

WORKING GROUP ON THE TEACHING PROFESSION
BETTER SCHOOLS SERIES

RESOURCE MATERIALS FOR SCHOOL INSPECTORS

Module Three **A Trainer's Guide for** **Inset of Serving Inspectors**



Commonwealth Secretariat



Association for the Development
of Education in Africa

BETTER SCHOOLS

RESOURCE MATERIALS FOR SCHOOL INSPECTORS

Module Three

A Trainer's Guide for Inset of Serving Inspectors

Commonwealth Secretariat/ADEA

1998

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Preface

Effective school inspection and advisory support is the sine qua non for ensuring quality in education. Owing to inadequate professional preparation and a serious lack of field support, many developing countries still use conventional methods of school inspection. Inspection is often limited to monitoring implementation of the school curriculum and education policies, and rarely are inspection findings used to inform the preparation of staff development strategies and school improvement programmes. It has also been observed that many programmes which aim at improving school inspection have tended to follow a reactionary approach such as creating more posts for the school inspectors, providing limited logistical support to enable inspectors to visit schools, or sending them overseas for training.

Recruitment and selection of school inspectors is still largely based on seniority, academic qualifications and some limited teaching. That the majority of school inspectors are recruited mainly from the ranks of classroom teachers rather than experienced headteachers has tended to present problems for headteachers in schools.

The rationale for the SADC-TMS School Inspectors' Training and Support (ITS) programme is therefore based on the recognition that the task of improving instructional work in schools and raising performance of both teachers and pupils rests with all the key actors in education enterprise including: headteachers, teachers, parents and school inspectors/advisors. School inspectors/advisors must therefore be carefully recruited and selected, and above all be well trained to perform their functions effectively in accordance with set norms.

Following the adoption of the ADEA Working Group on the Teaching Profession Work programme for 1995-97 at the Teacher Management and Support (TMS) Review Meeting held in Accra, Ghana in July 1995, eight Southern African Development Community (SADC) countries (Botswana, Lesotho, Malawi, Mozambique, Namibia, Swaziland, Zambia and Zimbabwe) met on the fringes of the Accra meeting to initiate a regional plan of action on improving school inspection and advisory services. The global objective of the regional plan was to improve the quality of basic education through the provision of a structured local training programme for school inspectors/advisors as well as on-going professional support. The regional TMS Working Group met in Botswana (1995); Zimbabwe (1995, 1996); Zambia (1997); Lesotho (1997); and Namibia (1998) to identify priority training needs for basic school inspectors; to develop needed training modules for school inspectors/advisors; to test the training modules in all participating countries; and to conduct the first training of trainers for school inspectors in the region in Namibia in February 1998. The exercise has made a significant contribution towards local and regional capacity building in resource materials development, developing confidence among professionals and providing resource materials for training:

- Module 1 A Trainer's Guide for Newly Appointed School Inspectors
- Module 2 A Self-Study Guide for Newly Appointed School Inspectors
- Module 3 A Trainer's Guide for Inset of Serving School Inspectors
- Module 4 A Self-Study Guide for Serving School Inspectors

We are particularly grateful to the Association for the Development of Education in Africa (ADEA) and its partners for providing financial support which facilitated writing workshops and the procurement of services of consultants and lead resource persons;

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Finally, in the background the consultants and lead resource persons, and the Chief Programme Officer provided excellent technical advice and management of the programme: Mr. Stephen Ngwenya (Zimbabwe), Chairperson, SADC-TMS Programme; Ms Kgomo Motlotle (Botswana), Secretary, SADC-TMS programme for the effective leadership of the SADC-TMS programme; Mr. John Hilsum, Consultant, UK; Ms Patricia Murgatroyd, Consultant, UK; and resource persons: Mr. Rogers Sisimayi, Zimbabwe; Mr. Geoffrey Tambulukani, Zambia; Mrs. Florence Stoneham, Botswana; Mr. Reuben Motswakae, Botswana, Ms Ntsebe Kokome, Lesotho; Mr. Alfred Ilukena, Namibia. We thank them all. Responsibility for this work within the Education Department of the Commonwealth Secretariat rested with Dr. Henry Kaluba.

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Introduction: How to Use this Book

PLANNING

Read the whole unit you are about to present to gain an overview of it.

For each unit decide whether the key information is adequate or whether it requires additions or adaptations to match the situation in your region. Do the same for each activity. Be selective about the activities you use.

Prepare a plan for the session, indicating:

- Timings - using minimum time for input and maximum for activities
- Content to be delivered
- Activities/processes - plan to use a variety of processes
- Resources needed
- Who will lead each section if working with a partner or in a team.

NB: If you are working with a partner a lot more planning time is needed to ensure a balance of activity and timing.

Prepare materials in advance:

- Flip charts with large bold letters
- Flip charts with diagrams and pictures as well as words
- Paper for groups to make notes on
- Overhead projector (if available) and transparencies

DELIVERY

Be in the room early and set it up with tables and chairs in place. Make sure it is tidy and as attractive as possible. Put flip chart paper on the stand or wall. Have bluetak and pens ready.

Welcome people in, especially first thing in the morning and afternoon.

Start on time, every time. Finish on time or a few minutes before time. Have a clock or watch available. Introduce yourself and relax. Pay attention to the composition of the groups to get a gender balance in each. Try to have a maximum of six in a group. Vary the membership of the groups to encourage interaction. Encourage people to move seats.

Introduce the programme for the session and share timings with participants.

Try to have a short warm-up activity of story, song, rhyme, riddle etc. related to the topic and use some humour to create a warm, relaxed learning climate.

Choose from a variety of methods to give the Key Information:

- Flip chart picture, diagram or words
- Questions to the group
- Keep it short and simple**

RUNNING ACTIVITIES

Explain the activity carefully and convey the reason for doing it in order to motivate people. Link it to the Key Information. Ask for any questions of clarification.

Tell participants how long they have to do the task.

Allow time to get started then walk the floor quietly to check each group has understood the task.

Partner trainers not running the activity should join a group or sit back out of the way. Don't interrupt groups unnecessarily. Use this time to check you are on schedule or make adjustments.

When the working time is nearing an end, check the progress of each group. If necessary negotiate a little more time to complete the tasks.

If reports are to be made by displaying work, make sure all groups have displayed before you start the report back. Insist that people practise their listening skills as well as speaking skills.

Praise good answers, but use probing questions to get underneath any answers that are not clear.

Address people by name when asking questions.

When asking for points to be made by groups, take one point from each group in turn. Not everything has to be written up, but if points are put on the chart ask your partner to write for you. Don't go too fast!

Sometimes when appropriate, leave the group to discuss alone.

Thank groups for their contributions.

When using role play, take time and care to set it up. Give adequate time for the activity and debrief the learning carefully - ask individuals what the learning points were. Summarise the main learning points.

Watch your gender language:

Do not always refer to headmasters (headteacher will do for both sexes). Do not always follow the word inspector with *he* but use *she* as well as *he*.

Clear up after the session and leave the room tidy for the next trainers.

Acknowledgements

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Unit 1: Inspection

AIM:

The aim of this unit is to enable serving inspectors to understand and appreciate the purposes, roles, responsibilities, professional and personal skills required of them.

LEARNING OUTCOMES

By the end of this unit the serving inspectors should be able to:

- define inspection
- list purposes of inspection
- list down types and styles of inspection
- describe the roles and responsibilities of inspectors
- identify inspectors' professional and personal skills.

CONTENT SUMMARY

- 1.1 The Meaning of Inspection
- 1.2 Purposes of Inspection
- 1.3 Types of Inspection
- 1.4 Styles of Inspection
- 1.5 Roles and Responsibilities of Inspectors
- 1.6 Professional Skills
- 1.7 Interpersonal or Human Relationship Skills Required by the Inspectors

1.1 THE MEANING OF INSPECTION

Activity 1a

- (a) In small groups write some definitions of inspection on a large chart.
- (b) As a whole group discuss the definitions and agree on common aspects.

Key Information

Some features of inspection include:

- examination and evaluation
- judgement based on evidence
- judgement of learning and teaching
- assessment of standards achieved
- giving advice

1.2 PURPOSES OF INSPECTION

Activity 1b

- (a) In small groups, brainstorm and agree on the purposes of inspection.
- (b) As a whole group discuss the definitions and agree on common aspects.

Key Information

Purposes of inspection include:

- improving teaching and learning
- quality assurance, quality control and quality audit
- promoting effective administration and management of education
- assessment of teaching and learning in schools
- provision of feedback
- creation of a conducive climate for change
- facilitation of curriculum development and its implementation
- ensuring provision of adequate resources
- provision of guidance and counselling
- conducting needs assessment.

1.3 TYPES OF INSPECTION

Activity 1c

- (a) In groups discuss different ways of conducting an inspection.
- (b) As a whole group, list down types of inspection.
- (c) Give advantages and disadvantages of each type.

Key Information

Types and Ways of Inspection

Full Inspection	Partial Inspection	Special Inspection	Follow-up Inspection
Examine	Examine	Examine	Examine
Evaluate	Evaluate	Evaluate	Evaluate
All areas	Some areas	Special areas	Some areas
Advise	Advise	Advise	Advise
Feedback	Feedback	Feedback	Feedback
In-depth	Snap check	In-depth	Snap check

Below are some of the advantages and disadvantages of the types of inspection cited in table.

Type of Inspection	Advantages	Disadvantages
Full Inspection	<ul style="list-style-type: none"> - All aspects can be covered - Encourages team spirit - Cost effective 	<ul style="list-style-type: none"> - Can be disruptive - Difference in work rate - Can create interpersonal problems
Partial Inspection	<ul style="list-style-type: none"> - Well focused - Thorough 	<ul style="list-style-type: none"> - May gloss over other important aspects
Special Inspection	<ul style="list-style-type: none"> - Well focused - Thorough 	
Follow-up Inspection	<ul style="list-style-type: none"> - Well focused - Corrective 	

1.4 STYLES OF INSPECTION

Activity 1d

- List down styles of inspection.
- Give a summary of each.
- Give advantages and disadvantages of each one of them.

Key Information

Styles of inspection should include:

Directive: This involves clarifying, presenting, demonstrating, directing, standardising and reinforcing.

Collaborative: This is characterised by the following behaviours; listening, presenting, problem solving and negotiating.

Non-directive: Here it is assumed that teachers are capable of analysing and solving their own problems. Behaviours associated with the non-directive approach include: listening, clarifying, encouraging and presenting.

