

School Management

A Training Manual for Educational Management



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Preface

In this Module, four different topics are discussed. Unit One is on instructional leadership. Unit Two discusses pupil management. Unit Three highlights the concept and practice of financial management. Lastly, the need and means of parents' involvement in school affairs is presented in Unit Four.

The Module aims to introduce you to most of the key concepts and some of the management skills and approaches that you will need in instructional leadership, pupil management, financial management, school-parents relationship. It also contains practical suggestions and can serve as a handbook to principals, school supervisors as well as teacher trainers

The aims and objectives for each unit indicate what you should know and be able to do after studying the topic. Therefore, it would be wise to go back to the objectives and check whether or not the objectives are achieved after completing a unit. Activities designed to get one's reflection on the topic under discussion and/or to apply the content to a particular educational situation are also included in this Module.

In using this Module, you must keep in mind the fact that there are many ways to do a thing. Therefore, you are encouraged to study, argue and discuss each topic in group, internalize the contents, find out better ways of doing things, if there are any, and apply them to the objective conditions of your schools.

The Study Manual prepared by University of South Africa in 1996 was used as the main source for this Module. However, effort has been exerted to compile, extract and organize the main points from various pertinent materials in order to serve the expressed purpose.

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Unit 1

Instructional Leadership

Objective:

After studying this topic, you should be able to:

define the nature and scope of the instructional task of a school principal

illustrate the importance of the principal's task as a professional or educational leader

explain the interrelatedness of the principal's instructional leadership task and his or her general managerial tasks

manage a school's instructional programme effectively

1.1. Introduction

The principal is the head of the school and the guide of the students and teachers. He/she should be a man with high moral standards, very polite in his/her dealings, an optimist and influential. The principal should have an interest in human beings. The principal should be a good administrator and must have professional knowledge.

The principal's personality, ideals and thoughts affect all the individuals and all the activities of the school. The social prestige of the school depends on his/her policy.

Generally, the tasks of a school principal are many and varied. The society expects a lot from the principal. He/she is expected to be a **general manager, an administrator, an agent of change, a school marketer and an instructional manager**.

The principal's function is both extensive and intensive. The principal must serve both as a line and a staff officer. Final responsibility rests upon the principal as a line officer at the local school. As a staff officer, the principal takes primary responsibility as helper, simulator, expeditor and supervisor.

ACTIVITY 1.1.

Make a list of tasks of a principal you think should be performed in the course of a year in order for the school to be managed effectively.

Which of these do you think are the most important and central responsibilities and tasks?

Running effective teaching and learning is the school's primary responsibility. The excellence of a school should be measured against the quality of the teaching and learning done in a school. The effect a teacher has on the learning experiences of pupils is now and always will be the most important dimension of a school's existence. Clearly, then, a school's organization should be geared mainly to making effective teaching and learning possible.

The duties of a principal are wide-ranging. He or she is responsible for the administration, organization and work processes at school. The principal is expected to play an important role in integrating and coordinating the efforts of teachers, students, personnel and parents to achieve the desired objectives of education and facilitate the over-all aspects of the teaching-learning process.

Thus the main responsibility of the principal is to create conditions in the school in which the pupils receive quality instruction both inside and outside the classroom. All other responsibilities are subordinate to this.

1.2. Aspects of Instructional Leadership

Successful principals provide instructional leadership. They spend more of their time working with teachers and students and less of their time in the office. They observe what is going on in the classrooms, hold high expectations for teacher performance and student achievement, and provide necessary resources, including own skills and knowledge. They are active and involved. **As a result they create schools that make a positive difference in the lives of students.**

The principal must aspire to excellence in education. This requires knowledge of what is to be expected from an excellent teacher. The teacher is basically required to carry out the following activities,

Give appropriate help and support for pupils,
Plan ahead of time,
Give instruction,
Manage classroom,
Continuously evaluate pupils' progress, and
Serve the interests of pupils sincerely.

As instructional leader, the principal must ensure that the above activities are performed and that any other appropriate properties of the teaching-learning situation are available to the whole school. The principal stands in the position of having to know more about teaching and learning than anyone else at the school. The principal has to know what should be taught, how to make the teaching most effective, when to evaluate the results, and the best way to interpret them to students and parents. The principal must continue as a master teacher and stay one step ahead of the instructional staff. This means that the principal is expected to be a 'teacher of teachers'.

Properties of principals who are good instructional leaders:

- They are dedicated to the aims of the school.
- They have insight into the instructional programme of the school.
- They have positive relationships with teachers and pupils.
- They show consideration for others.
- They support the staff and pupils.
- They practice participative management, which includes teachers, pupils and the community.
- They practice strong and visible leadership.
- They mobilize aids in the attainment of the school's objectives.
- They have high expectations.
- They place a premium on the orderly running of the school's instructional programme and show this by not interrupting it unnecessarily.

The major tasks of the principal as an instructional leader are:

- determining objective
- programme coordination
- being didactic leader
- organizing enrichment programs
- undertaking evaluation and examinations
- taking remedial steps
- creating conducive school climate

Because of the extensiveness of the instructional programme of a school, elements of the programs are delegated to vice principals or heads of departments.

Determining Objectives

It is the task of the principal to guide the pupils and the teachers in the school towards the realizing the school's objectives. Before aims and objectives can be formulated, clarity regarding the mission of the school should be arrived at by top management /school board/ and the staff of the school. There should be a clear and well-articulated mission of a school. Aims and objectives of a school should then be formulated based on the mission. A principal and the staff of the school should draw up objectives jointly.

Activity 1.2.

In your opinion, what should be the mission of every school?

The school's general (broad, long- term) aims should be subdivided into clear, fully defined and attainable objectives.

The broad aims should be broken down into attainable objectives that are:

- Intelligible,
- concrete and specific,
- acceptable,

balanced,
relevant, and
measurable

Examples of general or long-term aims include the following:
determining academic achievement according to ability
creating a spirit of cooperation among pupils and staff
encouraging a high degree of pupil involvement
maintaining a high school attendance rate

Examples of short-term objectives include the following:
to train two teams instead of one for a particular sport
to attend specific courses at teaching centers in order to improve teachers' teaching skills in English for Grade One.
to write two tests per subject per term in order to improve examination performance of students in math in Grade 2.

ACTIVITY 1.3.

Devise long-term aims and short-term objectives on the basis of a school's mission that reads, "The academic mission of St. Mary Primary School is to maximize learning opportunities for each student."

Instructional Programme Coordination

A school's instructional programme consists of carrying out:

- curricular activities, and
- extracurricular/co-curricular activities

Pupils spend quite a long time in school where they do different kinds of work. At school they do not only attend classes but also take part in extracurricular activities. These activities should be organized according to a feasible school timetable. The timetable is necessary for the proper management of the affairs of a school.

The work according to a fixed schedule
brings efficiency and skill;
cultivates the good habit of working regularly;
results in the saving and proper utilization of the time; and
helps to maintain discipline and order among the students.

On the other hand, haphazard planning of the daily schedule will result in
much waste of time and effort by students and teachers,
loss of morale throughout the school, and
the lack of confidence in the principal.

ACTIVITY 1.4.

Comment on the Statement: "Many schools accomplish very little during the opening week/weeks of the school year because of confusion and disorganization that results from lack of prior careful planning and schedule making."

Making a satisfactory timetable is a challenge to the principal's ability and skill in planning, organizing, and administering the programme of activities of the school.

a) Criteria of a good schedule:

In the scheduling:

Teachers should be taken into account: their age, special aptitudes, qualifications, and likes and dislikes.
Equalizing the load of teachers is essential, even though this load varies according to time and activities.
Appropriate use of space and equipment should be considered.
The principal should have time allotted for supervision as well as management.
The schedule must provide time for teacher planning.

b) Hints for drawing up a school timetable.

Determine the size of class sections.

Determine the length of the school day and the opening and closing times.

Study and take into account departmental prescripts.

Identify special classes that need double periods or must meet more or less than the usual number of times each week.

In essence a timetable should be pupil-centered to maximize learning opportunities; arranged with a variety of activities, with subjects spaced to sustain the children's interests and motivation, and taking into account age, concentration span, ability range, single grouping, class sizes and pupil career ambitions. Therefore there is a need to determine the place of various subjects and their turns. Such periods should be allotted to "tough" subjects, when the mind of the child is not tired.

Take into account which staff are available.

Consider the qualifications, experience, special aptitudes, personal likes and dislikes, ideas and temperament of teachers in the distribution of work/ teaching assignment.

Work out the possible combinations of subject choices in the senior standards.

List all the rules the principal wants to follow in assigning classes. Examples:

Balance difficult subjects, mornings and afternoons.

No physical education immediately after lunch.

Assign the strongest teacher the last period.

Leave the principal free the first period, first period after lunch and the last period.

Write out the timetable and the control timetable.

Compile class groups.

Draw up class lists.

Activity 1.5

How will the following factors limit the freedom of the head in designing school timetable?

Time, teacher availability, school buildings, traditional attitudes, lack of public utilities, the timing of the school day

c) Hints for drawing up a timetable for extracurricular activities.

Make provision for sufficient coaches.

Do time slotting in consultation with teachers and student leaders.

Make fixed rules.

Different teachers must take responsibility for different tasks so that the potential educational leader can gain experience across the whole spectrum.

Adjust the timetable according to the seasons.

Involve parents and outside people for consultation.

ACTIVITY 1.6.

What is the practice that is prevailing in schools while assigning teachers in the various grades?

Most countries in Sub-Saharan Africa have a very high dropout rate. Your country may not be an exception in this. What do you think could be the main reasons for this?

Educators suggest and argue that priority should be given to the lower grades and that experienced and competent teachers should be assigned in grade 1 as much as possible. What is your position on this viewpoint? Why?

