as an organisational chart, or org chart.

The benefits of having a well-structured organogram include:

i. It shows the reporting relationships/seniority in an organisation/ institution and avoids misunderstandings in this regard.

ii. It improves communication through the appropriate channels.

iii. It assists with categorising employees according to an appropriate job grading system that is used for different purposes such as remuneration, employment equity and skills development.

iv. It reflects the relationship between the different departments in the organisation to ensure best practices and alignment with the organisations overall goal.

Figure 1: The Organizational Structure of the Ministry of Education

```
                    Minister
                       |
                Deputy Minister
                       |
                 Secretary for
                   Education
          _____|_____
         |                           |
   PS Basic and                  PS Higher
    Secondary
         |
     Directorate
         |
      Division
         |
      District
         |
     Zone/Cluster
         |
     Secondary
   School Teacher
```
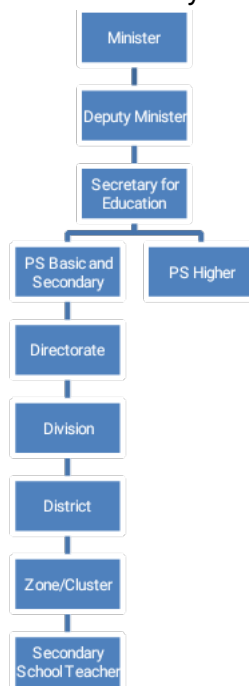
1.3 THE SCHOOL STRUCTURE

The school, just like any other organisation, has its own organisational structure.

Figure 2: The school organogram

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┌─────────────────┐
│   Head Teacher  │
└────────┬────────┘
         │
┌────────┴────────┐
│Deputy Head Teacher│
└────────┬────────┘
```

Head of Department
˙ Sciences
Humanities
Languages

Bursar

Teacher

Support staff

Prefects

Parents
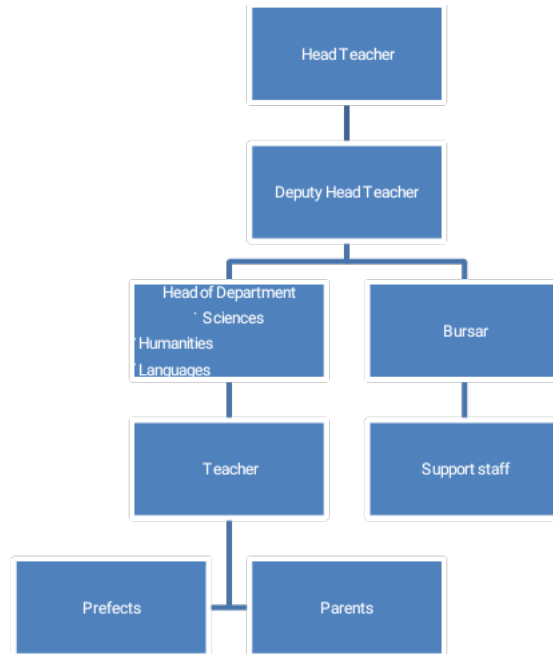
1.4 MANAGING THE SCHOOL

Management is about making things work to produce results. The school manager makes teaching and learning take place to produce the expected learning outcomes.

1.4.1 Aspects of good school management

i.   Planning: setting objectives to meet specific targets

ii.   Organizing: placing teachers and support staff in relevant positions, mobilizing and having appropriate school facilities and resources

iii. Motivating and leading: creating an enabling environment and giving direction to teachers and support staff to effectively carry out their responsibilities

iv.   Controlling, monitoring and evaluating: ensuring that activities are properly guided and progress towards intended goals is assessed.

1.4.1.1 Planning school Activities

i.   Setting objectives of the school

ii.   Budgeting for resources

iii. Subject allocation

iv.   Preparing :

   a. Timetable

   b. School calendar of events

   c. Action plan

d. Duty roster

e. Assembly programme

f. School opening programme

g. Staff responsibilities

h. Description of responsibilities

1.4.1.2 Organization

i. Assigning responsibilities

ii. Identifying and allocating teaching and learning resources

iii. Use of effective communication structure

1.4.1.3 Motivation and leadership

i. Delegate responsibilities

ii. Lead by example

iii. Be accountable and transparent

iv. Be open minded

v. Induct or orient new teachers or staff in their field

vi. Effective communication

vii. Mentorship

viii. Looking for expertise

1.4.1.4 Monitoring and controlling

i. Supervision of teaching and learning

ii. Encourage effective use of teaching and learning materials

iii. Checking good upkeep of school records e.g. Registers, mark books, scholastic records, period registers, attendance registers

iv. Use of "*management by walking around*"

v. Use of calendar of events

vi. Checking discipline of the school staff and students

vii. Checking relationship among staff

viii. Conducting meetings and teaming

1.5 ROLES AND RESPONSIBILITIES

The school has different functions which are performed by specific categories of its members such as the head teacher, deputy head teacher, head of department, form teacher, prefect, class monitor, the student, support staff and parent or guardian.

1.5.1 The Head Teacher

i. Planning school activities

ii. Coordinating school activities

iii. Directing school activities/programmes

iv. Supervising teaching and learning

v. Reporting issues to division office and other relevant authorities

vi. Teaching

vii. Interpreting and implementing government policies

viii. Ensuring good relationship between school and community

ix. Preparing and implementing budget

x. Maintaining the accounts

xi. Chairing staff and management meetings

xii. Allocating responsibilities to staff

xiii. Conducting teacher and support staff appraisals

xiv. Evaluation of programmes and activities

xv. Maintaining discipline

xvi. Maintaining school records

xvii. Conduct general assembly

1.5.2 Deputy Head Teacher

1.5.3 Head of Department

i. Supervising teaching and learning in the department

ii. Ensuring that teaching and learning materials are available in the department

iii. Planning/organizing departmental meetings and in-service training activities

iv. Preparing departmental budget estimates

v. Checking test items

vi. Participating in preparation of master timetable

vii. Act in the absence of both the deputy and head teacher.

viii. Inducting new members of staff

ix. Participating in disciplinary committee meetings

x. Allocating teaching subjects to teachers

1.5.4 Bursar - Human Resources Manager

i. Looking after and supervising all support staff

ii. Attending to Human Resources issues such as retirement, procedures, death gratuity, loans, discipline, etc

iii. Reporting to the Human Resources Department

iv. Supervising stores

v. Keeping personal files for professional and support staff

vi. Keeping files/records for maintenance

vii. Advising the head teacher on financial matters

1.5.5 Form Teacher

i. Maintaining class discipline

ii. Maintaining class records e.g. attendance, scholastic and period registers

iii. Participate in formulating class rules and routines

iv. Compiling test results

v. Participate in disciplinary committee meetings (when required)

vi. Coordinating with administration on class related issues

vii. Maintaining classroom cleanliness

viii. Ensuring that teaching and learning is taking place in his/her class

ix. Providing counselling and guidance to learners

x. Identifying students' needs

xi. Managing the care for classroom property

1.5.6 Prefects

   i.   Head boy/girl are members of a bursary committee

   ii.   Involvement in student welfare activities

   iii.   Assisting in maintaining discipline

   iv.   Supervising daily chores and routines

   v.   Act as a bridge between the administration and fellow students

1.5.7 Class monitors

   i.   Maintaining class discipline and order

   ii.   Managing study registers

   iii.   Ensuring class cleanliness

   iv.   Preparing duty rosters

   v.   Reporting damages of the class e.g. furniture

   vi.   Managing periodic class register for the day

1.5.8 Support staff

   i.   All non-teaching staff members involved in administration, guarding, cleaning, cooking and grounds work services are in the category of support staff.