Some of the advantages and disadvantages of the different inspection styles include:

Inspection Style	Advantage	Disadvantage
Directive	<ul style="list-style-type: none"> - Things get done - Task oriented 	<ul style="list-style-type: none"> - Stifles initiative - The human dimension is ignored
Collaborative	<ul style="list-style-type: none"> - It is supportive - Encourages teacher growth - Emphasis is on collegueship 	<ul style="list-style-type: none"> - Difficult to implement in situations where teachers are untrained.
Non-directive	<ul style="list-style-type: none"> - Promotes trust in teachers - Encourages teacher growth 	<ul style="list-style-type: none"> - Associated with <i>laissez faire</i> attitude - Laxity in teacher supervision - Teachers can exploit the situation

1.5 ROLES AND RESPONSIBILITIES OF INSPECTORS

Activity 1e

- Individually list down your roles and responsibilities as an inspector.
- As a whole group use a flip chart to list down your roles and responsibilities.
- Compare your list with the key information below.

Key Information

Roles and responsibilities of inspectors should include:

1. Inspection Roles

(a) Inspecting and monitoring standards

Classroom observation
 Check on and assess lesson preparation
 Check on and assess schemes and record of work
 Examine pupils' work
 Check classroom inventory e.g. attendance register, time-table, furniture, displays, equipment, textbooks

(b) Subject/Department Inspection

Check teaching materials for availability, access, storage, suitability etc.
 Records of departmental meetings
 Management style in the department e.g. delegation, staff appraisal, staff development.
 Check scholastic records - examination results

Staffing levels and relevant qualifications
Availability of relevant and current syllabuses, schemes of work, records of work

(c) Assessment of School Organisation and Management

Check admission register
Staff and pupil files
Assess school mission statement
School Development Plan - mission statement translated into Action Plan
Check the school inventory including master time-table
Check on historical and achievements display boards
Check examination records
Check availability of statutory regulations and procedures
Check financial records
Check specialised rooms
Check school routine and assemblies
Check general learning atmosphere
Check projects in operation

(d) Assessment of the School Environment

Safety and cleanliness of buildings
Sanitation - adequacy and cleanliness of toilets and ablution blocks, clean water
Grounds - playing fields, pathways etc.
Check boarding facilities

2. Advisory Roles

Dissemination of good practice and innovation
Guidance and counselling
Curriculum development
Policy formulation
Co-ordination of examinations
Liaising with other stakeholders
Identifying training needs and running INSET
Action research
Advice on protocol
Advice on current trends in education
Advice on new schools

1.6 PROFESSIONAL SKILLS

Activity 1f

- (a) Individually list all professional skills you can think of that are required by the inspectors of schools.
- (b) From your experiences, which of the skills listed above do most inspectors lack? Suggest possible solutions/remedies to this situation.

Key Information

Professional skills required by inspectors should include:

- evaluation skills
- note taking skills
- reporting skills
- data collection and analysis skills
- interviewing skills
- record keeping skills
- planning skills
- project management skills
- training skills
- guidance and counselling skills
- management skills
- conflict resolution skills
- trouble shooting skills
- research skills
- computer literacy skills
- interpreting regulations skills

Trainer's Note

There is no single correct answer for the problem on professional skills. Trainers should therefore allow as much discussion as possible.

1.7 INTERPERSONAL OR HUMAN RELATIONSHIP SKILLS REQUIRED BY THE INSPECTORS

Activity 1g

In small groups, compare and contrast the qualities of good and bad inspectors.

The interpersonal qualities of good inspectors include the following attributes:

- honesty
- integrity
- helpfulness
- frankness
- enthusiasm
- reliability
- determination
- patience
- desire to learn
- approachability
- fairness
- firmness
- sympathy
- empathy
- politeness
- impartiality
- positive attitude towards work

- competency
- flexibility
- understanding
- communication
- respect
- sensitivity to gender issues
- awareness of the constraints in the work environment

REFLECTION

Having gone through this unit, reflect on your past experience as an inspector and identify some aspects of school inspection that the unit has helped you to reexamine.

REFERENCES

- Bangale, M.B. (1995) *The Role of a Senior Education Officer as a Multi-functional Administrator and Manager in Botswana* (A partial contribution to the fulfilment of a post-graduate course on educational planning and management - Malta)
- Malawi In-Service Teacher Education Programme (1990) *Learning Module for Inspection and Supervision*
- Kachama, B.N.C. (1982) *Handbook for Inspectors*, Ministry of Education and Culture, Malawi (1990)
- Tait, D. (1996) *Educational Inspection and Supervision: Project on a Pattern of School Inspection in Namibia*, Institute of Education, University of London

Unit 2: Supervision

AIM

The aim of this unit is to enable inspectors to understand the concept of supervision and what it entails.

LEARNING OUTCOMES

By the end of this unit inspectors should be able to:

- Define 'supervision'
- Justify the purpose of supervision
- Identify and use appropriate types of supervision
- Decide on what aspects of the school and which officers are to be supervised
- Undertake school supervision
- Define and justify the different types of feedback to teachers and school managers
- Decide on appropriate follow-up activities.

CONTENT SUMMARY

- 2.1 Definition of Supervision
- 2.2 Purpose of Supervision
- 2.3 Types of Supervision
- 2.4 Target Areas/Groups for Supervision
- 2.5 Conduct of Supervision
- 2.6 Feedback on Supervision
- 2.7 Follow-up Activities

2.1 DEFINITION OF SUPERVISION

Activity 2a

Individually, and later in groups, define the term 'supervision' and report back to the plenary session.

Trainer's Note

Supervision is a process of providing professional guidance and advice to teachers and school managers to improve classroom instruction and class management.

Key Information

One of the functions of inspectors is to supervise teachers and school managers through the provision of professional guidance and advice. This involves working with headteachers and teachers to improve school management and classroom instruction with a view to enhancing learning. This relates to the building and maintenance of long term relationships between inspectors and schools, and not the one-off or drop-in inspection visits.

2.2 PURPOSE OF SUPERVISION

Key Information

Before setting out on a supervision mission, inspectors must decide on the purpose of the mission.

There are many reasons inspectors might have for undertaking supervision. These include problem solving and the promotion of school personnel.

Activity 2b

In groups, list ten more purposes for conducting school supervision.

Trainer's Note

Below is a list of additional purposes for conducting school supervision.

- ensuring the implementation of educational policies
- identification of the needs of schools
- evaluation of the performance of teachers and schools
- monitoring instruction to enhance the quality of learner achievement
- collecting data to facilitate planning and decision making
- promoting change and development in the light of curricular innovations
- creation of opportunities for staff development
- capacity building for heads to enable them to undertake in-school and school-based supervision
- quality assurance
- encouraging school accountability.

2.3 TYPES OF SUPERVISION

Key Information

There is a range of types of supervision with, on one extreme, the critical friendship type and, on the other, the hard accountability type. Between these two extremes you will find other types of supervision including mentor, advisor, monitor and clinical supervision.

Activity 2c

One of your schools is highly successful. It is well led with full enrolment, well resourced, with high standards, but is seeking assistance in raising standards even further.

In groups decide on which of the above supervision types you would use to help the school.

Trainer's Note

For definitions of the types of supervision, see Module Four Unit 2.

Activity 2d

You now have a school which is highly ineffective, terribly over-enrolled, under-resourced, under-staffed and therefore has a demotivated staff.

In groups decide on the appropriate supervision type you would use to assist the school.

Trainer's Note

Each different situation will demand a different and appropriate supervision type from those cited above. Inspectors will have to make informed decisions on which type of supervision to employ in given situations.

2.4 TARGET AREAS/GROUPS FOR SUPERVISION

Key Information

If undertaking a supervision mission, inspectors should decide on what aspects of the school and which officers are to be supervised. The aspects of the school to be supervised could include school management and classroom instruction. Inspectors may also want to supervise subject heads or the school headteacher.

Activity 2e

Assuming the inspector has decided to focus on management style, in groups decide on who should be seen and what should be looked at in the school.

Trainer's Note

The intention of this activity is to enable inspectors to see the need to consult beyond the headteacher, including teachers and support staff.

2.5 CONDUCT OF SUPERVISION

Key Information

Having decided on the purpose, type of supervision, the aspects of the school and officers to be supervised, inspectors have to undertake a supervision tour. For the tour to be successful careful planning of the supervision programme for each school visited is very important. The supervision programme will highlight who to see, what to look at, and where to go in the school. An estimated time-frame is advisable.

Activity 2f

In small groups, develop a supervision programme for a named school. Put your programme on a flip-chart and share your ideas with other groups.

2.6 FEEDBACK ON SUPERVISION

Key Information

For the supervision exercise to achieve the desired outcome, inspectors should provide immediate and clear feedback to the school. Ofsted (1995:35) states that “The quality of feedback is an important factor in influencing how the school responds to the inspection findings, particularly in drawing up its action plan, to improve any areas of weakness.” There are also a range of types of feedback that an inspector might use, such as oral briefing and written reports.

Activity 2g

In small groups, discuss the types of feedback available for the inspector to use at the end of the supervision exercise. In what circumstances would each of these be appropriate.

Trainer's Note

Additional types of feedback may include:

- appraisal forms
- lesson observation reports
- checklist
- written reports to the inspectors' supervisors and other stakeholders.

Trainees may come up with other types of feedback.

Activity 2h

In groups of three refer to Activity 2d and provide oral feedback to the headteacher of a named school advising on possible intervention. The roles in this activity will include headteacher, inspector and observer who will comment on the feedback. Reverse the roles to allow for varied participation.

2.7 FOLLOW-UP ACTIVITIES

Key Information

After every supervision exercise, the inspectors should plan for appropriate follow-up activities to either reward good performance or improve on poor performance. There are a whole range of follow-up activities which could include recommendation for in-service training, and in the last resort, termination of employment.

Activity 2i

In groups, refer to the situation in Activity 2c and propose the appropriate follow-up activities to meet the school's request.

SUMMARY

Having worked through this unit, it is expected that the inspectors will have developed a number of necessary skills for supervision, including:

- planning
- decision-making
- communication
- analysis
- management

REFLECTION

Reflect on how you have supervised school managers in the past, and develop strategies by which you would improve after studying this unit.