Didactic Leadership

Instruction is the core activity in a school and, as the professional leader of the school, the principal is directly involved. The principal must ensure that high quality teaching and learning takes place in the school.

Supervision of the instructional programme is the most important responsibility of the principal. The principal should see that the teaching work in the school goes on well. The concept of supervision is one of coordination and service. To be effective, supervision must contribute to the improvement of individualized instruction and result in a wholesome teaching-learning situation.

The principal performs his/her duties as supervisor through various means, and can use various methods to ensure effective teaching in a school such as the following:

- effective administrative management: Offering practical and constructive suggestions concerning the organizational procedures relative to the school-wide program and to the classroom teacher's situation.

Effective administrative management includes elements such as the following.

Time utilization. The efficient use of teaching time can be ensured by allocating the correct time and periods according to departmental prescriptions, introducing fixed test periods and avoiding unnecessary encroachment upon lesson periods.

Composition and sizes of classes. The principal and his or her management team must ensure with the drawing up of the school timetable that classes have been composed as efficiently as possible.

Provisioning. The principal must ensure there is an effective provisioning system to support the teaching programme adequately.

Division of work. The principal's work division must be as balanced and fair as possible so that staff can proceed unhindered with their teaching task.

- Consulting with individuals and groups of teachers: instructional leadership through team work
- Personal instructional leadership to teachers: working with teachers in classrooms through observation, demonstration, and consultation.
- Providing ample instructional and professional materials.
- Maintaining teacher morale.

In the context of your country, the principal may use the Curriculum Committee established in schools to assist him/her in this task. The Committee, under the leadership of the principal, may undertake:

- school subject meetings
- interpretation of syllabi
- subject policies
- subject control
- class observations

Vice-principals, heads of departments and senior teachers are also entrusted with responsibility of undertaking instructional leadership. They support the principal and contribute to the improvement of teaching and the development of the abilities of the staff.

The principal can use the clinical instructional leadership method or the class visit model to give a member of staff personal instructional leadership. This involves

- professional observation of the teaching and learning events in the classes
- improvement of the teacher's teaching abilities with a view to professional development.

The clinical instructional leadership essentially:

- involves a face-to-face interaction between the instructional leader and the teacher.

- is based on sound relationship between the instructional leader and the teacher.

- is a cyclical process.

Steps in the clinical instructional leadership process are:

- A positive relationship is established between the instructional leader and the teacher. This will create an atmosphere for an invitation to a visit.

- A lesson is planned jointly.

- The observation strategy is planned jointly.

- The instructional leader does the observation.

- The instructional leader does an analysis of the teaching-learning acts.

The instructional leader plans a consultation strategy and prepares for the consultation.

The instructional leader and the teacher conduct consultations with a view to understanding the events in the classroom.

The instructional leader plans a follow-up observation.

Expected results of a good in-school supervisory program are:

Teachers are better informed of expectations and feel a part of the overall programme.

There is unity of purpose on the part of all staff members.

All teachers are challenged to grow and to plan more carefully.

The programme of instruction has purpose, involves the use of more resources, and results in more learning.

The school programme has balance, the needs of students are met, and resources are used to a maximum.

School spirit is high, resulting in more cooperation and better human relations.

Remember that the most effective form of supervision takes place when staff, pupils and parents perceive the school head as a person who knows what is happening within the school.

Enrichment Programs

Work enrichment increases the intrinsic job satisfaction a teacher derives from performing his or her work. It relates to people's internal motivation to produce good work continually in order to experience the following three positive feelings about their performance:

an awareness of the value of their work

a sense of responsibility

the feeling that performance produces satisfactory results.

Features of a teacher's duties that can entail intrinsic job satisfaction include:

task variety

task uncertainty

social interaction

task meaningfulness

task identity

responsibility for results

knowledge of results

Schools can employ certain strategies in an effort to increase teachers' job satisfaction. For instance, schools could provide the following professional development strategies:

in-service training /at school level, the school cluster centers, etc./

involving teachers in planning and decision making

giving more responsibility

recognition for quality work and good ideas

interaction between members of staff

making available research results on instruction

In relation to this, it is stipulated that a school principal is expected

- to disclose the job description of teachers and other staff members, prepare short training and experience sharing programs that enable teachers to be acquainted with latest innovations, inventions and new teaching methodologies;
- to organize the parent-teacher, curriculum, administrative, training as well as consultative committees, clubs, etc.
- to participate as a leader or advisor in the various committees established in the school, facilitate an in-school/peer supervision programme that enables teachers with better dedication and skills to give professional support to their colleagues;

Evaluation and Examination

Evaluation in a school includes:

- Staff evaluation and development
- Examination and evaluation of pupil progress

a) Staff evaluation and development

Staff evaluation or performance appraisal has, in general, three principal purposes:

- to improve teachers' performance
- to prepare teachers for future opportunities that may arise in the school
- to provide a record of teachers' performance that can be used as a basis for future management decisions /promotion, firing, training opportunities, etc/

Staff evaluation has thus a number of benefits to both the educational system as well as to the teachers themselves. The benefits include:

- enabling teachers to realize what is expected from them,
- identifying one's strength and weaknesses,
- identifying problems and causes for inefficiency,
- developing a greater degree of consistency through regular feedback on performance discussion about potential,
- providing information for human resource planning, and
- improving communication.

At school level, principals and department heads are usually responsible to appraise teachers' performance.

There are fundamental principles that appraisers have to follow in order to undertake the evaluation objectively. Among the fundamental principles that are outlined in many literatures on the subject include the following.

- Evaluators should evaluate themselves before evaluating others in terms of their own attitudes, feelings and behaviors towards the teacher to be evaluated
- Respect the appraisee's feelings, ideas and benefits. This implies that the evaluator should be careful not to damage the feeling and the rights of the teacher to be evaluated.
- Forget any personal relations with the appraisee when evaluating.
- Evaluators should understand the situation and the kind of work the appraisee is performing.
- Evaluators must show good, positive and affectionate feelings to the appraisee.
- Evaluators should be loyal and honest, and reflect these conditions in their evaluations of the appraisee.
- Evaluators must have some knowledge about evaluation and to carryout the evaluation they need to have the adequate skills.
- Evaluators should arrange the scheme of evaluation by communicating with the appraisee or they should tell them where and why they are going to evaluate.
- The appraisal should be transparent. The results should be communicated to teachers. There should be an open and free professional discussion on strengths and weaknesses that will ultimately lead to performance improvement.
- Evaluation should be used for promotions, transfers, strengthening the strong points and for the improvement of the weak points of the appraisee.
- The appraisal should be
 - as accurate and functional as possible /validity/.
 - a system and its measuring techniques should be meaningful.
 - as thorough as possible; and
 - satisfy the needs of both the organization /school/ and the employee /teacher/

While organizations may seek to make the performance evaluation process free from personal biases, prejudices, etc, a number of potential problems can creep into the process. In practice, there are common problems of performance problems, which actually are reflections of improper usage of the appraisal methods. To the degree that the following factors are prevalent, the evaluation is likely to be distorted.

Lack of Objectivity: This mostly arises because the rating scale use factors like attitude, loyalty, and personality, which are difficult to measure. Moreover, these factors have little to do with the employee's job performance.

Single Criterion: This refers to situations where employees are evaluated on a single job criterion, and where successful performance on that job requires good performance on a number of criteria

Halo Error: This occurs when the evaluator allows a single prominent characteristic of an employee to influence his/her judgment on each of the items in the performance appraisal. The evaluator then gives a good or bad overall rating based on this one factor. A frequent result is that the employee being evaluated receives approximately the same rating on every item. For instance neatness considered as a determinant factor.

Leniency/Strictness: This refers to on the one hand "giving undeserved high performance appraisal rating to an employee (leniency) or on the other "being unduly critical of an employee's work performance" (strictness). Leniency is the grouping of ratings at the positive end instead of spreading them throughout the performance scale.

Central Tendency: This is rating of all or most employees in the middle of the scale or near the average. When evaluators rate an employee extremely high or extremely low they have to justify it in writing. Thus, evaluators tend to give average ratings so as to avoid possible controversy or criticism that may arise due to the extreme ratings.

Recent Behavior Bias: It is quite usual and natural with evaluators to "remember recent behavior more clearly than actions from the more distant past. As a result evaluators base their rating on such recent behaviors. It is important, therefore that performance appraisals are made to cover a specified period of time to avoid this particular problem.

Personal Preferences, Prejudices and Biases: Evaluators with biases or prejudices tend to look for employee behaviors that conform to their biases. Appearance, social status, dress, race, and sex may influence many performance appraisals. Managers may allow first impressions to influence later judgments of an employee. Sometimes, there could be a tendency to rate low performers high because they do not raise serious objections; while employees who pose challenges on issues, ideas, etc may be rated low.

Suggestions to overcome most of the above problems include the following:

Use of multiple criteria: Since successful performance on most jobs requires doing a number of things well, all those 'things' should be identified and evaluated.

De-emphasize traits: Traits like loyalty, courage, reliability, etc. are appealing. But, there is no evidence to support that such traits will be adequate synonyms for performance. Another weakness in traits is the judgment itself. What one considers "loyalty" may not be the same for the other. Traits suffer from weak inter-rater agreement.

Use multiple evaluators: As the number of evaluators increases, the probability of attaining more accurate information increases.

Train evaluators: training evaluators can make them more accurate raters. It could be a one to three days training.

In order to avoid the above-mentioned drawbacks in performance evaluation, it is now intended to apply result-oriented performance evaluation based on agreed upon plan of actions. The evaluation criteria shall be the quantity and quality of work accomplished, the process time (time taken to work) and cost-effectiveness. Therefore, the evaluation will look into the how much, at what cost, how well, how efficient, how effective and how necessary aspects of the work accomplished. The result will be measured not only on the output but also on the outcome and impact of the activities performed.