   ii.   They provide support to the teaching staff for them to deliver their teaching responsibility effectively.

1.5.9 Parents and community

Parents or community members are an integral part of the school management system.

   i.   They play an important role to provide food, shelter, care and support to the students.

   ii.   They provide the necessary services to enable the student effectively and fully participate in education.

   iii.   They make sure that the school is well managed.

   iv.   They are responsible for the development of the school through SMC and PTA.

2.0 MANAGING STAFF

Teachers are an important input for quality delivery of education. Teachers are recruited by the Ministry of Education, Science and Technology and Managed by the Division Office and the Head teacher.

2.1. Receiving new staff

   i.   When a teacher reports for duties, the head teacher writes an acknowledgement letter

to the Division Office

ii.   The Head teacher arranges for the transportation of the teacher to the school

iii.   The Teacher is given an orientation about the school

iv.   The teacher is introduced to old staff members and students

v.   The head teacher, then, hands over the new teacher to the relevant Head of Department for subject allocation and mentorship.

vi.   The Head teacher opens and maintains a confidential file for each staff member through the office of the bursar.

2.2. Attendance and absence from duty

i.   Officers must always report for duties on time.

ii.   Every officer should fill the time book upon arrival at the duty station and before departure

iii.   No officer should leave the school premises during working hours without the permission of his/her supervising officer or of a senior officer acting on his/her behalf.

iv.   Every teacher must sign a period register in person.

v.   Every officer must submit a written request and get an approval for any absence from duty.

vi.   The head teacher must approve before an officer leaves duty station.

vii.   Verbally caution staff members who are absent for no reason or excuse for the first time.

viii. Second time offenders should receive a verbal warning

ix.   Issue a written warning for a habitual offender and report to the Division Office

2.3. Leave

i.   For longer absence, the head teacher, must forward the request to the Division Office to seek authorization of such absence.

ii.   No officer should leave the duty station before approval from the Secretary for Education.

iii.   The head teacher must file a copy of both the request and its approval.

iv.   The file of every officer should contain proper records of all leave taken by him/her. In case of transfer of the officer, their file will be forwarded accordingly to the administration of the officer's new duty station.

v.   Absence on ground of illness should be communicated, providing medical certificate as proof.

vi.   Maternity leave is limited to three months and approval must be sought from the

Division Office.

vii. Female staff members must observe a gap of three years before the next request for maternity leave.

2.4 Absence of Head Teacher from school

a. A head teacher must always appoint his deputy to act in case of absence from duty.

b. In case of absence for a long period, in addition to the above, the Head Teacher should inform the Division Manager.

c. Whenever having to absent him/herself from school for reason of urgency, the Head Teacher should

   a. Inform the Deputy Head Teacher or the most responsible senior Teachers, if there is no Deputy Head Teacher at the school

   b. Inform the Division Manager accordingly

d. In case of planned casual leave, the Head Teacher should submit an application for leave to the Division Manager for approval and give necessary instructions to the Deputy Head Teacher or a responsible senior teacher, as the case may be.

e. Inform other members of staff about the absence

f. The head teacher must hand over keys of his/her office to the delegated officer for easy access to records.

g. While away, keep all communications channel open for easy reach and consultation by the delegated officer.

2.5 Private Work

i. An officer is not permitted to undertake private work except in the following cases:

   a. The work is performed outside working hours.

   b. It does not interfere with his office duties.

   c. The approval of the Responsible Officer is obtained.

2.6 Staff development

i. The head teacher must identify opportunities for staff professional development activities.

ii. The head teacher should see to it that every teacher and staff members takes part in professional development activities.

iii. The head teacher must compile a staff professional development plan which should be reflected in the School Improvement Plan.

iv. The head teacher must supervise lessons and give constructive feedback

v. The head teacher, through the Heads of Department must identify staff professional

needs and provide the necessary in-service training.

2.7 . Staff appraisal

i. The head teacher will appraise staff members every term and file the results for future reference in case of opportunities for promotion.

ii. Reward staff for good performance.

iii. Place staff in positions relevant to their abilities and performance.

2.8. Facilitating staff retirement

i. An officer is expected to retire on reaching the age of 60 years. An officer can also retire after reaching 20 years of service if there are valid reasons that justify the retirement.

ii. The officer must submit a request to the Responsible Officer stating reasons to get approval for the retirement.

3.0 MANAGING TEACHING AND LEARNING

Teaching and learning are core activities of the school. A learning experience implies the acquisition of new knowledge, modifying and applying it in real life situation. For effective teaching and learning to take place, there is need for sound leadership that should improve and sustain the educational standards of the school.

3.1 Characteristics of effective school

Characteristics	Indicator
i. Strong and sustainable Financial investment	a. Availability of Teaching and Learning Materials e.g. Textbooks. Lab equipment etc. b. Incentives to both teachers and learners c. Organize regular school based INSET d. Adequate Assets e. School vehicle, computers, printers
ii. Quality Learning	Students are able to a. Express themselves very well in English b. Ask pertinent questions during lessons c. Produce quality results in national examinations d. Apply the knowledge to everyday life situations e. Have well stated goals.

iii.	Quality Teaching	a. Proper planning i.e. have records
		b. Competency in subject matter
		c. Effective use of teaching and learning resources
		d. Good class management
		e. Innovative skills e.g. Improvisation
		f. Ability to produce good learning
iv.	Effective School Management	a. Hard working teachers and learners
		b. Good examination results
		c. Disciplined learners
		d. Good learning environment
		e. Well maintained records
		f. Adequate resources
		g. Team working spirit

3.2 Stakeholders and their role in Creating Effective School

Stakeholder		Roles
i.	Head teacher	a. provision of adequate teaching and learning materials
		b. Ensuring the school has adequate staffing
		c. Motivating teachers / learners
ii.	Teachers	a. Planning i.e. schemes and records of work, teaching
		b. Teaching .i.e. student centered lesson
		c. Providing guidance and counseling
		d. Maintain students discipline
		e. Formulation of examination
iii.	Learners	a. Attending classes
		b. Cleaning classrooms and school environment
		c. Observing rules and regulation
		d. Participating in extra curriculum activities

iv. Parents	a. Monitoring Teaching and learning
	b. Participating in school development projects
	c. Providing financial and moral support to learners

3.3 Aspects to be considered at school and classroom level to achieve effective learning

- i. Learner centered activities
- ii. Variation of teaching and learning methods
- iii. Continuous assessment
- iv. Educational visits
- v. School based in-service training activities
- vi. Remedial lessons
- vii. Study circles
- viii. Home assignments
- ix. Awarding deserving students
- x. Observing punctuality of students and teachers at all times
- xi. Cleanliness
- xii. Feedback on student and teacher performance
- xiii. Good relationship among staff and between staff and students
- xiv. Manageable enrolments
- xv. Rules and regulations
- xvi. Timetable
- xvii. Period registers

3.4 How to ensure various learning methods are promoted

- i. Provide enough teaching and learning resources
- ii. Provide adequate in-service training on participatory methods
- iii. Team teaching
- iv. Induction
- v. Supervision
- vi. Use of resource persons
- vii. Exchange visits-sharing best practices with other schools

3.5 Leadership for effective Teaching and Learning

 i. Providing necessary resources and ensuring that they are well used

 ii. Supervising teaching and learning

 iii. Promoting cooperation among staff

 iv. Leading by example

 v. Giving guidance

 vi. Discussing with teachers the challenges they face in their subject area

 vii. Being resourceful and creative

 viii. Ensuring effective communication

 ix. Providing school based in-service training

 x. Providing rewards to teachers and students to motivate them for good performance

 xi. Emphasis on discipline

4.0 MONITORING OF TEACHING AND LEARNING

Teaching and learning is expected to improve every day. This is possible when the teachers and learners continually assess their practice and devise mechanisms to do better. Every school head teacher is required to promote this practice of self- assessment. However, the monitoring of teaching and learning is a shared responsibility among different stakeholders both in and outside the school setting.