REFERENCES

Beach, M.D. (1989) *Supervision Focus in Instruction*, Harper & Row, New York

OFSTED (1995) *Guidance on the Inspection of Nursery and Primary Schools*, HMSO, London

Unit 3: Report Writing

AIM

The aim of this unit is to enable the serving inspectors to write effective and constructive reports through the understanding of the purpose, types, formats, language, styles and techniques used in report writing.

LEARNING OUTCOMES

By the end of this unit inspectors will be able to:

- write comprehensive reports
- write different types of reports using different formats
- use acceptable language, style and techniques of report writing
- use such reports for evaluation and recommendations for further action.

CONTENT SUMMARY

- 3.1 Purpose of Report Writing
- 3.2 Types of Reports
- 3.3 Formats
- 3.4 Language and Styles
- 3.5 Evaluation
- 3.6 Recommendations

3.1 PURPOSE OF REPORT WRITING

Inspection reports should be written in clear, simple language. The tone of the report should also reflect the inspector's mood which should always be friendly, sympathetic and helpful. Reports should generally start with the description of the situation, followed by relevant comments, and end with recommendations. Reports should be written as soon as possible after inspection. The longer reports are delayed, the less useful they are found by all those concerned with the implementation of recommendations.

Activity 3a

In groups of four, identify and discuss reasons why report writing is important. Each group should present their work to the larger group for further discussion and agreement.

Key Information

The purpose of report writing includes:

- giving clear evidence of the school performance in a given period
- identifying strengths and weaknesses
- reporting on the performance of a teacher
- helping the school/educational institution to have a useful base for subsequent actions

- helping planners and decision makers evaluate achievement and progress, and re-assess needs
- ensuring that public funds are being judiciously spent
- ensuring that schools are functioning well and are being run according to national aims, objectives and policies.

3.2 TYPES OF REPORTS

Activity 3b

- (a) In small groups list types of reports and discuss the similarities and differences.
- (b) Report back for further discussion.

Key Information

There are different types of reports written for different occasions. When writing a report, inspectors should therefore focus on the targeted activity being inspected, for example:

- **Narrative Report on a Teacher**
e.g. establishing status, scale barrier, other, as may be required
- **Report on a Head**
e.g. permanent appointment/probational assessment for overall performance
- **Report on a Deputy Head**
e.g. assessment of overall performance and potential for promotion
- **Report on a Head of Department**
e.g. assessment of performance
- **Report on an Institution**
e.g. full institutional report
- **Special Reports**
e.g. reports on fire fighting

Generally, inspection reports are classified into four categories, namely:

1. **Full Inspection Report**
This is a comprehensive assessment of all aspects of the school. It is wider in scope compared to any other report. The format combines both management and administration, and subject-report.
2. **Management and Administration Report**
This is a report that looks at the efficiency and effectiveness of the management and administration at the school to ensure improvement in the quality of education.
3. **Subject-Report**
This is a report that looks at the effectiveness of teaching/learning in a specific subject area.
4. **Follow-up Report**
This is a report that looks at corrective measures taken since the previous report.

3.3 FORMAT OF REPORTS

Key Information

Generally, inspection reports follow a particular format. They will vary in the layout depending on the nature of the report. They are likely have the following content:

- Introduction
- Main text
- Conclusion
- Recommendations

In a more formal setting you may be required to include the following:

- Executive Summary
 - Main findings
 - Key issues and actions

The following may be necessary

- Appendix
- Acknowledgements
- References

3.4 LANGUAGE AND STYLE

Reports should be written with a balance between active and passive voice. The active sentences should generally be used when describing what has been seen or an event, whereas the passive may be limited to times when one wishes to emphasise something. The language used in the report must be simple and straightforward, and clearly communicate the main findings and key issues for action, including strengths and weaknesses, as well as subsequent actions required from the school. Generally language must be in the past tense.

Examples

Active: "The children are passive participants in the teaching/learning process ..."

Passive: "It is strongly recommended that classes start at eight o'clock ..."

Note: Avoid the use of the first person singular/plural - "I" ... "we" ... in written reports. Avoid ambiguous statements in your reports.

The report should contain information which is considered vital to the writer's argument.

Activity 3c

- (a) Read the case study below and write a comprehensive report to the Regional Education Officer on your findings.
- (b) Compare your report with other inspection reports.

Note: As your carry-out case study activity, your report should follow the format outlined above as well as the language and style requirements.

Continued on page 18

Continued from page 17

Case Study

NAMUTONI SCHOOL

There have been complaints from the community that no teaching and learning is taking place at Namutoni Combined School. An inspector was directed to the school and discovered that the headteacher is constantly absent from the school. The headteacher's vehicle has occasionally been seen transporting passengers between the school and the nearby town during school hours. The teachers are left unsupervised and as a result tend to neglect their teaching responsibilities. The school examination results show clearly that the performance of the school, in relation to other schools in the region, has gone down.

During the previous three years, under a different headteacher, the school was known to be among the top 10 (ten) but is now among the bottom 5 (five). Absenteeism is very high especially on Fridays. Average daily attendance is at 40% with only 10% present on Fridays. Drop-out rates have doubled from 9% to 18% for boys and 11% to 22% for girls respectively.

3.5 EVALUATION

Key Information

Evaluation is a very important aspect of report writing. Inspector should make judgements based on the actual data and evidence and not hearsay. Such evaluation will lead to sound conclusions.

Activity 3d

- (a) Analyse the data contained in the case study in SADC District to be found in the table at the end of this unit.
- (b) What conclusions would you make from your analysis, for inclusion in the report?

3.6 RECOMMENDATIONS

At the end of the report, the main recommendations contained in the report are listed out in a concise form and in the order in which they appear in the report. The reason for this is to enable the reader to make quick references whenever there is little or no time to read the whole report. These recommendations also serve as a check-list for implementation.

Note: The reports must be distributed to different stakeholders.

Activity 3e

What recommendations would you make based on the data from SADC in the attached table?

REFLECTION

Look back and review your work on report writing.

Do you think you can produce an effective, precise and constructive report on any given educational situation?

REFERENCES

Aiyepoku, T.F. (1987) *Inspection of Schools and Colleges*, Heinemann, Lagos

Chief Education Officer's Circular Minute No: 14 of 1988. *Procedures on Reporting by Education Officers in the Regions*: Ministry of Primary and Secondary Education, Zimbabwe

Ministry of Education and Manpower Development (1996) *Central Inspectorate Guidelines for Inspectors of Secondary and High Schools in Lesotho*

GRADE 7 RESULTS ANALYSIS BY DISTRICT 1996
NAME OF DISTRICT: SADC
GRADE BY SUBJECT, CANDIDATES AND PERCENTAGES

SCHOOL	CENTRE NO	CNDs	ENGLISH		MATHS		SESOTHO		NDEBELE		GENERAL PAPER		ALL SUBJECTS		POSITION
			1-5	% PASS	1-5	% PASS	1-5	% PASS	1-5	% PASS	1-5	% PASS	1-5	% PASS	
1 TMS	9238	28	25	89.3	28	100	27	86.4			28	100	25	89.3	1
2 Boroko	9627	55	49	89.1	54	89.2	55	100			54	98.2	49	89.1	2
3 Panodzi	9523	76	67	88.6	70	92.1	75	99			72	95	64	84	3
4 Simunye	9046	67	58	86.5	57	86.5	64	97			63	94	54	80.5	4
5 Kurhula	9563	29	25	86.2	29	82.8	29	100			27	93.1	23	79.3	5
6 Kwacha	9300	19	18	94.7	29	78.9	19	100			19	100	15	78.9	6
7 Loti	9328	34	30	82.2	22	85.3	33	97.1			27	79.4	26	76.5	7
8 Xiluva	9552	67	63	94	29	85	67	100			64	95.5	49	73	8
9 Chacha	9552	36	32	88.8	60	80.5	35	97.2			34	94.4	27	72.2	9
10 Zambezi	9482	31	28	98	24	90	5	100	25	96	29	97	22	71	10
11 Chobe	9062	37	30	81.1	29	78.4	37	100			29	78.4	26	70.3	11
12 Mukuti	9437	79	68	86	60	76	79	100			69	87	54	68.4	12
13 Mwita	9539	33	30	91	24	73	33	100			31	94	22	66.7	13
14 Munyaka	9112	42	33	78.6	29	69	40	95.2			38	90.5	28	66.7	14
15 Impala	9660	18	15	83.3	13	72.2	18	100			17	94.4	12	66.7	15
16 Masasa	9184	85	69	81	57	67	83	98			74	82	54	63.5	16
17 Khotso	9349	85	70	82.4	61	71.8	52	94.5	27	90	65	76.5	54	63.5	17
18 RRA	9666	38	31	81.5	29	76.3	37	97.3			33	86.8	24	63	18
19 Ndate	9551	72	53	73.6	51	70.8	66	91.6			56	77.7	45	62.5	19
20 Dumela	9031	74	53	71.6	55	74.3	70	94.5			59	79.5	46	62.2	20
21 Chilongozi	9100	58	47	81	42	72.4	53	91.4			46	79.3	36	62.1	21
22 Kutsaka	9547	72	52	72.2	54	76.1	69	98.6			64	90.1	44	61.1	22
23 Kachepe	9314	82	66	80.5	57	69.5	79	97.5			69	84.1	50	61	23
24 Yebo	9519	38	26	68	27	70	37	97.4			30	79	23	61	24
25 Chambo	9531	66	55	83.3	49	74.3	65	98.5			57	86.4	40	60.6	25

Unit 4: Fire Fighting: Some Common Issues Encountered by Inspectors

AIM

To enable inspectors to understand some of the problems and issues they are likely to encounter when supervising or inspecting schools and to discuss some strategies which can assist in overcoming them.

LEARNING OUTCOMES

By the end of this unit, inspectors will be able to:

- describe the administrative structures of different types of schools and relate them to curriculum management requirements
- list main types of culture groups found in the immediate community
- identify cultural norms prevailing in different types of schools and how these influence teaching and learning programmes in a school
- describe how inspectors facilitate and implement curricular policy change
- list common causes of stress in schools and devise methods of reducing it in the work environment
- use effective methods of resolving conflicts.

CONTENT SUMMARY

- 4.1 Administrative Structures
- 4.2 Cultural Norms
- 4.3 Management of Curriculum Change
- 4.4 Management of Stress
- 4.5 Conflict Resolution

4.1 ADMINISTRATIVE STRUCTURES

Key Information

Various schools have different administrative structures depending on the level of education provided, size of school and type of proprietorship. These structures should facilitate the achievement of the pupils in the school. Unfortunately some structures have not changed to meet the demands of delivering the present curricula and thus contribute to conflict in schools.