Key, major and subsidiary tasks shall be jointly identified and agreed upon by teachers and school principals at the beginning of the academic year. Weighted points will be given to each task. The follow up of implementation of the action plan will be done accordingly.

The maximum score is 100 points. Scores between 95 and 100 are categorized as very high. Performance are rated as high, satisfactory and low if the evaluation scores are from 75-94, 50-74 and 25-49 respectively.

Besides the summative evaluation, it is important to carry out formative evaluations with the purpose of the professional growth and teaching skill improvement. In this regard **peer evaluation** is highly recommended. This could be in the following forms:

Teachers teaching the subject could observe classes, evaluate each other and discuss on strengths and weaknesses.

A teacher can invite senior/experienced/ competent teachers to observe his/her class and seek advices.

ACTIVITY 1.7.

What is the purpose of staff evaluation?

Should staff evaluation systems and strategies be uniform in all schools?

How frequently should teachers' performance appraisals be conducted? Why?

Discuss and give instances that you have observed for each of the potential errors in performance appraisals in schools.

What do you think is the perception of teachers on the teacher performance appraisal system?

What are the weaknesses and strengths of the current teachers' performance appraisal system in your country?

b) Examination and evaluation of pupil progress

The evaluation of students' work is necessary to know what and how much they have learnt. It is important to determine the effectiveness of the processes of learning and development In order to plan wisely for the next steps of instruction. It also gives an opportunity to make necessary changes. Generally, evaluation serves

- as feedback to students.
- as feedback to the teacher
- for modeling learning targets
- to motivate students
- to assign grades to students
- for placement
- to identify and give guidance and counseling as appropriate
- for certification
- for selection
- for maintaining or monitoring standards

These appraisals should be made periodically during the learning period as well as at its completion. Two types of evaluations may be mentioned here: formative and summative evaluations.

Formative evaluation is conducted to monitor the instructional process, to determine whether learning is actually taking as planned. The major function of formative evaluation in the classroom is to provide feedback to the teacher and to the student about how things are going. This could be done through asking students, observations, class discussions, exercises, home-works and tests/quizzes.

Summative evaluation usually refers to the semester and final year examinations.

It is common practice that teachers usually think that procedures for evaluation and reporting student progress are simple processes. For many teachers they consist of giving and marking a series of tests and exercises, adding or averaging the marks, and entering them on a simple record card. The processes are used as if they could be quick, simple, and terminal. Actually they are continuous, cumulative, and complex procedures that demand considerable skill, ingenuity, and understanding.

Evaluation of learning should help in determining whether objectives of learning are being or have been achieved. Therefore, scores from tests of academic achievement provide only the raw materials for evaluation and that the administration of tests is not an evaluative procedure in itself. Evaluation should also focus on what students are doing in practice; on whether the academic achievement has been translated into deeds or not.

In order to make evaluation reliable, teachers should exchange views at their staff meetings regularly. Utmost care should be taken at the time of setting questions.

Students' progress should be regularly reported to parents, to other teachers and to students themselves. The reports should indicate with definiteness where the particular student is showing strength or weakness as judged by normal expectations of students of like ages and opportunities and in terms of his/her own potentialities. The reports should describe a pupil's progress in a way analytical enough to give helpful guidance and to indicate the student's likelihood of success in continuing work in certain fields both in later years in school and in advanced institutions.

It would be advisable to work in close collaboration with the School Parents-Teachers Association in interpreting the evaluation results and devising mechanisms of improving situations. Besides this, the homeroom teacher of a class can establish a mini- Parent Teacher Association or committee of that section to be more effective and focused. The homeroom teacher may call a meeting of parents of that section monthly, or at any time needed, and discuss on the progress of students in terms of academic performance, behavior, discipline, etc. and seek solutions.

Taking Remedial Steps

Appraising the teacher's performance is only half of the principal or supervisor's job in performance appraisal systems. The other half is communicating the appraisal to the teacher. The purposes of communicating the performance appraisal are to:

- provide the teacher with a clear understanding of how the supervisor feels the teacher is performing the job,
- clear up any misunderstandings about what is expected,
- establish a program of improvement, and
- improve the working relationship between the principal/supervisor and the teacher.

Therefore, organizing a performance appraisal interview with teachers is very important. This requires a good planning by the principal/supervisor.

Generally as a follow up to performance appraisal the principal is expected to take corrective measures if he/she identifies shortcomings on the part of the staff. This will help in the improvement of the teaching and learning process as well as in the professional development of the teacher. The principal should always be supportive and encouraging.

Teaching improvement methods include the following:

- clinical instructional leadership
- cooperative professional development, with the help of staff team work
- individual (personal) professional development
- informal instructional leadership

The principal should also develop proper remedial strategy for the learning process of pupils.

ACTIVITY 1.8.

Identify some support services for teachers and pupils in your area. Are they effective? Why?

Creating Conducive School Climate

The climate of an organization has a direct effect on the members of that organization, and on their productivity and job satisfaction. Organizational climate is experienced by its members; influences their behavior, and can be described in terms of the values of a particular set of characteristics of an organization.

This implies that the organizational climate in a particular school can be described and evaluated; the link between the organizational climate and the effectiveness of the school can be established; and the organizational climate of a school can be predicated and controlled.

ACTIVITY 1.9.

Organizational climate has a direct bearing on the effectiveness of a school. The creation of a positive organizational climate is an important element of the principal's instructional leadership. List the matters a principal should attend to in creating a positive school climate.

Unit 2

Pupil Management

Objective:

After studying this topic, participants should be able to:

discuss the place and role of pupil management within the school as an organization

identify and describe the different aspects of pupil management

develop a system for the identification, training and utilization of pupil leaders in a school

2.1. Introduction

Pupil management has two facets:

The teachers manage pupil activities.

Pupils participate in the management of certain aspects of the school.

In order to develop pupils and prepare them to take their place as adults in a community effectively, as many pupils as possible should be involved in pupil activities. Education in this regard should equip pupils to take the initiative and undertake the management of such activities.

ACTIVITY 2.1.

In your opinion why is it essential for pupils to have a say in the management of certain aspects of the school life?

2.2. Pupil Management in the Context of School Management

School is an institution for teaching and learning. To realize this, all the activities of the school must be managed effectively. The management functions take place against the background of the school's policy and within specific management spheres. Pupils management is an important management sphere in school management and includes two dimensions:

the management of pupils and pupil activities

the use of pupil leaders in managing certain activities.

In order to carry out the pupil management functions properly, it would be appropriate to understand the rights and obligations of students in the school system of your country.

Generally speaking, the following fundamental principles are adhered to in the management of pupils in schools.

Students have the right to:

learn, ask and know;

use and get access to the facilities of the school;

know and be informed of the school's rules and directives;

create appropriate teaching-learning relationship with teachers and get support from them;

evaluate their teacher;

participate in extracurricular activities.

On the other hand, it is the student's responsibility to:

attend classes daily according to the program without being absent under justifiable reasons;

attentively attend the lessons offered by the teachers in and outside the class, do homework, assignments and exercises on time;

execute the proper directives and advise of the principal and teachers;

refrain from intimidating, beating, sexually assaulting and violating the human rights of female students, properly handle and use the textbooks and other teaching aids of the school;
 cooperate and learn in a smooth co-existence with other students;
 give the proper respect to teachers as well as other staff members of the school and his/her friends;
 dedicate his/her knowledge and energy to serve the school and the local community in such a way that his/her regular learning hours are not affected;
 maintain the sanitation of his/her class and the school's compound;
 not to bring any equipment that is a threat to students' physical and mental health;
 dress properly and neatly;
 not to roam around the school compound in school hours without a justifiable reason;
 not to jump out the fences of the school's compound;
 be faithful to the school's community and the local people;
 not to smoke cigarettes, chew 'chat' and abuse drugs in the school compound;
 not to insult, harass, ridicule and beat teachers and other staff members of the school;
 not to steal, cheat during examinations and gamble.

ACTIVITY 2.2.

- a) Identify areas of school activities that pupils could be involved in and describe the manner of involvement in each area.
- b) Which of the rights of students listed above are not usually exercised by students? What are the major reasons?
- c) Go through each of the responsibilities listed above and identify those that are usually not fulfilled by students. Discuss the causes, reasons and ways of reducing/abolishing such drawbacks.

The general aims of pupil management include:

- the creation of an orderly and healthy school climate
- assisting pupils towards self-actualization
- making pupils aware of task-oriented and relationship-oriented behavior
- the promotion of leadership

Pupil management in a curricular context includes everything concerned with the formal instruction of the pupils in the school. The major aspects of the curricular programme of the school include

- The overall management of the school
- The management of the educational programme of the school
- The development of a management training programme
- Effective management by the teacher in the classroom.

2.3. Students' Participation in Extracurricular Activities

2.3.1. Concept of Extracurricular Activities

The aim of education is no more mere imparting of bookish knowledge but to make students good citizens by bringing about their mental, physical and social development. That is why extracurricular activities are accorded a proper place in the educational set up.

Extracurricular activities are activities organized and performed by students in their spare times according to their interests and will for educational and recreational purposes.

Pupils' extracurricular activities are not isolated from their curricular activities but supplement the formal educational programme and contribute to the general education of the child. They also provide abundant opportunities for pupils to develop managerial ability and should therefore serve to supplement the curricular management training programs.

Extracurricular activities are based on co-operation, a spirit of dutifulness, self-reliance, leadership, independent thinking, self-control, tolerance and a sense of discipline are inculcated through them.

The content of extracurricular activities includes social sciences, technology and natural sciences, culture and arts, sport and tourism, etc.

ACTIVITY 2.3.