4.1 Responsibility

The persons responsible for monitoring teaching and learning include:

 i. Head teacher – Overall supervisor of all teaching and learning activities in the school

 ii. Heads of Department – as a head of the curriculum, oversees and supervises its proper implementation by carrying out duties explained in 1.4.2 above.

 iii. Teachers – teachers assess their teaching through tests, oral questions, assignments and observations. Teachers must measure their performance through the students' learning outcomes.

 iv. Learner - learners are at the center of teaching and learning and therefore must be given the opportunity to monitor their learning by ensuring that teachers sign in the period book and participate in all tasks given by their teacher.

 v. Parents – these monitor learners' school work through school reports, homework and interaction with the teachers.

4.2 Ways of Monitoring

Schools practice different styles of monitoring of teaching and learning and the following are some examples:

i. Continuous assessment through periodic tests, for instance weekly, monthly termly, mid termly, end of term, end of topic. The results of the tests are recorded in a mark book. The results from the tests form the basis for advise the teachers and learners on their weakness and strengths.

ii. Use of open days: the open day is set to allow learners display their talents and abilities through different educational activities such as poems, scientific exhibitions, recitals, songs, dances, etc.

iii. Use of national examination results: students and teachers know their performance at national examinations in relation to leaners from other schools.

4.3 targets for feedback on student learning

Results of the monitoring are meant to influence improvement in teaching and learning and therefore must be used properly by all relevant stakeholders some of whom include:

i. Head teacher – to know how his/her school is performing on specific curriculum areas

ii. Parents – to know how their children are faring in their learning

iii. Students – to know how they are faring with their learning

iv. Sponsors – these include those that support the school as well individual students such as orphans. The sponsors use the results to appreciate the benefit and impact of their support

v. Teachers – teachers use assessment reports for self-evaluation and improvement.

vi. Government officials – the government uses student performance reports to feed into policy formulation and decision-making.

Sample record chart for monitoring Teaching and Learning

Date	Time	Head of Department	Shift	Class	Subject	Subject Teacher	Signature	Remarks

5.0 MANAGING STORES, ASSETS AND FINANCES

Schools receive different materials to support teaching and learning activities. These include furniture, equipment, food supplies, office supplies and other essentials for the smooth running of the school from the government and other stakeholders.

5.1 MANAGING STORES

For proper management of stores, the head teacher must:

i.   Keep store records

ii.   Appoint responsible person to manage the stores

iii. Conduct periodic stock taking/checking condition of goods

iv.   Ensure security measures are in place

v.   Replenish consumable stocks

vi.   Manage or monitor the receiving and issuing process

vii. Protect stores from pests by fumigation

viii. Putting control measures

5.1.1 Receiving and Issuing

There are two processes involved in handling stores. These are receiving and issuing.

5.1.1.1 Receiving

i.   Check on the delivery note if it is not improvised

ii. Delivery note must be filed properly in a delivery note file

iii. Signing on the delivery against the quantity of materials received

iv. Recording the stores in the stores ledger

v.   Giving remarks on the condition of the materials/items received

5.1.1. 2 Issuing

i.   Prepare requisition forms

ii. Sign in the stores ledger after collecting the items

iii. Updating the stores ledger

iv. Filing the issuing form in the issuing file

5.2 MANAGING ASSETS

Assets entail all the physical property owned by the school. These can be fixed (buildings, land, trees) or movable (desks, tables, vehicles, photocopier, printer, refrigerator, wheelbarrow, television set, etc.).

5.2.1 Care and Maintenance of Assets

i. Head teacher must educate students and teachers on proper care of assets

ii. The head teacher must regularly inspect all school property

iii. All damaged assets should be repaired immediately after detection of their faults.

iv. The head teacher must ensure that walls and roofs are regularly painted.

v. All movable assets must be properly labeled for easy identification and noting in case of missing items.

5.2.2 Storage of Assets

i. The head teacher must ensure that all movable assets are recorded

ii. The inventory for assets must be regularly updated

iii. The head teacher must ensure that assets are insured

iv. The head teacher must ensure that there is maximum security for all assets

v. The head teacher must obtain an official certificate of ownership of all assets

5.3 MANAGING FINANCIAL RESOURCES

The head teacher has an overall responsibility of managing the school finances. The accounts personnel are responsible for collecting revenue on behalf of the school. In the absence of the account personnel, the head teacher administratively appoints a trustworthy teacher to collect and bank the revenue. **Teachers or head teachers** are not allowed to collect school funds, be it receiving fees or banking school money.

5.3.1 Financial management activities

The following should be followed when managing school finances:

i. Preparation of budget estimates

ii. Collection of money

iii. Documentation of financial reports

iv. Banking

v. Expenditure/utilization control

vi. Reporting/accounting

vii.   Prepare revenue returns

5.3.2 Way to ensure proper use of finances

To avoid over or under-spending, the head teachers ensures:

i.   Spending according to budgeted activities

ii.   Having an Internal Procurement Committee (IPC)

iii.   Keeping proper financial records e.g. ledger, dispatch book, cheque book

iv.   Accounting for expenditure (receipts, vouchers, etc.)

v.   Auditing –internal and external

vi.   Authorizing expenditure

6.0 STUDENT FRIENDLY SECONDARY SCHOOL

A student friendly secondary school has five necessary characteristics that are mutually reinforcing conditions for successful learning.

6.1 PRINCIPLES OF A STUDENT-FRIENDLY SECONDARY SCHOOL

The concept of student friendly school is based on the following principles:

6.1.1 Rights based and inclusive

- Respects and responds to diversity and ensures equal opportunity for all

- Every student feels welcome and is supported as an individual.

- Demonstrates, promotes and helps to monitor the rights and well-being of all students regardless of their sex, physical, intellectual, emotional status, linguistic or socioeconomic background.

6.1.2 Academically effective

- Provides quality education and produces the intended outcomes relevant to the students' needs.

6.1.3 Safe, protective and health promoting

- This safeguards students' emotional, psychological, physical, moral and health wellbeing. It creates safe, warm and welcoming spaces for girls and boys to enable them learn without any form of intimidation and fear.

- Good health and nutrition are prioritized

6.1.4 A gender responsive, equity and equality promoting school

- Promotes and exercises equality among boys and girls

6.1.5 School-community linkages and partnerships

- The family and school have direct influence on the lives of students by encouraging

teachers, parents and teacher engage in activities and decisions affecting students and their learning.

6.2 WAYS TO DEVELOP A STUDENT FRIENDLY SCHOOL

A SFS can best be developed through an integrated (join together) approach. This approach focuses on improving the quality of a number of areas in the school. These include:

- The physical and psycho-social environment

- The curriculum, learning materials, norms and standards

- The school management, learning processes and structures

- The performance of the learners, the teachers and the school.

- For the above approach to be achieved, the SFS model recommends the creation of **School Development Plan (see 9.2)**.

6.3 STUDENT FRIENDLY SCHOOLS INDICATOR

6.3.1 Characteristics of a student friendly school

Characteristics	Indicator
i. Equal access and enrolment	a. Learners of different abilities and ages are enrolled in the school b. Availability of infrastructure that accommodates physically challenged learners c. Availability of ODL learners d. Admission of learners based on merit not on social status.
ii. Equality in Learning processes	a. The same time allocation b. The same exams/ c. Equal attainment of learners d. Involvement of physically challenged learners in sports
iii. Eliminating gender	a. Equal number of boys and girls in the school b. Mixed seating plan c. Involvement of both boys and girls in sporting activities
iv. Support for children with special education or learning needs:-	a. Availability of Resource Centre b. Evidence of remedial lessons c. Physical infrastructure purposely built to accommodate physically challenged learners

		d. Availability of special needs teachers
v.	Existence of student led Structures	a. Presence of prefect board b. Presence of monitors in each class inclusion of students in different school committee e.g. bursary, boarding, finance.