Activity 4a

- (a) Working individually, draw an organizational chart of a typical primary or secondary school in your district.
- (b) How does this structure help in the improvement of the teaching and learning of the pupils?

NOTE: In any organizational structure all members should have well defined roles so that there is no duplication of functions. The structure should include people with roles of leadership on curriculum development, monitoring of standards, staff development and pupil welfare.

4.2 CULTURAL NORMS

Key Information

For the purpose of this unit, culture is defined as the way of life, beliefs and traditions observed by a particular community.

- meaning of cultural norms: expected standards of behaviour, beliefs and ways of life of a particular community
- elements of culture in a community: language, dress, beliefs and traditions
- elements of school culture: language, dress, school regulations, routine, school mission and motto
- influence of culture on teaching and learning e.g. influence on communication style, class management and curriculum.

Activity 4b

- (a) In groups, list the different cultural practices found in your district.
- (b) How are these cultural practices likely to influence the teaching and learning activities?
- (c) Which of these cultural practices would you promote and which ones would you discourage?

4.3 MANAGEMENT OF CURRICULUM CHANGE

Key Information

From time to time, most governments decide that change in education is necessary because of the need to:

- improve the education system
- respond to changes in society or technology

One of the roles of inspectors is to assist schools to introduce new curricula as directed by government.

Activity 4c

- (a) In groups: share experiences of curricular changes which are taking place in your district.
- (b) What is your role in these changes?
- (c) What problems are you encountering?
- (d) What steps are you taking to overcome these problems?

Key Information

There is a need to follow certain steps when introducing curriculum change. Such steps are:

- interact with curriculum developers to change the curriculum.
- sensitize teachers

- trial material if appropriate
- evaluate and review the material
- disseminate the material to schools
- train the teachers
- monitor and evaluate implementation
- report on findings.

Activity 4d

In groups discuss the following:

The Ministry of Education has identified the need to change the content and methods of teaching geography in schools. What steps should the inspectors take in order to introduce the change?

Activity 4e

In groups discuss and resolve the following:

- As inspectors you have identified the need to introduce computer science in schools. However, you are aware that the schools lack a relevant syllabus and equipment.
- Discuss how you, as inspectors would respond in order to assist schools to introduce computer science.

4.4 MANAGEMENT OF STRESS

As an inspector, you will encounter schools where stress levels in teachers are excessively high.

Key Information

Some common causes of stress among heads and teachers are:

- poor planning
- poor time management
- shortage of support resources
- poor management structures
- poor human relations among workmates
- inability to cope with changes in roles
- poor school environment
- poor relations between the school and the community.

Activity 4f

In groups, discuss how as inspectors you can help alleviate the causes of stress listed above.

Activity 4g

- (a) In your groups list the physical signs of stress that you see in teachers and forms of behaviour that indicate stress.
- (b) From your own experience identify a typical school situation that caused anger and unpleasantness among staff members.
- (c) How did you as an inspector, assist members of staff to cope with this situation?
- (d) Would you still do it the same way today?

- overdrinking and oversmoking
- sweating easily
- lack of concentration and interest
- indecision
- feeling helpless
- being resentful
- giving up easily
- being moody
- holding grudges.

Activity 4h

In your groups, give examples from your experience of effective strategies to relieve stress.

4.5 RESOLVING CONFLICTS

Key Information

Examples of causes of conflicts:

- clash of personalities
- lack of management skills
- poor communication
- clash of cultural norms
- clash of professional expectations
- tribal prejudices.

Activity 4i

In groups, discuss and list common conflicts in schools, and explain the common causes of these conflicts.

Key Information

Inspectors require strategies for resolving conflicts. These will include:

- use of clear communication
- consultation with adversaries
- transparency in dealing with all parties
- separate conflicting parties
- identify and isolate the causes of the particular conflict
- use of available regulations
- use of arbitration methods.

Activity 4j

In groups study the following case study carefully and resolve the conflict using role play methods.

A new headteacher posted to a school makes new rules and regulations which are very unpopular with teachers, pupils and parents. Eventually, both teachers and students boycott classes while parents call for the removal of the headteacher. The matter is reported to the inspector. How could the conflict be resolved?

SUMMARY

This unit should enable inspectors to become conversant with some of the common management issues encountered in schools and how to approach them. This aspect of the inspectors work is often called 'fire-fighting'. It normally requires tact, resourcefulness, transparency, respect for all parties and their opinions, impartiality and above all good human relations.

REFLECTION

Having gone through the strategies on fire-fighting, do you think that given an unexpected crisis, you would be able to select appropriate strategies to deal with the situation?

REFERENCE

Management of Stress for Teachers, Longman, London

Unit 5: Curriculum

AIM

The aim of this unit is to enable the inspector to describe and explain the principles of curriculum development, management and evaluation in order to assist schools to raise pupils' standards of achievement.

LEARNING OUTCOMES

By the end of this unit, the inspector will be able to:

- define the term 'curriculum'
- explain the curriculum development process
- identify problems and solutions of curriculum development and the implementation process
- explain the management of curriculum
- explain the concept 'hidden curriculum'
- describe curriculum change and innovation
- list ways of evaluating curriculum.

CONTENT SUMMARY

- 5.1 Curriculum Development Process
- 5.2 Problems and Solutions of Curriculum Development and Implementation
- 5.3 The Hidden Curriculum
- 5.4 Management of the Curriculum
- 5.5 Curriculum Change and Innovation
- 5.6 Curriculum Evaluation

5.1 CURRICULUM DEVELOPMENT PROCESS

Activity 5a

In groups, discuss the definition of the term 'curriculum'. Consensus should be reached in the group on the most acceptable definition of the term 'curriculum'.

Key Information

The definition of the term 'curriculum development' should include:

- a structured set of learning experiences
- studies organised for a particular group
- action designed to produce a structured set of learning experiences
- intended learning outcomes
- content that people are expected to learn
- content organised according to grades, levels and age
- learning experiences putting more emphasis on what should be learnt.

5.2 STAGES, PROBLEMS AND SOLUTIONS OF CURRICULUM DEVELOPMENT AND IMPLEMENTATION

5.2.1 Stages of Curriculum Development

Activity 5b

In small groups, discuss the stages of curriculum development.

Key Information

The curriculum development process should include:

(a) Curriculum Planning

- conducting needs analysis
- determining target groups
- determining curriculum design
- determining curriculum format
- writing an action plan
- determining who to involve

(b) Curriculum Diagnosis (examination) of the design

- relating needs to subject areas
- generating goals and objectives

(c) Curriculum Development (content and topic selection)

- determining criteria for selection of subject content and learning experiences (topics)
- selection of content
- organization of content
- relating topics to the educational environment
 - e.g. - selecting learning experiences (topics)
 - organizing learning experiences (topics)
 - selecting instructional strategies (methods)
 - selecting assessment methods

(d) Curriculum Implementation

- pilot testing
- planning evaluation and selection of data
- analysis of data
- final implementation

(e) Curriculum Evaluation

- formative evaluation
- summative evaluation

(f) Curriculum Maintenance

- managing the curriculum system (monitoring)
- examining curriculum support structures (e.g. provision of resources)

5.2.2 Problems and Solutions of Curriculum Development and Implement

Activity 5c

Identify problem areas you are likely to encounter at each of the stages in the curriculum development process and suggest solutions.

Key Information

Problem areas that may be encountered are:

- difficulty in finding appropriate personnel (stage a)
- some topics may overlap (stage b)
- lack of financial resources for developing the curriculum (stage c)
- untrained teachers may have a problem in implementing the curriculum (stage d)
- lack of assessment and evaluation skills by inspectors and teachers (stage b)
- inadequate manpower to facilitate the monitoring process (stage f).

Suggested solutions may include:

- use of consultants (stage a)
- curriculum mapping to reduce overlaps (stage b)
- soliciting funds from donor agencies (stage c)
- use of qualified teachers and in-service teachers (stage d)
- provision of training in assessment and evaluation to teachers and inspectors (stage e)
- deployment of manpower to assist in monitoring the implementation of the curriculum (stage f).

5.3 THE HIDDEN CURRICULUM

Activity 5d

Suggest why the following may be regarded as part of the hidden curriculum

- the punctuality of teachers
- the way teachers dress
- cleanliness of the school compound
- personality of the school head
- the choice of subjects by pupils
- the school climate
- the school mission statements

Key Information

The term 'hidden curriculum' may include:

- interest of pupils
- ambitions
- gender balance
- gender bias
- gender sensitivity

- environmental influence
- cultural norms and biases
- attitudes
- behaviours
- growth
- socio-economic background
- informal learning experiences
- religious influences

5.4 MANAGEMENT OF THE CURRICULUM

Activity 5e

In groups, discuss ways by which you can assist the teacher in curriculum management.

Key Information

Management of the curriculum should include:

- provision and delivery of appropriate curriculum activities
- improvement of skills in different aspects of curriculum management e.g. operation timetabling and curriculum development and change
- provision of textbooks, library, media resources and their control
- demonstration of improved stock keeping
- ensuring a well designed and operational time table
- coverage of subject content.

5.5 CURRICULUM CHANGE AND INNOVATION

Activity 5f

In groups discuss:

- (a) The meaning of the term curriculum change and innovation.
- (b) Give reasons which influence curriculum change and innovation.
- (c) What problems are encountered in curriculum change and innovation?

Note: Groups should come together and give feedback on (a), (b) and (c).

Key Information

Curriculum change and innovation refers to efforts made by education authorities to change and adapt their aims and objectives of teaching and learning according to the values, cultures, philosophies as well as the resources at their disposal. This is one way to make education more responsive and relevant to the needs of the community.