What are the characteristics of extracurricular activities that differentiate them from the formal classroom teaching-learning activities, in terms of organization, leadership and implementation arrangements?

2.3.2. Forms of Extracurricular Activities

Extracurricular activities may take different forms depending on the level of school and objective conditions. The major ones are the following:

- ☐ **Homeroom:** The homeroom is the family unit within the life of the school, just as the home is the family unit in the life of the community. Homeroom can serve to organize panel discussions, debates, guest speakers, intramural sports, contests, excursions, visits, etc.
- ☐ **Sports activities and competitions** /outdoor, indoor games and competitions/
- ☐ **Musical activities** /bands, orchestras, song groups, etc./
- ☐ **Speech activities** / debating, panel discussions, radio broadcasting, etc./
- ☐ **School clubs**
- ☐ **Publications** /school newspaper, yearbook, literary magazines, etc./
- ☐ **Social gatherings or activities**
- ☐ **Assemblies**
- ☐ **Student council or government**
- ☐ **Income generating activities**
- ☐ **Events related to work, production and social service giving**
- ☐ **Celebrating/ Observing various public and/ or international holidays**
- ☐ **Other educational activities;** exhibitions, competition among students; organizing museum, Olympiads (mathematics, biology, chemistry, physics, etc.)

Contributions of Extracurricular Activities

Major contributions of extracurricular activities include the following:

For personal–social development

Develop social relations skill

Acquire skills in expressing one-self, discussing with others, understanding parliamentary procedures, etc.

Students will develop a positive feeling for the value of time

Develop abilities of leadership, skills of management, planning, organizing, coordinating, decision-making, controlling and evaluation.

Spending leisure times through purposeful, recreational, educational or socially advantageous programs.

Experience in democratic living

Practice in teamwork

Enrich and reinforce classroom work, broaden students' experience and provide adequate practical work.

Students will get a chance of fulfilling the aroused interest and feeling in the classroom.

Students will be acquainted with equipment and educational materials in the school.

Independent research work applying theory into practice will be encouraged.

There would be a close harmony between teachers and students. As a result, students can be deeply involved with a subject and widen their own intellectual horizon and physical capacity.

The activities promote the development of such qualities as a thirst for knowledge, and a pleasure in learning, thinking and discovering.

Psycho-social skills like decision-making, problem solving, effective communication, interpersonal

relationship, conflict resolution, self-awareness, assertiveness, empathy, coping with stress and emotions can be developed through active participation in extracurricular activities.

Extracurricular activities can also be aimed at promoting the development of the following among pupils.

- Individualization: Participation will give them the opportunity to grow as individuals with unique talents.
- Identification: Participation in extracurricular activities could enable pupils to identify themselves with certain persons and norms, which may assist them towards developing a positive self-image.
- Socialization: participation may assist pupils towards developing self-confidence in a group context, towards learning to identify themselves with group and towards making use of opportunities to lead the group.
- Differentiation: participation gives pupils the opportunity to participate actively in a wide variety of activities.
- Intensity: Extracurricular activities provide opportunities for specialization, especially in those activities for which pupils display a particular aptitude.

Students will be able to develop life-long interests or hobbies in cultural and artistic activities.

The activities give chance to discover, nurture, and develop the talents of students. Therefore the wider the choice of activities, the greater will be the chances of testing their own aptitudes, promoting and satisfying students' particular preferences and inclinations. These may also promote the development of marketable skills that ultimately contribute to career success.

The activities contribute to group morale or student spirit, add to the interest of being in school and thus increase the holding power of schools.

Students can be exposed to current world/ national/ local issues and also make them familiar with recent findings.

Extracurricular activities establish close contact between school and the community. Examples are parents' day, sports competition, exhibitions, dramas, literacy campaigns, tree planting, and sanitation and roads construction.

2.3.3. Major Principles in Organizing Extracurricular Activities

Principals and teachers should be cognizant of the following major principles when planning and implementing extracurricular programs.

- ✓ The school administration should be inviting and conducive for voluntary participation of students and teachers.
- ✓ The activities should emanate from and must reflect the needs and interests of students.
- ✓ The activities must be educationally justifiable.
- ✓ The activities should be flexible in terms of organization, pedagogy, and relevance.
- ✓ The process is more important than the product. In other words, the right kind of participation is more important than winning.
- ✓ The degree of success of the programme depends, to a large extent, upon the intelligent and whole-hearted guidance of teachers. Therefore, the role of teachers is great.
- ✓ The activities should be open to all. Admission should not be based on sex, religion, nationality, and economic background. No student should be denied of membership because of these factors.
- ✓ Rewards should be planned to active participants in the activities.
- ✓ Students should participate and exercise leadership in organizing, planning, leading, controlling and evaluating activities.
- ✓ A balance should be kept between free and controlled activities, between over-participation and under-participation, classroom teaching-learning programs and out-of class activities, between the various clubs, involving few and all students and teaching load of teachers and participation in extracurricular activities.
- ✓ Activities must be scheduled in such a way as to promote the greatest percentage of participation. Time and schedule set for extracurricular activities should be time convenient to students and teachers as they do activities in their free time. Once agreement is reached, the schedule should be incorporated in the annual program of the school and communicated to parents.

- ✓ A close collaboration with parents, the community, government and non-government organizations, professionals and individuals should be created and strengthened.
- ✓ Any activity is under the supervision and responsibility of the school administration.

Activity 2.4.

Review each of the major principles stated above and identify those that are not applied in your school. How has each of them affected the effectiveness of extracurricular activities?

2.3.4. Students' Self-Government and Students' Union

A major function of a school is to bring about an all-round development of students; to inculcate in them a sense of responsibility, to make them worthy of the understanding the philosophy of life, of democracy, and to develop their natural capacity of leadership. Hence, self-government and work in the school on the basis of mutual co-operation will fully equip them for social life. It will develop in students the virtues of good citizenship and they will realize their responsibility towards their rights and duties. Therefore, it will be primarily the duty of the principal to create favorable conditions for the establishment and strengthening of student councils.

Advantages of students' self-government include:

- **Sense of responsibility towards government:** Self-government develops in students a spirit of self-control. By working freely students realize their responsibility. They understand the scope of their rights and duties. Hence, they also come to realize their responsibility towards the government.
- **Spirit of cooperation:** Through self-government students realize the significance of co-operation. Self-government is the chief means of infusing the spirit of co-operation.
- **Development of virtues of social life:** Through self-government students take part in all the activities of the school, such as, athletic competitions and other extracurricular activities and thereby acquire the virtues of social life and become used to working in an organized set-up.
- **Strengthening of ties between students and teachers:** Through self-government the teachers simply give instructions and the students help in all the work. Hence, the students and the teachers become fully acquainted with the personality of each other. The students should be given an opportunity for self-government in order to inculcate in them the feeling of citizenship and strengthen the relations between the teachers and the students.
- **Love for education:** In an atmosphere of self- government the student community itself takes part in the work of the school. Hence the students wish to get success in every field, and they achieve it; working under the instructions of the teachers. Consequently a love for the school is naturally created in them and they begin to have a high regard for the educational set-up.
- **Efficiency in work:** Efficiency cannot be created in students only through oral instruction. It is obtained through practice. Through self-government students do everything, rectify the errors, and acquire complete efficiency. By oral instruction we can only give theoretical knowledge. Hence self-government is a good source of developing practical efficiency.
- **Development of the spirit of leadership:** In the democratic set-up we need in all spheres of life such leaders who may have a sense of duty and an ability to make decisions. In the system of self-government each student is given an opportunity to work and through practice, the capacity for social leadership is also created in him/her.

Student councils or unions could be established in schools so that students may participate in the administration of schools in an organized manner. One cannot expect school graduates to know how to be good, democratic citizens if they spend years of talking about democracy and yet have no opportunity to experience what they talk about. The student council or some other acceptable form of student government is essential in schools.

Activity 2.5.

What obstacles are there in establishing a self-government system in a school? How can these obstacles be done away with?

a) Formation of School clubs

By definition, a club is an association of people (in this case students and teachers) who voluntarily join to promote certain objectives. The following ten items should be considered when a club is to be established.

- ✓ A name for the club
- ✓ A constitution
- ✓ Purpose of the club
- ✓ Membership eligibility or requirements
- ✓ Nature of club officers /leadership
- ✓ Club sponsor/teacher
- ✓ Programme of activities
- ✓ Attendance requirements
- ✓ Time and frequency of meetings/ practical activities

ACTIVITY 2.6.

What factors or conditions determine the number and type of clubs to be established in schools?

b) Types of school clubs

Before a school charters a club, the school should critically observe that:

- The club's purpose are acceptable;
- The club's purposes do not duplicate another club already chartered;
- There is sufficient need to justify the club;
- The proposed club does not conflict with school policy;
- No member should be excluded from the club by reason of fees; and
- There is a faculty member willing to sponsor the group.

Clubs generally fall under five broad categories.

Academic clubs e.g. science, mathematics, language, geography, etc.

Service clubs e.g. Red Cross, welfare, mini-media, library clubs, etc.

Citizenship clubs e.g. student councils, Boy Scouts, Girls Guide Movement, etc.

Hobby clubs e.g. sports, music, etc.

Career clubs e.g. Future teachers, pilots, engineers, nurse clubs, etc.

c) The main functions of a club

Any club has three main functions: **information, training and action**. Training and information are important but these should lead to action. Action is the essential condition for the existence of a club. A club, which confines itself to training and information, only ceases to fulfill its mission.

2.4. Pupil Management and School Discipline

2.4.1. School Discipline

A stable society requires citizens who are productive and know how to function independently in whatever situation they find themselves- in short, citizens who have discipline.

Discipline at school is ordered behavior that leads to better learning. With discipline, success is possible. Without discipline, chaos is certain. Discipline and order lead to better learning. Unorganized chaos leads to educational disaster.