6.3.2 Stakeholders in creating Student Friendly School

Stakeholders		Role
i.	PTA	a. Help in promoting relationship between committee and school b. Monitoring the performance of their wards
ii.	SMC	a. Monitoring Teaching & Learning at a school b. Constructing and maintaining infrastructure
iii.	Religious leader	a. Assisting needy students e.g. bursary donate various materials b. moral support c. Guidance / Counseling
iv.	Traditional Leaders	a. Guidance & Counseling b. involvement in development projects
v.	Mother Group	a. Give Guidance & Counseling to girls to school dropouts.
vi.	NGO	a. Donating various materials b. provision of bursary to needy students

vii. Teachers	a. Guidance & Counseling
	b. teaching
	c. role model
viii. Students	a. Learning
	b. Participation in managing the school
ix. Political Leaders	a. donate various materials
	b. provide assistance to needy students
	c. Involvement in development projects.

6.4 GENDER SENSITIVE, EQUITY AND QUALITY PROMOTING SCHOOL

6.4.1 Characteristics and indicators of a school that is gender sensitive

The following are some of the characteristics of a school that is gender sensitive and promotes equity and equality between different groups of students.

Characteristics	Gender Responsive Indicator
i. Classroom Environment	a. Mixed sitting arrangements
	b. Duty roster include boys and girls
	c. Equal opportunities in responding to questions
	d. Groups comprising boys and girls
	e. Adequate desks for boys and girls
	f. Responsibilities given to both boys and girls
	g. Use of reinforcement given to both boys and girls

ii. School Policies	a. Equal opportunities for school e.g. form 1 intake 50:50
	b. Re-admission policy
	c. Rules and regulations
	d. Responsibility sharing of prefect body
	e. Duty roster
	f. Female teachers given responsibilities
	g. Sitting arrangement
	h. Choice of subjects
	i. Share responsibilities to manage the school e.g. prefects and class monitors
	j. Bursary opportunities
	k. Girls' hostels and female teacher houses
	l. Sanitation facilities
iii. Curricular	a. Development of instructional materials
	b. Pictures (use both girls and boys and language
	c. Variety of subjects to allow wide choices for both
	d. Involvement of boys and girls in sporting activities
	e. Case studies
	f. Subjects that promote gender issues e.g. life skills

6.4.2   Stakeholders responsible for Making Schools Gender Sensitive

Stakeholder	Role
i. Teachers	a. Sensitive to students' educational needs
	b. Implement policies and teach curriculum
	c. Act as role models

ii.	Government	a. Formulate gender policies that promote gender equity
		b. Sensitize on gender
		c. Support gender issues
iii.	EDM	a. Policy maker participant and mainstream gender issues at the work place
iv.	Desk Officer for Secondary	a. Advocates gender issues at the office and division
		b. Monitoring and posting of teaching recommendations given to different officers
v.	Planner	a. Assist in selection and provide information (statistics).
vi.	Human Resources	a. Posting instructions that ensure there is equal opportunity and establishment filled
		b. Give recommendations on postings of teachers mainly female teachers
vii.	DEM	a. Set standards at work place by establishing posts that give opportunities to both sexes
viii.	DOP (Desk Officer Primary)	a. Responsible for postings and teachers allocation in schools
ix.	NGOs	a. Advocate gender balance
		b. Support financially and materially
x.	Parents	a. Provide advice
		b. Provide material support to students
		c. Parenting

7.0 MANAGING SCHOOL DISCIPLINE

Discipline is a necessity for the proper functioning of a school and is essential for effective learning and the quality of school life. Effective school discipline strategies need to be sought to encourage responsible behavior and to provide all students with a satisfying and fruitful school experience.

7.1 SCHOOL DISCIPLINE

School discipline is the system of rules, punishment and behavioral strategies appropriate to the regulation of children or adolescents. School discipline has the following goals:

   i.   Ensures the safety of staff, students and school property

ii.   Creates an environment conducive to learning and teaching

iii.   Contributes to the social development of the student

7.2. SCHOOL INDISCIPLINE

School indiscipline is a contrary act by a student, teacher and support staff that breaks any of the school's rule and regulation.

7.2.1 Main causes of school indiscipline

Indiscipline emanates from different sources. At school level they originate from behaviors of management, teachers, students, parents, and the ministry itself.

7.2.1.1 Management related causes

i.   Poor communication

ii.   Poor planning

iii.   Mishandling of sick teachers and students

iv.   Impartiality – favoritism

v.   Inconsistency in managing activities

vi.   Lack of consultation –working in isolation of other staff members

vii.   Lack of transparency and accountability – creates suspicion and speculation

viii.   Negligence – failure to address persistent and unresolved issues

ix.   Lack of motivation

x.   Lack of supervision – teachers become lazy and relax

xi.   Frequent head teacher's absenteeism from the school – this de-motivates the teachers, student and support staff as the head teacher is not available to address their needs

xii.   Poor public relationship

xiii.   Poor leadership styles - leading to poor decisions

xiv.   Not being exemplary

xv.   Lack of knowledge

xvi.   Mismanagement of funds and other school resources

xvii.   Poor diet

xviii. Unavailability of teaching and learning materials

7.2.1.2 Teacher related causes

i.   Poor class management

ii. Poor preparation of lesson

iii. Limited knowledge of subject matter

iv. Absenteeism

v. Lack of assessment, feedback

vi. Gossiping

vii. Reporting to classes late

viii. Failure to observe social distance

ix. Poor dressing

x. Poor teacher and student relationship

xi. Ineffective communication

xii. Immorality leading to sexual relationships within and outside school

xiii. Drunkenness

xiv. Provocative remarks leading to conflict

xv. Being negative about students

xvi. Overstaying of teachers at one institution

xvii. Impact of open schools

xviii. Mismanagement of school funds

xix. Excessive punishment not matching with an offence

7.2.1.3 Student related causes

i. Noise making in class

ii. Beer and substance abuse

iii. Selling of beer and drugs

iv. Unpunctuality

v. Failure to attend classes and study time

vi. Absence from school activities

vii. Breaking of school property

viii. Misinterpretation of human rights

ix. Theft

x. Instigating rebellious behavior

xi.   Boy and girl intimate relationship

xii.   Use of obscene language, fighting and lying

xiii.   Lack of interest in education

xiv.   Teasing and bullying

xv.   Possession of cell phones, radios, gun, and any other forbidden gadget

xvi.   Rudeness and open defiance

xvii.   Failure to observe school rules and regulations

7.2.1.4 Parents/ Community related causes

i.   Negative influence by parents by imposing their status to school management

ii.   Religious influence

iii.   Political influence

iv.   Cultural influence

v.   Land encroachment

vi.   Misunderstanding of human rights and democracy

vii.   Lack of parental care

viii.   Engaging students in economic activities e.g farming, selling commodities etc

7.2.1.5 Ministry of Education Central Office related causes

i.   Poor communication of policies

ii.   Outdated policies, rules and regulations

iii.   Delays in payment of salaries

iv.   Discrimination in rewarding posts and scholarships

v.   Delays in handling indiscipline cases

vi.   Irregularity of promotion – resulting in teachers working through frustrations

vii.   Re-admission of students suspended because of indiscipline

viii.   Failure to provide adequate resources

ix.   Overstaying of teachers at one school

x.   Transfer of problematic teachers

xi.   Lack of monitoring and evaluation

xii.   Lack of confidentiality

xiii.   Negligence of the Ministry on postings

xiv.   Lack of support from Ministry to school on discipline issues of teachers

xv.   Political interference

7.3 FORMULATION OF RULES AND REGULATIONS

Rules and regulations are devised to control behaviors and standardize approaches to management of discipline in school. There are two kinds of rules and regulations, these are general and school specific rules.