Reasons for Curriculum Change and Innovation

(a) More relevant education

- Alternative schools
 - private schools
 - special schools
- Integrated learning
- Life-long education
- Resource based learning
- Differentiated education

(b) Improvement of teaching and learning

- Competence based education
- Continuous assessment
- Learner centred education
- Remedial teaching
- Peer teaching
- Programmed learning
- Resource centres
- Study centres
- Teacher centres
- Team teaching
- Project approach
- Language experience approach

(c) Community demands for value for money in education

- Accountability/responsibility
- Competency
- Correspondence education
- Educational broadcasting
- Extended school day and year
- Shift system

(d) Problems of Curriculum Change and Innovation

- Participation by all involved
- Official support
- Adequate preparation
- Realistic objectives
- Obstacles to innovation
 - e.g.
 - negative attitudes towards change
 - lack of resources i.e. human, material, financial
 - fear of the unknown

5.6 CURRICULUM EVALUATION

Activity 5g

- (a) In groups, define the concept 'curriculum evaluation' and discuss how it influences change.
- (b) Discuss the role of formative and summative evaluation in curriculum change.

Key Information

Curriculum evaluation should include:

- instruments by which the effects of the curriculum can be tested
- the degree to which its objectives can be achieved
- testing and assessment
- formative evaluation which is done as you go along and assists the pupils in knowing what they have achieved
- summative evaluation which is made at a certain point - usually the end of a course, or a unit, or a module and is often used for the purpose of reporting
- diagnostic evaluation which is made primarily in order to inform the teachers planning for the next stage of learning. It is usually done at the start of a new course, unit or module but can be beneficial to individual pupils during a course of study.

REFLECTION

Having covered this unit, would you be able to describe and explain the principles of curriculum development, management and evaluation?

REFERENCES

Commonwealth Secretariat (1993). *Better Schools Resources Materials for School Heads, Module Four: Managing the Curriculum and Resources*

Farrant J.S. (1991) *Principles and Practice of Education*, Longman

Kachama B.N.C. (1982) *Handbook for Inspectors*, Ministry of Education and Culture

Ministry of Education and Culture (1993) *An Essential Handbook For Inspectors of Primary Education*

Unit 6: Assessment and Evaluation of Teaching and Learning Standards

AIM

The aim of this unit is to enable the inspectors to make valid judgements on the quality of teaching, quality of learning and standards of attainment of the learners.

LEARNING OUTCOMES

By the end of the unit inspectors will be able to:

- use lesson observation to assess the quality of teaching and learning processes
- use examination results as an assessment instrument
- use the different assessment techniques to establish the standards of teaching and attainment level of learners
- use assessment as an instrument of feedback to the system
- use record-keeping to assess how well the teacher is performing.

CONTENT SUMMARY

- 6.1 Lesson Observation
- 6.2 Examinations
- 6.3 Assessment Techniques
- 6.4 Record Keeping
- 6.5 Feedback

LEARNING EXPERIENCES

6.1 LESSON OBSERVATION

Key Information

In a lesson observation inspectors should define clearly the aims, objectives and the focus of the observation. Generally, there are two types of lesson or classroom observation reports that inspectors can write, namely: narrative and structured. The narrative approach uses both passive and active forms whereas the structured approach uses passive.

Narrative approach: Virtually every event and activity that occurs is recorded. There is a strong subjectivity in the approach.

Structured approach: This is where an observer's attention is limited to a pre-determined set of behaviours listed on the recording instrument. See the SADC Teacher Observation Form.

Activity 6a

In small groups, list and discuss any other lesson observation approaches that you know.

Activity 6b

You are going to conduct a lesson observation. Using a structured approach (form) outline the aims and objectives of your observations. Decide what aspects of the lesson you will focus on. Present your findings to the group.

Trainer's Note: See Unit 3 of Module 1 for more information on classroom observation.

6.2 EXAMINATIONS

Key Information

Examinations are instruments used to assess what learners know, understand and can do in order to improve the teaching and learning in the classroom. They are used to focus on encouraging and recording achievements in a system.

They achieve this by focusing among others on:

- outcomes in the core subjects and evidence of sound progress
- results and other accreditations and evidence of attainment in all subjects
- standards achieved by the learners.

When analysing examination records, the inspectors should make judgements based on the extent to which:

- the attainment of learners meets or exceeds national standards
- the school sustains high levels of attainment or improvement
- the learning and teaching processes comprehensively cover the curriculum, and
- the quality of teaching contributes to learner attainment and progress.

Activity 6c

Case Study

SADC High School

Examination Results 1996

In 1996, a total of 124 students sat for their 'A' level examinations in 13 subjects. Below is a table of analysis of examination results. Study it carefully and complete the exercise that follows.

ANALYSIS OF 'A' LEVEL RESULTS: 1996: SCHOOL CANDIDATES ONLY, SADC HIGH SCHOOL

Subjects	Total No. of Candidates Entered	A	B	C	D	E	O	F	Total No. of CNDs with Es or Better	% Pass Rate
English Lit.	26	0	0	1	15	9	1	0		96.2
Sesotho	28	7	12	4	5	0	0	0		100
Divinity	23	4	5	6	3	4	1	0		95.7
History	20	2	2	3	10	3	2	2		83.3
Geography	85	7	10	16	17	17	14	4		78.8
Economics	32	0	2	4	8	8	11	1		62.5
Physics	17	0	4	9	1	1	4	0		76.5
Chemistry	34	1	7	8	9	5	6	1		79.5
Biology	26	1	9	2	5	6	4	1		80.8
Maths	51	9	9	7	9	8	12	0		77.7
Add. Maths										
Ndebele	4	1	1	0	2	0	0	0		100
Man. of Business	33	3	2	2	7	3	10	2		63.6
Accounting	29	3	2	2	7	3	10	2		58.6

Total number of candidates entered = 124

Total number of candidates with Es or better = 110

Percentage pass rate =

Look at the above table and =

- find out what the overall percentage pass rate was
- indicate how many students passed per subject.
- with the above information, what are your general conclusions on the performance of the school?

Note: Depending on the assessment structures in your country, interpret the given guides as (A = outstanding) and (F = Fail) for this activity

6.3 ASSESSMENT TECHNIQUES

Key Information

There are two main types of assessment techniques. These are: summative and formative.

- Formative assessment is used to identify and remedy problems during the teaching and learning process.
- Summative assessment usually assesses the work, or progress by the end of the year

Assessment is therefore used as an overall measure of attainment and progress made by the learners, indicating their strengths and weaknesses in the different competencies in different subjects. When inspectors carry out assessment, they should determine

factors that account for effective and ineffective teaching as well as the extent to which teaching promotes the learning of all learners, paying particular attention to any learner in the class who may still need additional help.

Activity 6d

Using the above definition of formative assessment, in groups discuss what documents or resources you will need when observing a lesson with the aim of assisting the teacher to develop remedial activities for the slow learners.

6.4 RECORD KEEPING

Key Information

Record keeping is an essential part of assessment in the sense that it helps us to monitor the progress of individual learners and to plan for each learner's needs.

Some of the reasons why it is essential to keep assessment records, include among others:

- (a) to monitor progress and plan ahead
- (b) to inform other stakeholders on learner performance
- (c) to demonstrate that these purposes are being properly pursued

Generally, records are kept as an indication that statutory responsibilities have been undertaken. These may include the delivery of the National Curriculum and the monitoring of the learner's progress through the framework of targets, set throughout the school.

Activity 6e

In small groups, identify and discuss the different assessment records kept by a teacher. Relate your discussion to the key information above.

6.5 FEEDBACK

Key Information

Feedback is a process of providing information to different stakeholders after an observation or visit to a school. The information should be simple, concise, meaningful and helpful to the teacher, the learner, the parent and the system as a whole. If feedback being provided is on the learner, information offered should be based on sound procedures to reflect the whole person in so far as that is possible.

Activity 6f

Using the observation format attached observe a lesson and provide feedback. The feedback should be in two forms:

- (a) oral feedback to the teacher immediately after the lesson
- (b) written feedback (report) to the school.

SADC TEACHER OBSERVATION FORM

SCHOOL: TEACHER: REG. NO: SUBJECT: CLASS: ENROLEMENT: DATE: RATING: U=Unacceptable S=Satisfactory G=Good O=Outstanding						
Lesson Observation	U	W	S	G	O	Comments
1. PERSONAL AND PROFESSIONAL PRESENTATION (a) Appearance (b) Punctuality (c) Voice 2. PREPARATION (a) Appropriate objective (b) Teaching/Learning Aids (c) Management of books 3. ORGANISATION AND STRUCTURE OF LESSON (a) Introduction (b) Development (c) Consolidation (d) Conclusion 4. KNOWLEDGE OF SUBJECT MATTER (a) Accuracy (b) Level and relevacy of materials (c) Logical presentation 5. VARIETY AND APPROPRIATENESS OF ACTIVITIES (a) Questioning technique (b) Individual (c) Group (d) Whole class activities 6. PUPIL INVOLVEMENT (a) Teacher pupil rapport (b) Pupil display of interest (c) Sustained purposeful activities 7. ATTENTION TO INDIVIDUALS (a) Ability to cope with individuals (b) Remedial teaching (c) Allows time for individual attention						

8. RESOURCES (a) Nature of resources (b) Variety (c) Use 9. CLASS MANAGEMENT (a) Class control 10. STANDARD PUPIL WORK (a) Homework 11. EVIDENCE THAT THE LESSON IS WITHIN A PLANNED PROGRAMME (a) Syllabus (b) Schemes of work (c) Lesson plan (d) Time table						
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REFLECTION

Having gone through the unit, take a moment to reflect on the content and the usefulness of the information. In what ways will you change your approach to the assessment of teaching and learning standards?

5. Teacher Observation Form

1. Name of School _____ 2. Name of Teacher _____ 3. Class _____ 4. Subject _____ Date: _____

Pre-lesson Conference			
1. Subject of Lesson			
2. Preparation (Comment On..) Notes/Diagrams/Charts Apparatus/Audio Visual Materials Questions to be Asked Tasks/Problems/Tests		6. Teaching Aids Quality of How Relevant How Used	
3. Presentation of Lesson Introductory Stage/Development Conclusion/Evaluation Nature and Degree of Student Involvement		7. Relations with Students Use of Names/Encouragement Response of Students Fairness to Students	
4. Questioning Frequency/Sampling By Teacher/Student		8. Manner/Voice Confidence/Enthusiasm Use of Voice/Command of Lang.	
5. Types of Activities Group/Pair Work/Oral/Written Work		9. Evaluation Procedures Types of Effectiveness	
10. Strengths and Weaknesses			
Post-lesson Conference			
General Comment			

Source: Ministry of Education and Manpower Development, Lesotho

REFERENCES

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Sutton, R (1991) *Assessment: A Framework for Teachers*, Routledge, London

Unit 7: Training

AIM

The aim of this unit is to enable inspectors to manage training programmes, develop educational materials and formulate educational projects.