Discipline is learned and can be taught – indeed, must be taught. One principal goal of education is to teach discipline, which is the most basic of all “basics”; none surpasses it. Unfortunately, in too many schools, children do not exhibit self-discipline. On the other hand, there are schools where discipline does not seem to be a problem. The fact that such schools exist convinces everyone that solutions are possible.

Approaches that a principal may use are the following.

Define carefully of, and cures for, misbehavior at the school level.

Establish and continuously revise discipline policies.

Help teachers to set classroom standards of behavior. These standards should be studied, reviewed and given to students and parents.

The principal should work with parents as a means of getting them to send better-behaved students to school.

The principal should give strong support to every teacher who enforces behavior standards.

The principal should involve teachers, students, parents, the various organizations, etc in maintaining the appropriate behavior since the discipline problem is the concern of all.

ACTIVITY 2.7.

Comment the statement:

‘An opinion may be formed about a school by observing the discipline among students.’

a) Forms and Causes of Indiscipline in Schools

Healthy discipline in a school is a prerequisite for the success of the school’s curricular and extracurricular programs. Discipline is an important element of school and classroom management and it ensures good results. Sound discipline in the school and classroom does not happen by itself, however.

Some of the common forms of indiscipline in school are:

- reaching the school late
- talking in class
- destroying the school property
- neglecting homework
- bullying the younger students
- telling lies
- disrespectful behavior towards the teacher
- truancy
- stealing things
- copying at examinations
- fighting with each other, individually, in groups

Social factors that could be cited as causes of discipline problems in schools are:

- Violence
- Abuse of drugs and alcohol
- Family disintegration
- Poverty

ACTIVITY 2.8.

Explain how the following factors could cause discipline problems:

a) The pupils b) The pupil group c) The teacher d) The school e) The education system

Discipline problems in a school are not necessarily caused by external factors; the causes are also to be found in factors within the school. Ensuring healthy discipline in a school calls for thorough management on the part of the school. It also calls for a total approach that includes the school as a whole, every classroom and the various role players.

Designing of a policy for school discipline is important for the maintenance of discipline. Each school and each individual classroom should have a policy that spells out the following matters.

Objectives of discipline: Objectives should be defined clearly for pupils and staff. The objectives of discipline should express the ideals of sound discipline at the school, for example:

- the promotion of positive learning environment
- the prevention of misconduct
- the acquisition of self-discipline
- the encouragement of cooperation

Clear expectation to be made of pupils: Pupils and teachers should know what is expected of each of them. The rules should be developed with participation from those who are to enforce them and from those who are to obey them. It is a sound practice to achieve consensus on the kind of conduct that is expected.

Viable rules and regulations: Rules and regulations should be expressed clearly and comprehensibly. Guidelines for drawing up rules and regulations include:

- Limit the number of rules to the minimum.
- Always express rules positively.
- Rules should not prescribe the impossible.
- Rules should be clear, reasonable, fair and enforceable.
- Rules should be committed to writing.

Measures for implementation of policy: the staff need to make the school's disciplinary policy known to pupils to prevent bad behavior and encourage good behavior. Pupils should constantly be encouraged to act correctly.

Guidelines for disciplinary measures: Subject to the provisions of the relevant legislation, policy on discipline should also spell out the school's disciplinary measures. Pupils should be aware of the consequences of their actions.

ACTIVITY 2.9.

To ensure a positive attitude on the part of all role players, they should be given the opportunity to participate in formulating the policy on school discipline. In your opinion, who are the various role players who could be involved in the formulation of policy on discipline?

Suppose you are assigned as a Homeroom Teacher for Grade 5. Draft a policy on discipline at classroom level. What procedure(s) would you follow to draft, endorse and implement the policy?

Rewards and punishment help to maintain discipline in schools. Rewards are given to appreciate the students for the good work done and to encourage them in this habit. Students should be rewarded for standing first, second or third or for securing an honored position in any competition or for showing ability in games, extracurricular activities, examination or any other work. The reward could be in a form of a trophy, a medal, books or certificates, etc.

The aim of the school should be an all-sided development and maintenance of discipline with love. In school management punishment and threat should have no place. Punishment mars the development of a person, reason is destroyed and various mental diseases come up. Even then the necessity of punishment is felt in practice. Punishment should be awarded keeping in view the following points:

- It should be given when it is badly needed.
- Punishment should not be given if persuasion can help the student.
- Abusive language should not be used when warning the student.
- The personality of the students should not be hurt.
- Expulsion from the school should be resorted to only for a serious offence.
- A punishment, which may be acceptable to society, should be awarded. The punishment should not be given against the rules and regulations of the school administration directives.
- Punishment should be given only on finding definite reasons.

Measures taken against undisciplined students include the following. Which one of these are practiced in your country. And if there are changes, point them out for discussion.

Giving the chance to know their mistakes and regret over it,

Informing to their parents

Reprimanding students and keeping a record of this in their personal files;

Suspension for one or two years until it is believed to be a peaceful member of the school if offences are repeated,

Suspension for one year if a student insults or attempts to beat a teacher; and suspension for two years for beating up a teacher or the staff member. Readmission is allowed only if the PTA's recommendation is positive regarding the improvement and change in behavior of the student suspended.

A student who is found guilty of insulting, ridiculing or harassing female students for three times in a row would be suspended from the school for one year.

A student who beat up or attempted to beat female students would be suspended for two years. Readmission is allowed only if the PTA recommends for it.

A student who raped a female student would be dismissed from the school.

2.4.2. Common Characteristics of Well-Disciplined Schools

These schools do many things that have been done by good schools and good educators for a long time. Like organizing activities that build a sense of personal pride, a sense of being a valued member of the school; and when such feelings prevail, there is less likelihood of disruptive behavior.

These schools have fostered good discipline by creating a total school environment that is conducive to good discipline rather than adopting isolated practices to deal with discipline problems.

Most of the educators view their school as a place where staff and students come to work and to experience the success of doing something well.

These schools are student-oriented. They attempt to increase and widen students' sense of belonging in the school.

These schools place responsibility to students.

These schools have reduced authority and status differences among all persons in the school.

These schools focus on causes of discipline problems rather than symptoms.

These schools develop rules and disciplinary procedures that will promote self-discipline.

These schools attempt to make the curriculum more relevant and improve instructional practices in order to reach more students.

These schools find ways to help staff and students deal with their personal emotions and their personal problems so that life within the school is not adversely affected.

Programs in these schools emphasize positive behaviors and use preventive measures rather than punitive actions to improve discipline.

These schools adapt practices to meet their own identified needs and to reflect their own styles of operation.

The principal plays a key role in making these schools what they are.

The programs in these schools often result from the teamwork of a capable principal and some other staff member who have personal leadership qualities that complement those of the principal.

The staffs of these schools believe in their school and in what its students can do; and they expend unusual amounts of energy to make that belief come true.

Teachers in these schools handle all or most of the routine discipline problems themselves.

The majority of these schools have developed stronger-than-average ties with parents and with community agencies.

These schools were open to critical review and evaluation from a wide variety of school and community sources.

2.5. Pupil Management and Team Work

Interpersonal interaction is central to human society. A great deal of time is spent interacting with other people, individually or in groups. They belong to groups of some sort (formal or informal), family groups, cultural groups, leisure groups, friendship groups, work groups, political groups, and so on.

In addition, people are different and changing; e.g. they learn in different ways, have had different backgrounds and upbringings, have different personalities, have different moods on different days depending on what else is going on in their lives, and so on. All these factors contribute to the dynamics of interaction and group work.

Groups can be very powerful in terms of what they can achieve. Well-organized groups are a classic example of synergy-
the whole group being greater than the sum of its parts.

Most pupil activities occur in a team context. Teachers, pupils and pupil leaders should know the various principles of teamwork and group dynamics, and how important they are. Some examples in which pupils and teachers are involved are class group, subject-based activities, sports team, theatre group, student council, school management and leadership, etc.

Advantages of teamwork for the individual and the school include the following.

- It promotes cooperation between team members.
- Team members share information with one another.
- Abilities, aptitudes and aids are shared.
- Pitfalls can be avoided.
- Sounder decisions can be made.
- Groups often have higher morale than individuals.
- Quality results are produced.

Group dynamics occur within the overall framework of a group's development. It is an important component of teamwork. Thus,

A group goes through a number of phases or stages before it is able to function as a good team. All groups go through stages of development, (although they may not be clearly differentiated and usually merge into each other):

Forming : a set of individuals who, in the process of establishing group ground rules, are also trying to establish personal identity

Storming: characterized by intra-group conflict, breaking and resetting of ground rules and norms

Norming : an overcoming of tensions and development of group cohesion; willingness to work together and accept differences

Performing: full group maturity and maximum productivity; roles become flexible and functional in achieving the group's aim; high energy and new insights and solutions begin to emerge; (only occurs after the first three stages are successfully completed)

Mourning: in preparation for the group's disbanding.

Another aspect of group dynamics is that of content versus process. Every group begins with some goals that provide the basic content for the work of the group. The other aspect of a group is the "process"- the manner in which the group functions to accomplish its goals. The process of carrying out the work of the group has influence over the outcome of the group's work. A third aspect of group dynamics concerns task and maintenance behaviors. Both types of behavior are required for good group functioning. Different members of the group can do them.

Task roles help in moving the content of the group's work forward. These include imitating, seeking information/opinions, clarifying and elaborating, summarizing, consensus testing.

Maintenance roles help in keeping the process of the group's function moving ahead effectively, by maintaining a good climate and relationships for task work. These include harmonizing, gate-keeping, encouraging, compromising, standard setting and testing

As groups are combinations of different people with unique characteristics, it is the group leader's responsibility to focus the energies of all the members of the group on a particular objective.