7.3.1 General Rules and regulations

The Ministry has a set of rules and regulations that guide the operations of schools and direct the schools in the management and controlling of student and teacher behaviors.

7.3.2 School Specific Rules

Schools have different contexts and suffer different behavioral challenges. As such every school organizes a set of rules and regulations befitting its situation. There are agreed procedures which schools must follow in formulation of the rules.

7.3.3 Procedures for formulating rules

i.   Make rules collaboratively with students, teachers, parents

ii.   Review other secondary schools' list of rules and regulations

iii.   Decide on specific number of rules and regulations favouring your school

iv.   Make known your established school rules and regulations to the concerned parties

v.   Plan how to communicate them to your students and those concerned

vi.   Outline clearly the consequences and privileges attached to them if not adhered to or adhered to

vii.   Include some of the rules and regulation in your school admission form and have a space where both student and parent sign

7.4 DISCIPLINARY ACTIONS

Every indiscipline behavior attracts a corresponding action. The common actions include:

i.   Warning

ii.   Physical punishment

iii.   Mediation

iv.   Demotion e.g. prefects, monitors, support staff, teachers, Heads of Department, Deputy Head teacher and Head Teacher

v.   Guidance and counselling

vi.   Rustication

vii.   Suspension

viii.   Expulsion

7.4.1 Guidance

i.   Guidance can be defined as a process, developmental in nature, by which individuals are assisted to understand, accept and utilise their abilities, aptitudes, interests and attitudinal patterns in relation to their aspirations

ii.   It is a process of helping individuals to discover and develop their potentialities for personal happiness, progress and social usefulness.

7.4.2 Counseling

i.   Counselling is a process which takes place in a one to one or group relationship between individuals facing various challenges which they cannot effectively handle on their own and a professional worker whose training and experience have qualified him or her to help others find solutions.

ii.   Two Modes of Guidance and Counselling

   a.   Before a student commits an offence

   b.   After a student has committed an offence

iii.   Guidance and counselling must be done in our respective schools and that it is allocated in calendar of events for the school.

7.4.3 Punishment

i.   Punishment is a disciplinary measure which aims at modifying a student from unpleasant acts to pleasant behaviour.

ii.   Effective punishment should help a child to reflect on their behaviour and if this condition is absent, it may produce fear, resentment and hostility.

iii.   However, punishment should be the last resort after all other disciplinary measures have failed.

iv.   Factors to consider when giving punishments

   a.   Punishment to tally with an offence

   b.   Often given after classes

   c.   Being consistent when giving punishment without favouritism

7.4.3.1 Types of Punishment

The common types of punishment include rustication, suspension and expulsion.

7.4.3.1.1 Rustication

Offences Leading to Rustication include:

i. Truancy - being out of classes without permission

ii. Being out of bounds

iii. Occasional absence from classes

iv. Petty theft

v. Quarrelling with other pupils

vi. Reporting late for school activities

7.4.3.1.2 Suspension

Offences Leading to Suspension include:

i. Habitual committing of offences requiring internal corrective measures

ii. Smoking of cigarettes

iii. A person shall be withdrawn from school for a period of one year for being pregnant and responsible for pregnancy

7.4.3.1.3 Expulsion

Offences Leading to Expulsion include:

i. Habitual committing of offences warranting suspension warrants an expulsion

ii. Fighting

iii. Immoral behaviour such as kissing, being found in pairs in the dark

iv. Drunkenness, drinking alcoholic drink or being found in possession of alcoholic drink

v. Smoking of opium (Indian hemp) or found in possession of it, or use of other dangerous drugs

vi. Bullying and teasing

vii. Engaging in subversive activities

viii. Use of obscene language

ix. Defying authority openly

x. Serious theft

xi. Engaging in vandalism, such as deliberate damage to school property

xii. Instigating rebellious behaviour i.e. riots, strikes and boycotts

xiii. Taking part in rebellious behaviour

7.5 MAIN ACTORS IN MANAGING SCHOOL INDISCIPLINE CASES

All stakeholders in school must take part in preventing and managing indiscipline acts. This section identifies some of the specific roles each of the stakeholders must undertake in managing indiscipline matters.

7.5.1 Head Teacher

i.   Should establish the concept of positive behaviour within the school set up

ii.   Ensure that teachers, learners and parents are aware of policies regarding positive behaviour

iii.   Ensure that policy regarding disciplinary measures is implemented

iv.   Ensure that learner behaviour and learner issues are discussed and resolved immediately.

v.   Ensure that record of learner behaviour is kept

vi.   Ensure that new learners are oriented

vii.   Ensure that class teachers, HOD's and DHT are oriented of their roles

viii.   Ensure that learners are treated fairly, impartially and consistently

7.5.2 The Deputy Head Teacher

i.   Should ensure that teaching and learning is not disrupted and takes place

ii.   Chairs the discipline committee

iii.   Supports the head teacher in the performance of duties to create a school culture of positive discipline

iv.   Supports the head teacher in the provision of learner support and guidance regarding good discipline

v.   Responsible for the supervision and mentoring of school prefects

7.5.3 Teachers

i.   Create a learner- centred classroom

ii.   Prepare well so that learning takes place more easily

iii.   Avoid unnecessary threats that cannot be carried out

iv.   Punish in accordance with the schools code of conduct

v.   Avoid a queue to form when marking students class work – marking should be done at the student's desk

vi.   Refrain from sitting while teaching

7.5.4 Prefects

i. Participate in formulation of school rules and regulations

ii. Promote a positive learner spirit and culture within the school

iii. Holding regular learner meetings and discussions

iv. Use of proper communication channels to discuss learner frustrations and fears

v. Act as a bridge between learners, teachers as well as management

vi. Assist in organisation of an assembly

7.5.5 Class Monitors

i. Participate in formulation of class rules and regulations

ii. Promote good discipline in class

iii. Control noise in class

iv. Ensure clean and tidy classroom

v. Promote classroom pride

vi. Monitor class attendance

vii. Liaise with class teachers on learner issues and grievances

7.5.6 Parents-Teacher Association (PTA)

i. Holds regular meetings with parents to discuss disciplinary matters

ii. Acts as a bridge between the school and parents

iii. Addresses learners and teachers in terms of discipline

iv. Checks if policies are being followed

v. Monitors students' academic performance

vi. Helps to mobilise resources

7.6 DISCIPLINARY PROCEDURES

The school head should ensure that procedures for handling indiscipline acts are adhered to and should be publicized to provide a common understanding to all the stakeholders. This is to ensure consistency and fairness in managing all kinds of indiscipline cases.

7.6.1 Common disciplinary procedure

i. Summon the student and give him/her a sheet of charged of offense

ii. The offender writes a report in front of a witness which both sign

iii. Hearing by the disciplinary committee

iv. Disciplinary committee makes a decision

v. The disciplinary committee submits the recommendation to the head teacher

vi. Head teacher makes final decision and recommends to the responsible high authority with a copy to the Division Office.

vii. Head teacher serves the following with letters: students, parents and Ministry through Division.

Note: Where the case leads to expulsion the head teacher should suspend and recommend for expulsion. This should go with the rules and regulations of the school and the signed statements.

7.6.2 SAMPLE OF A PROCEDURE FOR HANDLING A PREGNANCY ISSUE

i. Call the girl for confirmation at the headmaster's office followed by the boy.