LEARNING OUTCOMES

By the end of this unit, inspectors will be able to:

- assess training needs of teachers
- devise methods of prioritising training needs
- select and apply suitable methods of training
- devise and manage educational projects
- describe characteristics of adult learners
- identify relevant educational materials and techniques of developing them
- use training materials appropriately
- design follow-up activities for training programmes
- establish mentoring systems in schools.

CONTENT SUMMARY

- 7.1 Training Needs assessment
- 7.2 Training Techniques
- 7.3 Adult Learning
- 7.4 Developing Education Materials
- 7.5 Follow-up Activities
- 7.6 Mentoring
- 7.7 Formulation of Educational Projects

7.1 TRAINING NEEDS ASSESSMENT

Key Information

Methods of assessing training needs:

- observation of teachers and pupils in class and out of class
- interviews
- questionnaires
- analysis of pupils' performance and examination results
- analysis of written inspection reports
- research or surveys

Activity 7a

Working in groups:

- (a) Describe systematically how you, as an inspector, would determine the training needs of your teachers.
- (b) What criteria would you use for prioritising training needs?

Trainer's Notes

Some criteria to use in prioritising training needs are:

- suitability to individual teacher's needs
- national/government needs
- professional needs
- response to policy changes
- educational development plans
- pupils' educational needs.

7.2 TRAINING TECHNIQUES

Activity 7b

Using the training skills and experience in the group devise a 20 minute training session for teachers on one of the following topics:

- good listening skills
- using the environment as a teaching/learning resource
- stimulating high-fliers in the classroom

Be prepared to justify your selection of training techniques at the end of presentations.

Trainer's Notes

The idea for Activity 7b is that participants on the course actually do some training. There are different ways of organising the activity depending on the numbers involved. Groups of three or four are best for the planning stage. They can then decide for themselves how many will be involved in the presentation stage.

If you have large numbers then you will only have time for the groups to share i.e. to train, one other group.

In this case you have:

- 20 minutes preparation time
- 20 minutes presentation of group A to group B (C to D) etc.
- 20 minutes presentation of group B to group A (D to C) etc.
- 15 minutes de-briefing time.

With very small numbers (i.e. under 12) you could have the small groups presenting to the whole group.

Some training techniques are:

- lecturing
- demonstration
- field work
- discussion
- discovery method
- simulation
- role-play
- group work
- question and answer

Factors to consider when applying training techniques:

- nature of the trainees
- nature of the topics and subjects
- availability of relevant training materials
- nature of physical environment
- time factor

Activity 7c

In groups, identify typical topics which can be taught to teachers during an INSET seminar using each of the following methods:

- lecturing
- demonstration
- field work
- group work

7.3 ADULT LEARNING

Key Information

Adult learners are different from children. Therefore, when designing programmes for training adults, certain factors should be taken into consideration.

Activity 7d

Work in groups:

If you, as an inspector, had an opportunity to run a training programme for adult learners, what factors would you take into account to run the training workshop successfully?

Trainer's Notes

Some of the characteristics of adult learners worth considering are that they:

- want to learn items or topics relevant to their immediate needs
- have individual needs or characteristics be considered
- need more individual attention
- prefer to study at their own pace
- prefer to learn through real life situations
- have expectations related to community and social norms.

7.4 DEVELOPING EDUCATIONAL MATERIALS

Key Information

Considering shortage and expense of teaching materials, it is imperative that teachers acquire the knowledge and skills of producing appropriate teaching aids from local materials. Teachers should also be able to use available teaching and learning materials. It is therefore the duty of inspectors to help teachers achieve this important role.

Activity 7e

Working in groups:

You are organising a workshop for teachers on how to develop specific teaching materials of your choice.

- (a) List all materials you would need.
- (b) How, as an inspector, would you help teachers design teaching programmes using audio cassettes?
- (c) State the steps of producing the aid.

Trainer's Notes

The reading materials may include charts, printed handouts, audio cassettes etc

- An example for producing cassette programmes:
- Assistance by inspectors:
 - written support materials
 - recorded material
 - prepared lessons
- Factors to consider when developing educational materials:
 - relevance
 - cheap to produce
 - user-friendly
- Main stages in developing educational materials:
 - identifying needed materials
 - planning for production
 - recruiting relevant personnel to assist in material development
 - trialling the materials in pilot schools
 - utilising the materials

7.5 FOLLOW-UP ACTIVITIES

Activity 7f

Mention reasons why you as an inspector should carry out follow-up activities after conducting a training programme.

Trainer's Notes

- Necessity of follow-up activities:
 - monitor and evaluate effectiveness of a training programme
 - motivate the trainees to practise acquired knowledge and skills
 - assist in devising related future training programmes
- Typical activities to include in a follow-up programme
 - visiting the trained officers in their working environment
 - distributing questionnaires to extract information on the strengths and weaknesses of the programme
 - monitoring performances of the trained personnel

Activity 7g

As an inspector, you have organised a training seminar for school heads related to changes in the school curriculum. In groups design a follow-up programme to monitor the performances of headteachers and the effectiveness of the training programme

7.6 MENTORING

Definition: A mentor is a recognised professional who serves as a role model and guides others to identify solutions to problems for themselves rather than giving direct advice.

Activity 7h

- (a) In groups, share ideas on the criteria to be used by inspectors in selecting mentors from among the serving teachers.
- (b) Suggest steps inspectors should take to establish a mentor system in their areas.
- (c) List the functions of a teacher who is acting as a mentor.

Trainer's Notes

Some criteria for selecting a mentor:

- experience
- competence
- geographical and social factors

Roles of a mentor:

- offering professional and social support and guide to teachers
- counselling teachers

7.7 FORMULATION OF EDUCATIONAL PROJECTS

Activity 7i

Work in small groups and then share your ideas with the rest of the whole group.

Discuss the major stages of developing an educational project

Trainer's Notes

Techniques of project formulation may include:

- identifying the project
- drafting
- reviewing the draft
- implementing
- evaluating the project

Characteristics of a good project:

- relevance
- sustainability

Activity 7j

The Ministry of Education has set aside a budget consisting of a certain amount of money to rehabilitate four dilapidated schools. As an inspector, you have been called upon to devise a relevant project proposal and implement it.

In groups devise a project proposal based on the information above.

SUMMARY

This unit has exposed inspectors of schools to the basic techniques of developing programmes and developing educational materials. The unit has also exposed inspectors to the basic methods of training, of handling adult learning and of formulating educational projects. Hence, inspectors who have been exposed to this unit should be able to prepare and implement inservice training workshops effectively.

REFLECTION

Reflect on the information and skills you have acquired from this unit and think about how you will apply some newly acquired knowledge and skills in your job.

REFERENCE

Farrant, J.S. (1991) *Principles and Practice of Education*, Longman, UK

Unit 8: Performance Appraisal

AIM

The aim of this unit is to enable inspectors to undertake and contribute to teacher development and improved learning through appropriate and effective performance appraisal activities.

LEARNING OUTCOMES

By the end of this unit, inspectors will be able to:

- define the term 'performance appraisal'
- state the job descriptions of teachers, school managers and inspectors
- set performance targets
- monitor performance
- conduct appraisal interviews
- write appropriate appraisal reports with recommendations
- decide on appropriate follow-up activities.

CONTENT SUMMARY

- 8.1 Definition of Performance Appraisal
- 8.2 Job Descriptions
- 8.3 Setting Performance Targets
- 8.4 Monitoring of Performance
- 8.5 Appraisal Interviews
- 8.6 Appraisal Reports
- 8.7 Follow-up Activities

8.1 DEFINITION OF PERFORMANCE APPRAISAL

Key Information

The definition of 'performance appraisal' should include elements such as:

- a set of agreed achievable goals
- monitoring and evaluation of performance
- giving feedback on the level of goal achievement.

Performance appraisal ultimately aims at improving the quality of learning in schools and colleges through:

- professional assessment of the efficiency and effectiveness of teachers and school managers
- ensuring effective implementation of the agreed national school curriculum
- ensuring that an enabling environment for learning is established in schools and colleges
- creating opportunities for consultation among teachers, school managers and school inspectors
- assisting in developing a cadre of motivated education practitioners.

The appraisal cycle may go through the following stages:

- job description
- setting performance targets
- monitoring
- conducting interviews
- writing appropriate reports with recommendations
- follow-up

Activity 8a

In pairs, write out the definition of performance appraisal capturing the main elements cited above.

Activity 8b

In the key information section, five purposes of performance appraisal are given.

In groups, discuss and re-arrange the purposes according to the order of importance.

Trainer's Note

It is not expected that participants will arrive at one correct answer. Accordingly, allow for maximum discussion to show how each purpose contributes to improved learning.

8.2 JOB DESCRIPTIONS

As stated above, performance appraisal demands that performance targets are set which are then evaluated and feedback given on achievement level. These performance targets will emanate from the job description of the officer being appraised.

A typical job description should contain the following sections:

- Bio-data section:

This section gives information on the institution, location, post, level of post and to whom the officer is accountable.

Example:

Institution: Ministry of Education
Post: Inspector
Location: Circuit One/Eastern Region
Level: Regional/District
Reporting to: Chief Inspector of Schools

Note

The components of the bio-data section will vary from county to country.

- Competencies/responsibilities section

This section lists a range of competencies and responsibilities to be performed by the officer occupying the particular post.

Activity 8c

In groups, list down five competencies/responsibilities for each of the following posts bringing out similarities and differences: teacher, headteacher and inspector.

Write your group's ideas on a flip-chart and share them with the rest of the participants.

Trainer's Notes

Below are some of the competencies for each of the three posts.

Teacher	Headteacher	Inspector
• Scheming	• Establishing a learning environment	• Supervision
• Lesson planning	• Promoting good teaching standards	• Provision of professional support and guidance to school • Showing good practice
• Lesson presentation	• Supervision of teachers and support staff	• Monitoring implementation of educational policies
• Classroom management	• Management of school school resources	• Management of resources and examinations
• Evaluation of own teaching	• Evaluation of school performance	• Conducting performance appraisal
• Assessment of learner's work	• Linking the school with the community	• Promoting good public relations between schools and communities

8.3 SETTING PERFORMANCE TARGETS

Key Information

In any performance appraisal, it is important that targets are set in order to assist the appraisees to focus on key result areas emanating from their job descriptions, and to create benchmarks for assessing achievement levels. These targets must be set collaboratively by the appraiser and the appraisee. They must be set at the beginning of the appraisal cycle and should be SMART, that is, they should be:

- Specific
- Measurable
- Achievable
- Realistic
- Time-scaled

Activity 8d

In groups of three, conduct a role play activity in which the inspector working with a newly appointed headteacher set performance targets for the headteacher at the beginning of the performance cycle. The third person will act as an observer to give feedback. Change roles for maximum participation.