Seven ways of accomplishing teamwork successfully:

- Make sure that all the group members are pursuing a common goal.
- Motivate and encourage group members.
- Keep the channels of communication open.
- Let everyone participate in making decisions.
- Meet on a regular basis.
- Provide information and aids.
- Review the group's progress regularly.

2.6. Pupil Leadership

Pupil leaders can be involved in virtually all spheres of school life. The ultimate purpose of pupil management is to entrust the pupils with certain elements of the school's programme so that they can develop the skills to assume responsibility for those elements themselves.

Four important points to consider are:

- the identification of pupil leaders
- the training of pupil leaders
- the utilization of pupil leaders
- the participation of pupil leaders in team management

The identification of pupil leaders

It is important to identify the right pupils as leaders. Otherwise, it will be damaging for a pupil to be put in a position he or she is not equipped to handle. On the other hand, remember that someone who is unable to assume the lead in one area may well excel as a leader in another.

Identifying leaders is of a great concern because pupil leaders

- set an example for other pupils
- provide direction
- set the pace
- take initiative
- motivate

Schools should therefore devise a comprehensive system for identifying pupil leaders, which should include at least the following:

- a list of criteria for identification
- time and opportunities for identification
- pupil participation
- openness

Pupil leaders

- should have the ability to communicate clearly and persuasively
- should have good interpersonal skills, including listening skills
- should be accepted and respected by students
- should be strongly motivated to work towards the benefit of students
- should be self-confident and show potential for leadership
- should have the time and energy to devote to work including in irregular hours
- should have the potential to be role models for students.

The training of pupil leaders

Pupil leaders have to be trained according to an ongoing programme so that they can perform their task effectively even if they have the right kind of potential. The training programs should meet the needs of the pupil leaders themselves and those of the school and the community.

Therefore it would be important to do the following when a training program is to be organized.

- Determine the content of the course on the basis of knowledge, skills, attitudes, convictions, values and norms.
- Design an approach to be followed in the training programme.
- Delegate the responsibility for the training
- Schedule the training programme as part of the extracurricular programme of the school.

The utilization of pupil leaders

Principals and teachers should consider the following when thinking on how to use pupil leaders in the school.

- The pupil leader's own expectations.
- Accepting pupil leaders as junior partners in the school
- The meeting of dual needs, i.e. both pupils' and school's needs
- Giving the pupil leader a sense of importance
- The creation of a pupil-leader school culture

Involving pupil leaders in certain aspects of the management of schools will enhance a principal's authority. It will give them opportunities to experience shouldering responsibility and at the same time to develop as leaders.

For this to be materialized, the following preconditions should be fulfilled.

- The principal should undertake thorough planning.
- The pupil leaders should be well trained.
- The teachers should set a good example.
- The entire school should adopt an inviting approach towards the pupil leaders.
- All those involved should accept that there are bound to be failures.
- The school should have an open and healthy climate.

Activity 2.10.

Identify major areas of training that you think are needed for pupil leaders in schools/your school. Select one and design a three-days training programme at school level.

Unit 3

Financial Management

Objectives:

The objectives of this topic are the following:

be able to explain some key elements of effective education financing and financial education management.

be able to discuss education financing at macro-level, and to indicate the differences between centralized and decentralized systems.

as far as the financial management of schools is concerned

be able to discuss the nature of educational institutions as nonprofit organizations

be able to explain how views on education financing are operationalized

develop skills in the management of school finances.

3.1. Introduction

Education financing at macro-level and financial management at the operational or school level are two important matters in education financing. The prime concern in education is educative teaching and not a profit or turnover or even high productivity, or any other ulterior motive. Education financing takes place in the interest of educative teaching.

As in any other social contexts, financial difficulties are being experienced in education at present. Principals are expected to keep on ensuring that quality teaching and learning are provided while the budgetary provision allocated to them for that purpose is not sufficient and sometimes non-existent. The object of this topic is to equip principals, with the knowledge and skills required to understand and cope better with the financial aspects of school management.

3.2. Principles of Effective Education Financing and Financial Education Management

Principals as financial managers of schools are responsible for school finances. Therefore, they should be well acquainted with the basic principles of education financing and management.

3.2.1. Accountability

When a person or institution handles funds that do not belong to him/her or it, he/she/it is accountable for that money to the body that made the funds available. In an education context, therefore, this means that public funds are being dealt with and this entails the responsibility to account for those funds in a systematic and prescribed manner.

For the school principal this means that he or she must deal with funds in a responsible manner and that he or she will be accountable to the parents, the governing body, the education departments. The principal should therefore acquire the skills and knowledge that will enable him/her to satisfy this requirement.

3.2.2. Autonomous control of funds

A balance should be struck between two extremes: absolute control by a higher body and absolute freedom of decision-making (educational institution).

A funding authority is naturally entitled to demand accountability from its beneficiaries. At the same time, a management body should not allow a subordinate body so little latitude that it cannot exercise its discretion or initiative at all. Control measures should never be taken so far that the entrepreneurial spirit and initiatives of management staff are unduly inhibited.

Effectiveness

Effectiveness implies doing the right things, for example, to make decisions that will prove to be the right decisions in the long run. Making the right financial decisions means then that decisions should always be made according to priorities. The following breakdown of a priority classification may help principals in allocating resources.

Essential expansion: Not implementing these services can seriously prejudice the public interest.

Desirable expansion: This includes activities that should be given priority by virtue of the special economic, social or political advantages they could have for the community.

Useful expansion: Expenditures in this category concern activities that can be dispensed with, but that should nevertheless be undertaken in the public interest.

Dispensable expansion: In this category fall activities that can be postponed without materially prejudicing the public interest. Such activities would therefore be undertaken only if money is readily available. If costs have to be cut this group of services would be the first to be dispensed with.

ACTIVITY 3.1.

To what extent are each of the three premises mentioned above applied in schools or educational institutions? In other words, how are finances accounted for? How much autonomy does a school have in the expenditure of funds? How do you go about ensuring effectiveness?

3.3. Education Financing at Macro Level

An education system cannot function without the necessary financial means. Government institutions are primarily responsible for this financing function with funds obtained from taxes, foreign loans and grants.

The procedures whereby and the degree to which education is financed by the authorities differ from or resemble each other in accordance with the relevant state forms. Broadly speaking, we can distinguish between centralized and decentralized state systems.

In centralized system, the national government assumes most of the responsibility for administering education. Education is usually free and government schools predominate. In contrast, in decentralized education system, there are local authorities that have complete control over the running of schools. Authority is devolved to the lower level.

However, there is neither absolute centralization nor decentralization. In practice, there can only be mixed forms of centralization and decentralization of authority.

ACTIVITY 3.2.

- a) What are the advantages and disadvantages of centralized and decentralized systems?
- b) In your opinion, is the present education system in your country a centralized or a decentralized system? Why?

The education financing process consists primarily of two components-the generation of funds and the allocation of funds.

A state can generate funds for education in the following ways: different kinds of taxes, state loans, lotteries, and school fees.

The budgeting process can be divided into three phases:

- drawing up a draft budget,
- approval of the budget
- implementation of the budget.

Depending on the system prevailing in a country, the allocation of budget can be made on an item basis or on programme basis. With the former the amounts allocated to specific goods and services are indicated separately, whereas with the programme budget specific programmes are budgeted for according to objectives.

3.4. Financial Management in Schools

3.4.1. Schools as Non-profit Organizations

Schools are non-profit organizations; and a non-profit organization has the following features:

Certain goods and services are provided which non-profit organizations cannot or will not provide (for example, roads, health and education). A non-profit organization therefore has a service motive, which is evident from the fact that the “consumers” are known as, for example, patients, students or the public, and not as clients.

The source of income differs from that of profit-making organizations. In the case of schools the state's contribution can be as much as 100% and in addition the schools may be reliant on donations and contributions from parents. Furthermore this kind of organization does not pay tax on its income.

Unlike private sector, there is no concentration on output and goals as fixed and clear objectives. The school must

- mould children's personalities and conduct
- inculcate in children certain values and life views
- prepare children for adult life

The achievement of these objectives is not readily measurable, with the result that the formulation of objectives tends to be vague and generalized.

Decisions are not made purely on the grounds of financial considerations such as cost-effectiveness, but also on the grounds of values such as the best interest of the pupils.

The above features have the following implications for financial management:

The provision of a service such as education is not associated with or dependent on an amount to be paid by "clients".

Any "profit" made on a programme must be regarded only as a surplus and may not be retained by the supplier itself; it must always be reemployed in the interests of the user of the service.

Funds allocated for a specific purpose have to be spent for that purpose. The requirement can only be waived in exceptional cases and with proper justification from which it is evident that the envisaged alternative would be in the interests of the user of the service.

Since objectives are not clear and values play a role in the making of financial decisions, such decisions are not necessarily effective from a profit-seeking viewpoint.

ACTIVITY 3.3.

Distinguish the difference between the terms "non-profit" and unprofitable".

3.4.2. How Education Financing at Macrolevel Reflects in Education Financing at Local or School Level

Every country has a variety of schools ranging from private schools to government schools. From a financial point of view, the most important difference between these types of schools is the state's contribution. The state's contribution to the schools could be from none to 100%.

There is now a tendency to move away from government schools to state-aided schools. From a financial point of view the most important implication of this movement towards greater autonomy for schools is the increase in the managerial autonomy of governing bodies. This means that the schools have greater responsibility for financial matters and greater responsibility in respect of physical facilities, staff, pupils and the community.

ACTIVITY 3.4.

Discuss the financial implications of school autonomy in terms of a) the physical facilities b) the appointment, promotion and dismissal of staff and c) the school's admission policy.

3.4.3. The Management of School Finances

The primary function of schools, namely educative teaching, becomes more complex every day, yet despite diminishing resources educational institutions must continue to perform this function effectively. This situation places a considerable responsibility on the shoulders of financial education managers such as school principals.