ii. Guidance and counseling (both)

iii. Call parents for both students and explain about re-admission policy plus letters from head teacher issued

iv. Let both students submit letters requesting for the reservation of place after one complete school year.

v. Reporting the issue to the Division Office.

vi. If re-admitted, the returning student should be properly counseled by the disciplinary committee.

8.0 MANAGING INFORMATION/RECORDS

8.1 KEEPING RECORDS

The head teacher has the *responsibility* of ensuring the smooth running of a school. Therefore he/she must keep and manage different types of records. The extent to which he/she *succeeds* in running the school depends on a number of factors and one of them has to do with *record keeping.* These records give vital *information* about the school that will enable the head take appropriate *decisions* and also *assess the progress* of the school. The records also serve as accountability tools.

8.1.1 Definition

Records can be defined as collected and preserved 'information or data on a particular subject.' These records include all books and files containing information on what goes on in the school, who is in the school and the type of properties owned by the school.

8.1.2 Record Processing and Management

i. Record processing and management involves:

a. Creation of files

b. Naming/labeling of files

c. Sorting and storing files

d. Updating and retrieving files for use.

ii. School records must be complete and be made available when need arise.

8.1.3 Reasons Managers fail to keep or update school records

Reason	Solution
i. Understaffing	a. Provide enough teachers and support staff b. Train existing staff
ii. Lack of expertise and commitment	a. Orientation on record keeping b. Sensitize head teachers on importance of records
iii. Negligence	a. Frequent supervision by authorities b. Disciplinary actions on lazy head teachers
iv. Poor planning	a. Head teachers should delegate duties accordingly b. Allocate time for updating records and files
v. Lack of storage facilities	a. Involve community to build office infrastructure

8.1.4 Procedure for Maintaining School Records

Records are an important part of the school system. These records must be properly managed using clear procedures as described below:

8.1.4.1. Filing tools

i. Hard covers

ii. Arch files

iii. Flash disk

iv. Folders

v. Notice board

vi. Filing cabinet

vii. Shelves

8.1.4.2 Display of Information

Different records are displayed and communicated differently according to their use and nature of confidentiality

8.1.4.2.1 Financial Information

i. Receipts

ii. Vouchers

iii. Meetings

8.1.4.2.2 Curriculum information

i. Timetable

ii. Notice board

iii. School reports

iv. Mark books

v. Scholastic records

8.1.4.2.3 Social welfare

i. Meetings

ii. Letters

iii. Memos

iv. Phones

v. Uniforms (for identity)

vi. Assembly

8.1.4.2.4 Physical settings

i. School map

ii. Sign post

8.1.4.3 Coding of Files

8.1.4.3.1 Teaching and Learning – These can be Coded as A

A1: Schemes and records of work

A2: Examinations

A3: Terminal examination results

8.1.4.3.2 Administrative – Code them B

B1: Ministry correspondence letters

B2: Inspection reports

Etc

8.1.4.3.3 Finance – Code them C

C1: Bursary scheme

C2: Stores ledger

etc

8.2 INFORMATION COMMUNICATION

Communication is the process of transferring information from sender to receiver with the use of a medium in which the communicated information is understood by both sender and receiver, in many cases the sender expects feedback. Communication is a very vital tool in the daily running of any school. It can be verbal (speech), or non-verbal (writing, signals, visuals and behavior).

8.2.1 Information communication

i.   it helps to direct and coordinate school activities

ii.   It helps to manage the behavior of the teachers, students and the support staff

iii. It gives motivation to stakeholders.

iv.   It provides the internal and external stakeholders with the information they require for making appropriate decisions.

8.2.2 Stakeholders in a School Communication Network

To communicate effectively, the head teacher should identify and recognize the stakeholders and use the appropriate channels to reach the groups with the necessary messages. The known stakeholders in a school communication network include:

i.   Internal- pupils, teachers, heads of department, deputy head teacher, head teacher, support staff.

ii.   External- Parents, surrounding community, District Education Manager, Division Manager, Ministry Headquarters, PEAs, political leaders, chiefs, religious leaders, health personnel,

8.2.3 Information Commonly Communicated in a School Setting

Within the school set-up the common type of information that must be communicated include:

i.   Rules and regulations

ii.   general instruction/information (e.g. Be at the football pitch at two o'clock, we are introducing fish on your menu)

iii. Progress reports

iv.   Discipline issues

v.   Development plans

vi.   Financial reports

vii. Responsibilities

viii.   Awards and appraisals

ix.   Sicknesses and health issues

x.   Circulars/policy issues

8.2.4 Some Common Channels of Communication in a School Setting

Each type of information will require specific methods of reporting. It is essential for Head teachers to choose carefully to enhance a smooth flow of information. Information can be communicated in the following form:

8.2.4.1 Verbal

i.   Assemblies

ii.   Meetings

iii.   Telephone

iv.   Radio

8.2.4.2 Written

i.   Emails

ii.   Letters

iii.   Posters

iv.   Notice boards

v.   Newspapers

vi.   Publications-newsletters, brochures

vii.   Communication books

viii.   Circulars/circulation files

ix.   Report forms

x.   Suggestion boxes

xi.   Questionnaires

8.2.4.3 Others

i.   Signs/symbols

ii.   Body language

8.2.5 Ways of managing information for communication

The head master must recognize and know how to handle each type of information to avoid miscommunication taken into account the following:

i.   Confidentiality- discipline issues, health issues. This must be reported to

appropriate stakeholders with as much detail as possible. Oral or written.

 ii. Some information must be reported the way it is received without editing- for example circulars, posters, policies etc.

 iii. To be received by many people at the same time-announcements, copied letters, leaflets

 iv. To be urgent-health issues, procedures in such issues might delay the process and cause more damage-telephone

 v. Issues to do with community are better sent through traditional leaders - letters, verbal/meeting

 vi. To be publicized – awards, positive appraisal, change of programs – publication, assemblies, radios, posters,

 vii. Information displayed for many people must be brief, precise and easy to understand. Ambiguous and open-ended statements lead to confusion.

Note that certain information to the public needs to go through the Ministry as the ultimate decision maker, e.g. emergency closure of a school.

8.3 BARRIERS TO COMMUNICATION

When the desired effect of communication is not achieved then barriers exist.

8.3.1 Common causes of barriers to communication

 i. Filtering

 ii. Selective perception

 iii. information overload/insufficient information

 iv. Emotions

 v. Language (ambiguous, complex, medical jargon etc.)

 vi. Gender and political differences

 vii. Poor or outdated equipment

 viii. Background noise

 ix. Temperature/weather

 x. Unclear organizational structure

 xi. Attitude problems (lack of consultation, personal conflict, lack of motivation etc)

 xii. Ill health

 xiii. Lack of supportive hearing devises for special needs students

8.3.2 Mechanisms to overcome communication barrier

i. Using examples

ii. Paraphrase

iii. Using questions

iv. Planning follow up talks (A few minutes spent talking in the present will save valuable time later).