Trainer's Note

This activity aims to bring out the fact that target setting should be a collaborative act and should have SMART characteristics.

8.4 MONITORING OF PERFORMANCE

Key Information

Having agreed on performance targets with the appraisee, the appraisal cycle will have entered implementation stage. It is therefore necessary that the appraiser and appraisee agree on the monitoring process.

The monitoring process entails:

- collecting data on the appraisee's experiences
- reviewing set targets
- receiving set targets
- reviewing monitoring schedule
- keeping track of the appraisee's progress.

Activity 8e

During the monitoring process one of the key activities will be data collection on the experiences of the appraisee.

In groups, identify possible sources of data that can be used during the appraisal of the headteacher.

Trainer's Notes

Possible sources of data include:

- interviews with teacher, heads, parents and other inspectors
- public documents
- school documents
- task/classroom observation

8.5 APPRAISAL INTERVIEWS

Key Information

Interviews play a very important role in performance appraisal and should therefore be a regular feature as a means of data collection and establishing rapport between the appraiser and the appraisee. Interviews should take the form of meetings which should be friendly and relaxed.

Interviews will mainly be used for agreeing on:

- job descriptions
- time-frame and scope of the appraisal
- arrangements for observation
- other forms of data collection

Appraisal interviews should be well structured with the following sections:

- opening section
- middle section
- closing section

Activity 8f

In groups discuss and suggest what the appraiser should focus on in each of the three sections of the interview, that is, what the appraiser should do in each section.

Trainer's Notes

Under each section the appraiser may focus on the following:

- **Opening:**
 - Making appraisee feel at ease
 - Agreeing on purpose of the interview
 - Reviewing agreed targets
- **Middle:**
 - Reviewing each target
 - Identifying problems
 - Agreeing on areas for improvement
 - Reviewing time-frame
- **Closing:**
 - Summarising main points
 - Drawing up an action plan for the next period
 - Closing on positive note

For the appraiser to effectively conduct the interview, it is important that appropriate techniques are used, such as:

- looking interested
- inquiring with questions
- staying on target
- testing understanding
- evaluating the process formatively
- being objective

8.6 APPRAISAL REPORTS

Key Information

Towards the end of the appraisal cycle, after interaction with the appraisee, the appraiser should provide feedback through a report.

This report should reflect the appraiser's findings, conclusions, and recommendations following agreed formats. The report will be fed with data collected during the monitoring process. These reports must be open and negotiated with the appraisee.

Activity 8g

In groups, outline some of the key characteristics of good recommendations in a report.

Trainer's Notes

The following are some of the qualities of good recommendations:

- relevance to identified key result areas
- clarity
- brevity

Above all, recommendations must be realistic and achievable.

8.7 FOLLOW-UP ACTIVITIES

Key Information

At the end of the appraisal cycle, it is necessary for both the appraiser and the appraisee to review the appraisal process with a view to identifying problems experienced, effecting the necessary measures to redress the problems, rewarding good performance and preparing for the next appraisal cycle. This means that the two must collaboratively plan for follow-up activities.

The follow-up activities may include:

- staff development
- staff redeployment
- setting performance targets for the next appraisal cycle.

Activity 8h

Case Study

The inspector has had an appraisal interview with a failing headteacher and the two have agreed on the following issues:

- the school is very dirty
- school buildings have been vandalised
- teaching requisites have been stolen
- examination results are poor

However, the school is fully staffed.

In groups, agree on the appropriate follow-up activities to redress the situation.

SUMMARY

At the end of this unit, the following inspectors' skills will have been developed:

- needs assessment
- planning
- interviewing
- problem solving
- monitoring
- goal setting

REFLECTION

Reflect on how you have handled the performance appraisal process in the past and think of ways in which you would improve on your appraisal techniques.

REFERENCES

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Unit 9: Current Trends in Education

AIM

The aim of this unit is to enable inspectors to become aware of major current trends and emergent areas of special concern in education.

LEARNING OUTCOMES

By the end of this unit, inspectors will be able to:

- identify current trends in education which cut across educational activities
- describe the nature and impact of gender issues on educational activities in the local community
- devise training programmes related to gender sensitisation
- gain basic information about the nature and effects of HIV/AIDS on education and training
- devise inservice training programmes on HIV/AIDS education
- show awareness of the importance of respecting human rights
- guide schools and communities on the efforts of teenage pregnancy
- provide advice to schools and the community on the efforts of population growth and education provision
- provide counselling and guidance related to the promotion of human rights
- state basic methods of conserving the environment
- promote environmental education.

CONTENT SUMMARY

- 9.1 Gender Issues
- 9.2 HIV and AIDS
- 9.3 Teenage Pregnancy
- 9.4 Human Rights
- 9.5 Environmental Education
- 9.6 Population Education

9.1 GENDER ISSUES

Gender issues have begun receiving a lot of attention in developing countries, and these issues have had a significant impact on educational programmes. It is a fact that there are serious gender imbalances in educational attainments between males and females in many countries in Africa, and gender stereotyping is rampant.

Activity 9a

In groups, list and discuss reasons why gender issues are currently considered as a major area of concern in education and training.

Trainer's Notes

Possible reasons why gender issues have become a source of concern:

- Gender imbalances in educational attainment and in access to educational provision between males and females.

- Significant differences between male and female pupils in terms of school drop-out rates, especially in developing countries.
- Too few members of one gender occupying important positions.
- Existence of excessive gender stereotyping and discrimination, for instance in terms of occupations.
- Need for both males and females to contribute towards development.

Activity 9b

What would be the causes of serious imbalances in school attendance between male and female pupils?

List the causes as an individual, then discuss them as a group.

Trainer's Notes

The following are some of the factors that can contribute to differences in school attendance between male and female pupils

- Cultural and traditional beliefs about expected roles of boys and girls.
- Social factors e.g. home chores meant for boys and girls.
- Institutional factors e.g. the distances to schools and payment of school fees.
- Personal factors e.g. self-images of individual boys and girls.

Activity 9c

Individual Task:

List home activities in your local community (such as ploughing and baby-sitting) which are considered as:

- mainly for boys
- mainly for girls

How do these activities and traditions affect school attendance?

Share your responses with the whole group

Trainer's Note

Depending on the nature of the particular community, there are some home-based activities which are considered male-oriented, while some are female-oriented (such as baby-sitting).

Activity 9d

There are some aspects of the school curriculum that may be gender-biased. In groups give examples of gender-bias in the curriculum. Suggest ways of removing gender bias in the school curriculum.

Trainer's Note

The following are some of the aspects worth considering, in order to reduce gender bias in curricula:

- Provide equal opportunities to both boys and girls to take subjects related to their abilities and interests.
- Avoid unnecessary gender-stereotyping in curricular activities.
- Promote gender-neutral language and illustrations.
- Needs of both males and females should be fairly represented.

Activity 9e

In groups:

Discuss the priority policies and strategies which you feel your government should put in place to address gender issues in education.

Trainer's Notes

The following could be some of the policies and strategies which a government could put in place, in relation to educational gender issues:

- Promoting gender balance in the education system.
- Eliminating gender-based factors that hinder access to education.
- Ensuring that the school curricula are gender-neutral.
- Providing gender-sensitisation programmes.
- Removing practices that are gender discriminatory.

Key Information

An inspector of schools could participate in gender sensitisation programmes by performing the following:

- Interpreting and enforcing policies on gender.
- Distributing gender-sensitisation information documents.
- Conducting gender-related training sessions.
- Ensuring that gender issues are fused into school activities.

9.2 HIV AND AIDS

Key Information

Explanation of the acronyms HIV and AIDS:

- HIV is Human Immune deficiency Virus
- AIDS is Acquired Immune Deficiency Syndrome

It has become very important to sensitize members of the public, including school-going pupils and teachers, about the dangers of HIV infection and the ensuing disease of AIDS which has become endemic.

Activity 9f

- (a) In groups, list and discuss reasons why there should be a drastic campaign to disseminate information on HIV/AIDS.
- (b) Discuss reasons why the campaign against AIDS in your country is not yielding the expected results.

Trainer's Notes

Since AIDS is incurable and fatal, effective AIDS education programmes should exist.

Basic facts about HIV and AIDS:

- The virus called HIV lives in the blood of an infected person.
- The HIV damages the immune system of a body, making the body easily attacked by diseases, and this develops into the severe illness called AIDS.
- The virus is transmitted through blood and other body fluids. It is often transmitted through sexual intercourse and transfusion of infected blood.
- There is no known cure for AIDS.

Activity 9g

Individually, list ways in which people can avoid HIV/AIDS infection. Then compare your list with those devised by colleagues.

Trainer's Note

Some ways of preventing HIV/AIDS infection:

- Avoiding casual sex.
- Using condoms.

Activity 9h

In small groups discuss the effects of HIV/AIDS on educational programmes in your country.

Trainer's Notes

The following are the typical effects and impact of HIV/AIDS on education:

- Psycho-social problems caused among pupils who are orphaned.
- Unhealthy pupils do not learn well at school.
- HIV/AIDS education has to be infused into the curriculum or into educational activities.
- Loss of human resources.
- Economic cost for replacing loss of resources.

Activity 9i

In groups identify and discuss the roles which an inspector of schools should play in the HIV/AIDS education programmes.

Trainer's Notes

An inspector can play roles like the following in HIV/AIDS education:

- Acquiring and distributing written documents related to the prevention of HIV/AIDS.

- Organising training sessions on HIV/AIDS education.
- Facilitating the inclusion of HIV/AIDS education in the school curriculum.
- Serving as a counsellor on HIV/AIDS issues.

Activity 9j

Working as an individual, list the main strategies which the Ministry of Education should employ in order to educate people about HIV/AIDS. Share these with the rest of the group.