Principals must then have certain knowledge and skills on planning, organizing of and control over school finances.

a) Planning of school finances

The planning of school finances usually begins with the drafting of a budget. A principal should develop a total-school approach or attitude to the drafting of a budget, which means that everyone who is involved in implementing the budget should also be involved in drawing it up. In other words, where teachers head certain activities or subjects in a school they should automatically be involved in drawing up the budget.

Budget be seen as a document that includes the following:

- the principal income for a specific financial year
- the amounts allocated to specific items to be financed from the revenue
- the conversion of objectives into priorities
- the ranking of priorities.

Therefore, in drawing up the budget, the principal and staff must

- express the school plan in financial terms.
- identify and prioritize the school's programmes.
- Estimate the school's income from various sources.
- Allocate funds to the programmes according to priority.
- Test expenditure against the budget.

A budget must be based as far as possible on relevant and objective information like:

- the amounts for previous years,
- increases or decreases in pupil numbers,
- pupil periods per week,
- the weights of different subjects.

b) Organizing school finance

A school principal or financial manager must be knowledgeable in a number of matters if he or she is to organize school finances effectively.

He or she must be familiar with the correct procedure applied in the school when the following financial activities are handled.

- He or she must know how different kinds of funds must be collected.
- He or she must know how cash must be handled.
- He or she must be familiar with accounting procedures.
- He or she must be familiar with the reporting procedure.

A principal must also know how to organize staff concerned with school finance. This entails the following:

- He or she must know how to train staff by delegating certain functions to them.
- He or she must know how to coordinate staff activities.

Principal must have skills relating to the collection and application of funds. As to the sources of funds these could be

- Per capita allocations by the department
- Trust funds
- School fees
- Sponsorships
- Donations
- Funds generated by fund-raising project

The principal can also collect funds from a variety of sources with the aid of fund-raising projects, such as

- Social functions
- Donations,
- Competitions
- Direct sales
- Services rendered
- Leasing of property

c) Control of school finances

The school principal must ensure that each person in the school who performs financial functions does the right thing at the right place and time. Therefore, he or she must at least be knowledgeable about the following;

- procedures of regular reporting
- regular balancing of books
- regular and punctual maintenance of all records, documentation and books
- regular stocktaking and prescribed audit inspections.

Principal should also remain abreast of the assets and funds of the school, including operating assets such as supplies.

Control or control measures should be implemented in respect of the following:

- budgeting
- expenditure
- receipts
- petty cash
- bank reconciliation
- investments
- school funds
- creditors
- supplies
- movable and fixed property

ACTIVITY 3.5.

Explain how you would plan a school's finances in accordance with a budget.

Explain how funds are allocated to education in your country.

3.4.4. Educational Finance

Many countries provide free primary education to their citizens. However, this does not mean that communities could not make financial and labour contribution to the educational activity willingly and voluntarily.

3.4.4.1. The Structure of the Budget

a) Revenue budget

The revenue budget is the usual starting point for budgeting because the expenditure budget generally depends on the forecasted level of revenue. Most education revenue budget is classified into three categories: ordinary revenue, external assistance, and capital revenue.

Ordinary revenue includes direct taxes, indirect taxes, foreign trade taxes, license and other fees, sales of goods and services, government investment income, pension contributions, extra ordinary revenue, etc. **External assistance** includes cash grants and technical assistance in the form of cash and materials from bilateral and multilateral sources. **The capital revenue** is generated from domestic sources such as sales of properties and collection of loans, external loans from bilateral and multilateral sources of capital projects.

b) Expenditures budget

Expenditures budget is the amount of money planned to be spent on administration and development activities. Broadly, these expenditures are classified as **recurrent and capital budget**. On expenditure side, the education budget is also divided into recurrent and capital budgets.

Recurrent budgets are expenditures repeating year after year while capital budgets are expenditures made on assets or mainly for investment reasons. The separation of the budget into recurrent and capital usually is based on three combined criteria: the source of the revenue, the object of the expenditure, and the nature of the activities. Recurrent expenditures are usually covered by domestic sources. Short-term activities that are project type are included in the capital budget. Those activities that are recurring in nature are put in the recurrent budget.

The recurrent budget is structured under five major expenditure categories:

- Salary and allowance
- Service charge and fees
- Materials
- Contributions and transfers
- Equipment and motor vehicles

Capital budget is the money allocated for capital expenditures. All money outlay for the acquisition of or improvement of fixed assets constitutes the capital budget. At the Federal Government level, fixed asset is defined as tangible goods costing Birr 200 or more that have a useful life of more than one year. In education this include the acquisition of furniture, construction of school and administration buildings, purchase of computers, teaching equipment, vehicles, installation or replacement of movable or immovable plants in schools. Consultancy fees are classified as capital expenditure.

Capital budgets usually refer to projects. The capital budget for each project is divided into four activities:

- Survey, design, and studies
- Equipment and procurement and construction
- Operation and maintenance, personnel costs, and fees and charges; and
- Capital transfer

3.4.4.2. Sources of educational finance at school level:

Some of the sources of educational finance can be:

- The government's budget
- Schools' internal income
- Support from communities
- Support from non-governmental organizations and the private sector

The budget allocated by the Government is expected to enable schools to carry out three major activities;

- It should make sure that schools have obtained at least the minimum money required to execute the teaching-learning process.
- It should ensure that the budget allocated for schools is distributed fairly.
- It should facilitate conditions whereby the community carries out finance-related and other activities through a strong sense of ownership.

The non-salary recurrent expenditure would be used for procurement and publication of books, purchase of chalks, stationeries, doors, windows, laboratory chemicals as well as for the maintenance of various furniture and to cover water, telephone and electric bills, etc.

The budget would be allocated to the schools based on the number of students in the school in general. The expenditure on the students varies according to the level of education.

It has been estimated that if the unit non-salary expenditure is below 75 percent, it would be hardly possible to carry out educational activities. Therefore it will be made sure that at least this minimum non-salary budget is allocated for each school. The unit cost increases with educational level because of the price rise of textbooks, the introduction of laboratory equipment and the opening of various departments.

3.4.4.3. Incentive Budget

After the recurrent budget has been fully given to each school in block grant, an additional incentive could be earmarked to encourage healthy competition among schools, encourage diligent teachers as well as students with academic excellence.

Incentive budget is offered:

- If the schools build through the participation of communities additional classrooms, libraries, laboratories, latrines, pedagogical and sports centers to raise enrollment and improve the quality of education.
- If the schools manage to reduce the number of dropouts compared with that of the previous academic year through efforts they exert to avoid educational wastage.
- If the schools manage to raise the enrollment of female students compared to that of the previous year
- If the schools collect more revenue through various income-generating schemes to support the government's efforts towards expanding access in the country and reduce its financial expenditure in this regard.

Head teachers would also receive incentive if they demonstrate outstanding performance and if they stand 1st to 3rd competing with other head teachers or directors in their locality. The requirements that make the head teachers or directors eligible for incentive are the following.

- A director who furnishes the school by coordinating and mobilizing the local community (35%)
- A director, who exerted utmost efforts to maintain quality of education, retain female students and avoid educational wastage (30%)
- A director who did his/her level best to maintain the quality of education by making sure that the school's laboratories, libraries, and pedagogical centers render the appropriate service (20%)
- A director, who exerted maximum efforts to ensure that quality education is carried out at all educational levels and are completed according to the schedule (10%)

A director who strove to create a favourable teaching-learning environment in the school (5%)

Similarly, there could be an incentive scheme designed to teachers.

3.4.4.4. Handling and Utilization of Schools' Finance

Schools financial income is obtained from block grant allocated by the government, internal income of schools and the contribution from the community and humanitarian organizations. There ought to be a proper financial handling and accounting systems to use the money obtained from these sources. In addition, the labour and contribution made in kind would be calculated in terms of money and be reported.

Budgetary plan preparation includes three processes.

Calculating and recording the unit cost of plan of actions.

Conducting program review, i.e. examining the execution of plans put into effect at half of the budget year. This would be used as a term of reference to prepare the plan of next year in tune with the available capacities and resources.

Preparing detailed work plan. The work plan would be prepared in such a way that it includes the activities transferred to the next year and other new undertakings.

Activity 3.6.

Discuss the budget preparation process at the regional, local and school/institution levels.

Unit 4

Parent Involvement

Objectives:

Participants should be able to do the following after studying this topic

understand and explain the value of and need for parent involvement.

able to describe the nature and scope of parent involvement.

Should be able to explain the ways in which parent involvement can be realized at school level,

Should be able to design and discuss the management of a programme of parent involvement at a school.

4.1. Introduction

The school is set apart from other societal institutions by its task, namely educative teaching. For education in school to be effective, it must also contribute to the child's education. The school and the teacher are however merely the secondary educators of the child while the parent is considered to be the primary educator. Parent involvement has a significant effect on the quality of the pupil's teaching and learning experiences in the school and on their results.

Parent involvement is an important aspect of education and that it does not happen by itself. Principals and teachers are responsible for bringing it about. Without cooperation between the parent and the teacher the child cannot be sufficiently educated. The parent and the teacher each has a special and important role to play in the education of the child. Education managers and the parents are jointly responsible for assuring that the education is effective.

Parent involvement is the active and supportive participation of parents as partner and allies of the teacher in the primary aspects of formal and informal education of their own child and/or school and/or broad education of their community in an individual and/or collective way in a structured/orderly manner in order to achieve the objectives of education as fully as possible.

The parent, as the primary educator of his or her child, has certain education responsibilities that are attendant upon parenthood. The responsibilities, generally speaking, may be divided into physical care, emotional and spiritual development and education and teaching.

ACTIVITY 4.1.