v. repeating what one heard in one's own words

vi. Be sensitive to gender, cultural issues and political affiliations

vii. Be mindful of the weather, temperature and time of the day

viii. Clearly state the organizational structure and duties of each post

ix. Always consult and be in touch with the whole system

x. Be positive when communicating and aim at motivating

xi. Avoid stigmatization

xii. Use sign language for special needs students

xiii. Use simple language

xiv. In public speaking, be confident and audible

xv. Control background noises

xvi. Avoid acts of behavior that can cause disturbing effects

8.4 LIST OF SCHOOL RECORDS

1. Admission Register/Book	31. School's Enrolment List
2. Attendance Registers	32. School's Sports
3. Bursary Records File	33. School's Staff List
4. Calendar of Events	34. Schools Stock Book
5. Circulation File	35. Seminars/Works Shops File
6. Clubs And Societies File	36. Staff Duty Roaster
7. Confidential File	37. Staff Individual File/Personal File
8. Correspondences Letter's File	38. Staff Minutes Book
9. Daily Routine/Desk Diary	39. Staff Movement Book

10. Departmental Meetings Minutes	40. Staff Notice/ Information Board
11. Disciplinary Committee File	41. Staff Posting File
12. Handover Notes File	42. Staff Query File
13. General Announcement	43. Stores Ledger
14. Hospital Book	44. Continuous Assessment Records
15. Inspection Reports File	45. Syllabus/ Curriculum Record
16. Library Accession Register	46. Terminal Examination Questions File
17. Log Book	47. Terminal Examination Results File
18. Master Time Table	48. Time Book
19. Ministry's Correspondence Letter's	49. Transfer out file
20. SMC File	50. Transfer-In File
21. Period Register	51. Visitor's Book
22. Punishment Book	52. Library acquisition book
23. Schemes And Records of Work	53. Staff discipline
24. Scholastic Records	54. Inventory records
25. School Based Supervision	55. TRF File
26. School Improvement Plan	56. IPC minutes file
27. School Leaver's Record	57. MANEB file
28. School Menu	58. Delivery notes file
29. School Officers Record (Pupils)	
30. School Rules And Regulations	

9.0 MANAGING SCHOOL DEVELOPMENT

School improvement entails positive growth in education through provision of quality education. The head teacher has a task of ensuring that the school performs in accordance with its mandate by setting the direction of the school by instituting:

   i. a calendar of events, and

   ii. an improvement plan.

9.1 CALENDAR OF EVENTS

This is a matrix of planned to be carried out in a particular period, for example in a term or year.

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9.1.1 Procedure for preparing a school calendar of events

The calendar of events must be prepared before the new term begins, preferably at the end of the preceding term, to facilitate the operations of the school before the next term opens. The calendar covers:

i.   Activities/ events are arranged chronologically according to days, weeks and months in which they will be performed.

ii.   A line up of activities to be done in a term.

9.1.2 Stakeholders involved in preparing the school calendar

The calendar is prepared in consultation with:

i.   Students

ii.   Teachers

iii.   Heads of Department

iv.   PTA

9.1.3 Users of the school calendar

The school calendar is used by the following:

i.   Head Teacher

ii.   Teachers

iii.   Learners

iv.   PTA/community

v.   Donors and other stakeholders

9.1.4 Importance of the school calendar

The school calendar is prepared to serve the following purposes:

i.   Acts as a guide to school activities

ii.   Helps in effective management of the school

iii.   Acts as a reminder to all stakeholders on school activities

iv.   For proper planning

v.   Communicates information about the school year to all stakeholders

vi.   Acts as a check list of activities of the school

vii.   It facilitates proper planning and organization of resources.

9.1.5 Challenges in developing a school calendar

i. Lack of delegation by head teachers

ii. Unavailability of standard format of a calendar of events

iii. Lack of involvement of stakeholders in its preparation

iv. Lack of expertize by the school head teacher

v. Lack of awareness on the importance of the calendar

9.1.6 Sample calendar of events

Week	Date	Event	Responsible officer	Remarks
1	9/09/2013-13/09/2013	Check schemes of work	HT	Completed
		Opening assembly	HT	Done
		SMT meeting	HT	Done
2	16/09/2013 - 20/09/2013	Prefects meeting	All staff	
		Departmental meeting	HoDs	
		Co-Curricular planning	HoDs	
3	23/09/2013 - 27/09/2013	Exam committee meeting	Exam officer	
		Social welfare meeting		
		Checking records of work		
		Outing/parents visits		

9.2 SCHOOL IMPROVEMENT PLAN – SIP

A school improvement plan is a set of development activities the school lays out for implementation during a specific period of time. These activities are designed to improve the quality of education translated through improved student academic achievements.

9.2.1 Importance of a school improvement plan

The school improvement plan:

i. assists the school meet its objectives and the national goals of education.

ii. is used as a tool for mobilizing resource for :

  a. Continuous professional development (CPDs) activities

  b. Infrastructure development

  c. Support for orphans and other vulnerable children (OVCs), special needs

learners and the girl- child.

9.2.2 Stakeholders involved in preparing an improvement plan

The school improvement plan must be prepared in consultation with the following:

i. The Head teacher,

ii. Deputy Head teacher

iii. Teachers

iv. Members of the SMCs, PTAs and Mother Groups

v. Learners

9.2.3 The process of developing an improvement plan

Stage 1: SIP Readiness Activities and Situational Analysis:

i. Trainings on SIP development, financial management and on National Strategy for Community Participation which spells out roles and responsibilities of various community bodies.

ii. Raising Community Awareness -SMC/PTA members, Chiefs, parents, VDC, AEC, representative of learners, faith groups, NGOs, CBOs, Mother Groups, T'LIPO and HIV and Aids Groups.

iii. Information collection and analysis-this involves the collection of information about the school to explain the extent of its problems.

Stage 2: School Community Meeting

i. The meeting focuses on explaining and clarifying the national goals of education.

ii. The goals are presented according to the themes of Quality and Relevance, Access and Equity and Governance and Management

Stage 3: Drawing SIP

i. All the members must discuss and then draw the school improvement plan.

ii. Some members may volunteer to draw the SIP

Stage 4: SIP Implementation and Monitoring

i. The Head teacher manages the implementation of the plan using the *existing financial control processes*.

ii. Activity monitoring/Social Audit-to find whether each member is performing his agreed role and responsibility.

iii. Termly meeting- meeting of the community to discuss progress and review

school management and finances

Stage 5: Evaluation

This allows transparency and accountability. The following procedures should be followed:

i. PTA should be involved in monitoring the implementation of the school improvement plan.

ii. Communicate what is happening in the school to stakeholders by:

    a. Displaying all SIP activities on the notice board for parents and the community to see.

    b. Reports (progress of SIP, utilization of finances

    c. Meetings

9.2.4 Guiding Principles for an effective school improvement planning

The following are the guiding principles to generate and implement an effective school improvement plan:

9.2.4.1. Strong and Proactive Leadership:

i. The head teacher and SMC/PTA chair play leadership roles in developing the SIP and encouraging the involvement of community members.

9.2.4.2. An environment of openness and inclusivity:

i. This needs to be fostered by the school management to encourage community participation;

ii. involve the community in problem identification, prioritization, monitoring activities and information sharing of results.

9.2.4.3. Checks and balances to strengthen accountability and financial management

i. Stakeholders should hold each other accountable.

9.2.4.4. Utilize expertise on teaching and learning

i. School improvement requires shift from bricks and mortar to a focus on quality teaching and learning - community members should be allowed to monitor teachers and learners to make sure that they spend enough time on learning activities.

9.2.4.5. Monitoring activities must be realistic in what they expect of the community

i. monitoring activities must account for the capacities and time constraints of community members

9.2.4.6. Annual sensitization of school staff and community on SIP

i.   officers and members of the SMCs, PTAs and Mother Groups may change often hence the need for annual trainings

9.2.4.7. Sample of a SIP

School Improvement Plan					
A. School Information					
School Name: Mkwichi Secondary School EMIS Number:					
Division: Central West District: Lilongwe City					
Period for the SIP: 9/9/2013 – 8/9/2017					
School Vision: All students acquire maximum learning outcomes					
B. Summary of SIP					
Thematic Area Budget_____					
Access and equity MK2,000,000					
Quality and Relevance MK5,000,000					
Governance and Management MK4,000,000					
Total MK11,000,000					
C. SIP Detailed Activities					
1. Access and equity					
No.	Activity	Resources	Budget	Period	Responsible Person
1	Identify bursary beneficiaries	Sensitisation meetings Registration	MK1 million	Beginning of year	HT/PTA
2	Maintain desks	Contractor	Mk1 million	Every August	Bursar
2. Quality and relevance					
1	INSET for teachers	Training resources	MK5 million	End of every term	HoDs
3. Governance and management					
1	SIP revision and monitoring	Handbook, meetings	MK4 million	End of each year	HT/PTA

10.0 HANDING OVER

A head teachers, just like any other staff member, is required to write handover notes when leaving a duty station for a longer period or permanently.

10.1 Steps taken by a new head teacher

The new head teacher observes the following procedures at a new school:

i.   Report for duties

ii.   Get a letter of confirmation of reporting for duty to submit to the Division Office

iii. Arrange with former head teacher for a briefing meeting/handing over

iv.   Is introduced to staff members and students by the deputy head teacher

v.   Call for staff meeting

vi.   Takes some time to observe the culture of the school

10.2 Handover notes

Handover notes are documents created by staff members who are about to leave their positions, either temporarily or permanently,

i.   The hand-over notes explain the details of the position and status of its activities.

ii.   These notes should be finalized during the week before leaving the duty station.

iii. The outgoing head teacher should personally hand over these notes to the new head teacher.

10.2.1 Purpose of handover notes

Handover notes serve different purposes for both the outgoing and in-coming head teacher.

i.   The in-coming head teacher uses these notes to quickly understand the school in the areas of:

    a. the challenges facing the school

    b. the performance of the school

    c. the areas that need improvement

ii.   These hand-over notes expedite the transitioning between the two head teachers without interrupting operations by the school.

iii. They provide the successor with key knowledge and information regarding the position so that the transition period is as smooth as possible.

10.2.2 Information included in the handover notes

10.2.2.1. Description of the school

i.   a copy of the school's mission statement, aims and values statement

ii.   an up to date copy of the school's prospectus

10.2.2.2. Policies

i.   list of statutory policies in place,

ii.   a list of circulars,

iii.   a list of school rules and regulations,

iv.   emergency policy information – eg. Health and safety, fire procedures, emergency procedures, names and contact details of key stakeholders.

v.   Contact information of other schools and important offices

10.2.2.3. Systems

i.   details of current communication systems

ii.   schedules for meetings

iii.   staff handbook

iv.   staff general duties roster

v.   facility inspection roster

vi.   copies of current timetables, including:

a.   staff timetables

b.   timetables relating to the use of specific areas – eg. the hall,

c.   duty timetables

d.   assemblies

10.2.2.4. Staff

i.   a clear, concise and current list of all school staff which outlines clearly each member of staff's role, position, designation

ii.   length of service

iii.   most recent appraisal information

iv.   ongoing HR issues

v.   details of staff contracts.

10.2.2.5. Children

Much of the basic information about pupils is now held on Education Management Information Systems (eg. EMIS). The following information should be passed on:

a. pupil information

b. information relating to child social, emotional, health and behavioral matters

10.2.2.6. School Evaluation and Development

i. National examinations results

ii. Cluster level examination results

iii. Examination timetable

iv. Quiz calendar

10.2.2.7. Finance

i. the latest budget statement

ii. the latest Financial Audit

iii. declaration of capital assets

10.2.2.8. Premises

i. list of key stakeholders

ii. alarm company details

iii. fire safety handbook

iv. information relating to buildings and grounds

10.2.2.9. School Calendar

i. a school calendar or list of annual events

ii. a month by month outline of the key actions for the head teacher within the particular school

10.2.2.10. Parents

i. copy of recent newsletters

ii. contact details for PTA/SMC members

iii. Association copy of any current / unresolved complaints

iv. copies of governing body and committee meeting minutes

In the event that handover notes are not available, the head teacher needs to consult and inform the Division Office about this.

10.3 FAMILIARIZATION MEETINGS

The head teacher will need to make a deliberate effort to hold meetings with various

stakeholders to become familiar with the school setting.

i. The meetings help the head teacher to quickly develop relationships with members of the community and the school.

ii. The head teacher will therefore hold meetings with the staff members, the students the PTA and SMC and non-governmental organizations and community based organizations

11.0 MAINTENANCE AND REHABILITATION

Head teachers are responsible and accountable for the school building and its premises through regular maintenance and rehabilitation. The building and premises should be kept in good state and the school physical environment made as attractive and pleasant as possible.

11.1 MAINTENANCE

Maintenance implies keeping the school in good repair or condition.

i. The head teacher should ensure that there is a comprehensive list of all requirement maintenance activities.

ii. The head teacher should ensure that there is a fund to make quick repairs such as replacing a broken tap, window pane, chair, desk, socket, ceiling board, leakages, painting, sewage, and other facilities.

iii. At the end of each term, the head teacher must submit a status report on the infrastructural conditions at the school to the Division Office.

11.2 REHABILITATION

To rehabilitate is to restore a school facility to its good working order. The process involves:

i. Identification of facilities that require rehabilitation.

ii. The head teacher seeks quotations from at least three different contractors for approval by the Internal Procurement Committee.

iii. The head teacher awards a contract to the selected contractor

iv. The head teachers monitors the rehabilitation work

v. The head teacher should issue a certificate of completion to the contractor upon satisfactory rehabilitation works

11.3 CARE FOR INFRASTRUCTURE

Maintenance & Rehabilitation are a central component in School Management because they, among other things, assist to keep school facilities in good working order to make the school environment conducive for effective quality delivery of education services.

The head teacher must put in place measures to ensure that school facilities are put to good use.

(i) Prepare a plan of security measures for the school and the facilities.

(ii)   Share the security plan with the rest of the community

(iii)   Prepare rules on the use of the school and the facilities such as hall, classrooms, hostels, laboratories, lab equipment, desks, chairs, beds/mattresses and other materials.

(iv)   Make rules to protect the school against vandalism and theft.

(v)   Educate the children on how to use facilities such as toilets.

11.4 PROCEDURES FOR MAINTENANCE

11.4.1 Prevention of exorbitant water bills

i.   Sensitise students, teachers and support staff on proper and economic use of water

ii.   Examine all possible leakages and maintain them

iii.   Make regular visits to ablution places to identify damaged taps and drainage pipes

iv.   Immediately close any running damaged taps

v.   Make use of plumbers to examine possible underground leakages and maintain such leakages

vi.   Replace worn-out parts of the water system

vii.   Control use of water by scheduling or using pails

viii.   Invest in boreholes

ix.   Appoint house boys/girls to look after hostel facilities

x.   Use of water storage tanks

xi.   Harvest rain water

11.4.2 Repair or replacement of furniture

i.   Sensitise students and teachers on care of furniture

ii.   Set up rules and regulations for care of furniture

iii.   Identify damaged furniture

iv.   Identify financial resources to repair or replace the furniture

v.   Keep furniture in safe places

11.4.3 Protecting facilities against termites and damages

i.   Set up a termite monitoring team or system

ii.   Identify areas affected by termites

iii.   Apply pesticides to all termite sites

iv.   Plant trees to protect buildings against strong winds

v.   Replace all damaged parts of the school structures

Note

A head teacher has the responsibility of ensuring that the school is well maintained and improves in both outlook and its proper use. As a head teacher, it is important to realize that school management is a cooperate activity requiring the involvement of all stakeholders in and outside the school premises.

Head teachers need to put in place systems that will ensure that all stakeholders take part in preserving and protecting the school against damages and dilapidation. Both students and teachers need to be sensitized on their responsibility in keeping the school in its best state that is welcoming to both insiders and visitors. Schools which are attractive create a good learning environment as students and teachers stay in comfort and enjoy their environment.