It may be possible that parents are not highly involved in the education of their children in many of the schools in your country. What do you think could be the possible reasons for such state of affairs in a) urban areas b) rural areas?

4.2. The need for and the value of parent involvement

Parent involvement not only has great advantages; there are also several reasons why it is vital for parent involvement to come into its own.

ACTIVITY 4.2.

Read the following hypothetical report on a pupil. What are the problems regarding the school and the home? What could the school do to tackle these problems? Would greater parent involvement help to solve the problems?

Theodore is 15 years old. He is a grade 7 pupil. He came from a single parent family living with his mother who works by day. The Income of his mother is below average and she does not have interest in the pupil's schoolwork. Theodore has been seen roaming around during school hours on various occasions. He failed in Grade 6 once already. He may fail in Grade 7 too. He does not participate in school activities nor does he have an interest in doing so.

Benefits of parent involvement include improved school performance, reduced dropout rates, a decrease in delinquency and a more positive attitude towards the school.

Parent involvement has advantages for the teacher, the pupil and the school as summarized in the following Box.

Advantages of Parent Involvement

Advantages for the teacher	Advantages for the pupil	Advantages for the school
<p>A more positive spirit between parent and teacher</p> <p>Restore trust between parental home and the teacher</p> <p>Teachers will rely on parent's support</p> <p>Knowledge of situation of pupils at home</p> <p>Improve the conduct of pupils</p> <p>Lighten teachers' workload</p>	<p>Improve the pupil's learning performance</p> <p>Can improve school attendance.</p> <p>Help to eliminate learning and behavioural problems.</p> <p>Can increase the pupil's sense of security and emotional stability.</p>	<p>Can improve the unity and coordination of education.</p> <p>Can mean valuable service in the interests of the school</p> <p>Can lead to an improvement in the support from the community.</p> <p>Can lead to greater financial support.</p>

ACTIVITY 4.3.

What prevents parents from being involved if parental involvement has all these advantages? Identify at least five obstacles in the way of effective parent involvement at your school.

4.3. The nature and scope of parent involvement

The concept of "parent involvement" can be interpreted in various ways in terms of their interest and degree of support. Accordingly, four types /categories have been identified.

Types of Parent Involvement

<p>Type 2 (+, -)</p> <p>+ Supportive</p> <p>- Inactive</p> <p>These parents support their children at home. are not actively involved in school activities.</p>	<p>Type 1 (+, +)</p> <p>+ Supportive</p> <p>+ Active participation</p> <p>These parents support their children at home. are also actively involved in school activities. may even serve on management bodies.</p>
<p>Type 4 (-, -)</p> <p>- Not supportive</p> <p>- Inactive</p> <p>These parents do not support their children do not participate in school activities. are uninvolved parents. are difficult to reach.</p>	<p>Type 3 (-, +)</p> <p>- Not supportive</p> <p>+ Active participation</p> <p>These parents are difficult to identify. may attend parents' meetings. may even participate in some school activities. do not give their children any support at home.</p>

Three ways in which parent involvement takes place are:

- cooperation
- participation
- partnership

4.4. Parent-Teacher Partnership

The home and school have just joint responsibility for a child's development. What happens to him in either place affects his total behavior. **Working separately, the school and the home fail to provide adequately for child welfare.** Parents and teachers are both engaged in educating and teaching the same child. In the interests of the same child, the contact and cooperation between parents and teachers should denote a partnership.

Therefore, the Parent-Teacher Association (PTA) should bring the school and the community closer together in an atmosphere conducive to uniting the work of home and school. An effective PTA-the cementing agent in such a union-can then do much toward bringing about higher levels of education, better mental and physical health, closer home relationships, and world understanding.

Partnership between parent and teacher calls for the following attitudes:

- reciprocal confidence in the sincerity of the efforts and intentions of one another
- reciprocal understanding of one another's potential and acceptance of one another's limitations in attaining goals
- mutual respect for one another's situation and expectations
- a healthy openness towards one another in the interests of the best possible treatment of the child
- a relationship in which the parent and the teacher act in concert and support one another wholeheartedly
- support, supplementation and enrichment of one another's work
- equality of the partners despite their differences
- a division of labour that enables each partner to specialize in the aspects of the instructional task he or she is competent in
- common objectives and aims of the part of the partners
- specialized knowledge of each partner employed to serve the interests of the partnership
- effective two-way communication with a view to optimum cooperation
- reciprocal encouragement and assistance to ensure that each partner performs his or her role as well as possible
- sincere cooperation between the partners
- loyalty towards one another

The local education officers or the school administration itself can come up with a directive on Educational Administration, Organization, Community Participation and Finance. It can also stipulate the membership of the PTA. A possible composition can have the following:

- a parent elected by the Parent-Teacher Conference /Chairperson/
- two teachers / one of them could be a woman) elected by the conference /members/
- representatives of parents (up to four) /members/

The directive can outline the activities of the PTAs and some of the major ones can be to:

- help further bolster the relations between parents and teachers;
- enable teachers to actively participate in the teaching-learning process and jointly seek remedial solutions to the problems encountered;
- enable teachers to take part in extracurricular activities;
- could contribute to the enhancement of the provision of quality education;
- make schools ideal places to produce disciplined and skilled citizens;
- strive to alleviate the problems of teachers and create favourable conditions whereby teachers could properly execute their responsibilities.

The powers and duties of the PTA can constitute the following.

Equip students with good ethical values;

Ensure that teachers properly execute their teaching responsibility;

Advise and corrects those teachers who failed to discharge their duties properly; refers to the director those teachers who could not be corrected through advice along with a punishment proposal;

Present disciplinary breaches that had not been given decision by the school to the next higher level of authority.

Ensure that teachers are teaching in accordance with interest, demand and rights of their students;

Make sure that the programmes of the school are properly implemented according to schedule;

Advise and reprimand students with disciplinary problems, punishes those students who could not desist from their wrong doings and submits a dismissal proposal to the director.

Together with the Board, strive to involve the community in the efforts geared to boost the financial income of the school;

Evaluate parents' participation and the overall educational activities;

In consultation with the director, give incentives to teachers and other staff members with exemplary performance;

Call parents to meetings, seeks lasting solutions to the problems affecting parents-teachers relationship in collaboration with the director and the Board;

Prepare relevant plan of action to the school's director and follows up their implementation;

Encourage students not to disrupt their education and seeks solution along with parents to students who had already quitted classes;

Give comments while the school's annual plan of action and their execution strategies as well as other internal directives are formulated;

Draw plans, gets them decided by the parents-teachers conference at the beginning of the academic year and presents the performance report in the middle and at the end of the year.

Activity 4.4.

In your opinion, what will be the contribution of PTAs in education?

Are there duties and responsibilities that you think should not be given to the PTAs? What are other duties and responsibilities that you think are missed?

What challenges do you anticipate in implementing the kind of directive discussed above? What strategies and approaches should one apply to overcome the challenges?

4.5. Means and the Management of Parent Involvement at School Level

There are two forms of organized parent cooperation and representation- statutory or formal parent bodies that have to be established at schools on terms of legislation and non-statutory or less formal parent bodies that are not compulsory by law.

Parent involvement can take place at school level in individual, class and school level.

Parent involvement does not happen automatically. Parent involvement has thus become one of the important management areas in school management. It is one of the most challenging tasks facing educators today. Therefore, efficient management is a precondition of parent involvement. The school principal always plays a decisive role in creating a management culture that is characterized by parent involvement.

4.6. Programs for the management of parent involvement

There is no single ideal parent involvement programme to serve as a model for all schools. The unique circumstances of each school determine how parent involvement should be planned and managed in the school.

Elements vital for a programme of successful parent involvement include the following:

A written policy: specifying the areas of parent involvement and spells out the powers and duties of parents

Administrative support
Training
Partnership approach
Two-way communication
Liaison
Evaluation

A minimum possible programme for the management of parent involvement could be:

- ❑ **Devising a strategic plan for parent involvement:** The school management committee, parent-teacher associations, heads of departments, interested teachers and parents may participate in drafting the plan. A committee composed of representatives of the staff and parents may be established to this end. When parents are involved right from the planning stage in this way the parents and the community are likely to develop a sense of ownership of the school.
- ❑ **Creating an inviting school climate:** The school climate should be inviting to parents. It should convey warmth and sincerity and parents should feel welcome and comfortable when they visit the school.
- ❑ **Parent and teacher instruction/seminar in elements of parent involvement:** Examples of themes that could be covered at work sessions could be parenting styles, the responsibilities of parenthood, communication between parent and child, teaching independent decision making, study methods and subject choices, conflict management, the training of teachers in practical cooperation with parents, etc.
- ❑ **Communication between the school and the parental home:** Successful communication is an important part of any parent involvement plan. A two-way communication is essential if there is to be any real partnership between parents and teachers. This can be done through informal discussion, formal discussion, telephone conversations, exchange of correspondence, circulars, home visits, a school newspaper
- ❑ **Class parents' committees:** Parent cooperation is often easier to accomplish in smaller and more congenial class parent's committees. If parents are involved in school activities initially in smaller groups at class level they will be able to make more significant contributions and they will be more prepared to support general school activities. Such committees could be established with the initiative of teachers.
- ❑ **Opportunities for contact:** It is possible to reach uninvolved parents by means of creating opportunities for contact like parents' day, school events, school opening days, and scheduled appointments with specific parents, etc. The importance of parent involvement can be stressed on these occasions.
- ❑ **Drawing up an annual programme:** The above activities should be scheduled in an annual programme. They should fit in easily with the academic and instructional programme of the school.

ACTIVITY 4.5.

- a) Why are parents becoming less and less involved in the education of their children?
- b) Discuss the need and value of parent involvement
- c) Devise a plan for the improvement of parent involvement in your school.