Trainer's Notes

Possible Ministry of Education strategies related to HIV/AIDS education:

- Formulation of an HIV/AIDS education policy.
- Enforcement of the integration of topics on HIV/AIDS into the school curriculum.
- Provision of counselling services related to HIV/AIDS in educational institutions.
- Working closely with health authorities on HIV/AIDS prevention measures.
- Promotion of health education and responsible behaviours among pupils and teachers.

9.3 TEENAGE PREGNANCY

Key Information

Teenage pregnancies among schoolgirls have been on the increase and are a matter of concern for both parents and education authorities in the SADC Region. You, as inspectors, will be expected to play a major role in sensitizing and advising the school committees and society at large, about teenage pregnancies and how they affect the education system. In doing this, you will be expected to liaise very closely with the key stakeholders including, headteachers, teachers, pupils, parents and education authorities.

Activity 9k

In groups, identify the factors which influence the increase in teenage pregnancies in your country and share these with the rest of the class.

Trainer's Notes

Some of the factors are:

- early maturity
- abuse of the girls by society
- societal taboos about sex education
- moral decay in society
- alcohol and drug abuse among teenagers
- influence of foreign cultures
- media influence
- peer pressure

Activity 9l

In groups, identify and discuss the rules, regulations and systems available in your country to control the rise in teenage pregnancies.

Trainer's Notes

- government regulation and policies such as Education Act
- schools policies and rules
- moral teaching in society
- pressure groups such as HIV/AIDS and STDs

Activity 9m

SADC Secondary School has been experiencing a high number of pregnancies among its pupils. This situation has worried both the school management and the Parents' Teachers' Association as they have failed to address the situation. They have asked you as inspector of schools to assist in finding a solution to the problem.

In groups, role play this situation in which the inspector advises on possible solutions after listening to the problem. There will be four roles in this. These are: Chairperson of PTA, Headteacher, Inspector and Observer to comment on the role play.

Trainer's Note

There is no single answer in this role play. The intention of the activity is to sensitize and allow for maximum participation.

9.4 HUMAN RIGHTS

Publicity concerning the violation of human rights is leading to the issue of human rights receiving more attention nowadays than before, and has begun to have an impact on education and training. Certain groups of people, including teachers and pupils, would like their rights to be recognised, while at the same time there is the need to have responsible citizens.

Activity 9n

In groups list the major aspects of human rights that should be recognised and promoted.

Trainer's Note

The following are examples of human rights worth noting:

- Respect for the existence and needs of each individual.
- Recognition of the rights of special members of the community e.g. the rights of the child.

- Fairness and equal opportunities.
- Sensitivity to community expectations, including civic and moral values.
- Democratic values..
- Freedom of association.
- Recognition of multi-culturalism.
- Elimination of discrimination on account of gender, race or creed.
- Education for peace and understanding.
- The right to live.

Activity 9o

As a group, list some of the rights of the following:

- (a) pupils
- (b) teachers
- (c) inspectors of schools

Trainer's Notes

The rights of pupils, teachers and inspectors of schools are dependent on the local prevailing regulations and customs in individual countries.

Activity 9p

Discuss the roles inspectors of schools should play in issues related to human rights in schools.

Trainer's Notes

The inspector of schools may take some of the following actions related to human rights in schools:

- Encourage heads of schools to be aware of rules and regulations related to the treatment of pupils, teachers and members of the community.
- Discourage offensive behaviour particularly among teaching staff and pupils.

9.5 ENVIRONMENTAL EDUCATION

Key Information

World-wide governments of most countries are giving increasing attention to environmental issues.

Education about local and global aspects of the environment is becoming a major educational topic.

Activity 9q

- (a) In a group, justify the emphasis that environmental education is receiving nowadays.
- (b) Identify particular environmental issues of concern in your country, SADC region and the rest of the world.

Trainer's Notes

The necessity of environmental education:

- Resources are dwindling, including wildlife and natural vegetation.
- There is the growing danger of pollution of the environment.
- Sensitization about environmental standards will help to improve the situation.

Activity 9r

- (a) As an individual, write down aspects of the natural environment which need preservation or conservation and share your views in a group.
- (b) Explain the concept "endangered species" and give examples.

Trainer's Notes

The following are examples of natural resources worth preserving:

- wildlife
- vegetation
- clean air and water
- minerals

Activity 9s

In groups, list the major types of pollution and explain how they affect the environment.

Trainer's Notes

Endangered species are living animals and plants which need protection because they are in danger of becoming too few or extinct.

The following are examples of common types of pollution and their effects:

- air pollution - poor visibility, acid rain
- water pollution - danger to plants, animals and people
- noise pollution - physical, psychological and emotional discomfort

Activity 9t

- (a) Define the following terms and explain how they affect the environment: 'greenhouse effect'
'ozone layer'
- (b) List the human activities which can contribute to the depletion of the ozone layer and suggest how these could be avoided.

Trainer's Notes

- The greenhouse effect is the process during which the warmth from the sun is trapped in the lower atmosphere of the earth, due to the increase in the amount of gases that destroy the ozone layer such as CFCs (chlorofluorocarbons). This can lead to:
 - increase in temperature
 - rise in sea level

- The ozone layer which is the layer in the upper atmosphere that consists of ozone (a form of unstable oxygen which is not useful) absorbs most of the sun's ultra-violet radiation, thus protecting the earth from the damage that ultra-violet rays can cause. The ozone layer has been damaged by human use of such products as aerosol sprays and refrigerator coolants. This can lead to:
 - skin diseases
 - changes in climate
- The following are examples of human activities that contribute to the depletion of the ozone layer:
 - use of leaded fuels which over-produce ozone-destroying chemicals
 - excessive cutting of trees instead of the preservation of forests
 - the heavy use of aerosol sprays and refrigerator coolants

Activity 9u

Brainstorm the following task as a group:

In groups, discuss the roles which inspectors of schools should play in the promotion of environmental education.

Trainer's Notes

An inspector of schools can play the following roles related to environmental education:

- Ensuring that environmental education is included in the school curriculum.
- Promoting the conservation of environmental resources through the mobilisation of relevant stakeholders and the community.

9.6 POPULATION EDUCATION

Key Information

The planet earth does not expand and yet the world population has been increasing at an alarming rate. This situation has resulted in pressure on both land-carrying capacity and the socio-economic services of countries. Education systems have equally suffered from population growth as it has created pressure on dwindling resources and facilities. Due to economic constraints, education facilities have not been expanding at the same rate as population growth. This has created a problem in the education sector which you as inspectors are expected to assist in alleviating.

Activity 9v

As inspectors, think about your professional environment and discuss some of the effects of population changes and how they affect education provision in your area.

Trainer's Notes

The effects include among others:

- high pupil-teacher ratio
- shortage of school places
- inadequate teaching and learning resources

- difficulties in planning
- lowering of standards of teaching and learning
- increased illiteracy

Activity 9w

In small groups, discuss the roles of inspectors of school in addressing problems of population growth in relation to education provision.

Trainer's Notes

Some of the roles are:

- sensitization
- resource distribution
- advice to the head

SUMMARY

Trends in education keep on changing due to the ever-emerging areas of special concern.

Gender issues, HIV/AIDS education, human rights, environmental education are examples of relatively new issues in education which used not to get prominence many years ago. An inspector of schools should be aware of changing trends in the community which have an influence on education.

REFLECTION

Now that you have gone through this unit, please reflect on the roles of inspectors in assessing and influencing change in relation to current trends in education in your country.

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Unit 10: Education Technology

AIM

The aim of this unit is to enable the inspectors to understand and appreciate the role of educational technology, together with its relevance, sources, costs, operations and maintenance.

LEARNING OUTCOMES

By the end of this unit inspectors will be able to:

- define 'educational technology'
- describe the role of educational technology
- identify relevant technology in education
- identify sources and finance of educational technology
- explore operations and maintenance procedures

CONTENT SUMMARY

- 10.1 Educational Technology
- 10.2 Roles of Educational Technology
- 10.3 Identification of Educational Technology
- 10.4 Sources and Finance
- 10.5 Operation and Maintenance

10.1 EDUCATIONAL TECHNOLOGY

Activity 10a

- (a) In groups define 'educational technology'.
- (b) Try to reach a consensus amongst the groups on the most acceptable definition of the term educational technology.

Key Information

The definition of educational technology should include:

- process of teaching by machines
- any teaching supported by technical teaching aids e.g. audio-visual materials, projectors and recording equipment.

10.2 ROLES OF EDUCATIONAL TECHNOLOGY

Activity 10b

- (a) In groups describe the roles of education technology.
- (b) Discuss critically the advantages and disadvantages of technology in education.
- (c) Report to the whole group.

Key Information

The roles of educational technology should include:

- improvement of teaching and learning
- facilitation of learning and teaching of disabled children
- consolidation of the teaching process
- exposure of teachers and learners to the recent educational technology and enhancement chances of employment
- linkage of theory to reality
- establishment of technology in administration of schools.

However, educational technology may be viewed as having some of the following disadvantages:

- difficult to maintain
- can be expensive
- schools in remote areas cannot use them due to lack of power.

10.3 IDENTIFICATION OF EDUCATIONAL TECHNOLOGY

Activity 10c

- (a) List types of teaching equipment that are not readily available. As inspectors how you would assist those schools to acquire the equipment?
- (b) What factors should be taken into account when procuring school equipment?

Key Information

Some of the relevant technology in education includes:

- audio media
e.g. radio, record player, tape recorder etc
- projected media (audio visual)
e.g. screen and blackout, overhead projectors, slides, televisions, computers, filmstrips, films etc.
- teaching machines (visual)
e.g. video camera, video tape recorder

10.4 SOURCES AND FINANCE

Activity 10d

- (a) Using the list developed in 10c, identify possible sources where you can acquire them.
- (b) As inspectors of schools, given the financial constraints, what advice would you give to schools to procure the equipment?

Key Information

Some sources are:

- Ministry of Education
- media production centres
- donor agencies
- educational resource centres
- suppliers
- schools broadcasting unit
- schools
- school community
- Non Governmental Organisations (NGOs)

10.5 OPERATION AND MAINTENANCE

Activity 10e

As an inspector in charge of certain schools, you have received a donation to be distributed to all the schools. What steps would you take to ensure that the equipment is being used properly and maintained?

Key Information

In operating and maintaining educational equipment, the following should be considered:

- training of teachers
- management of equipment
- maintenance of equipment
 - (a) teachers for simple maintenance
 - (b) technician for major repairs
- sustainability e.g. replacement

REFLECTION

Having gone through the content and activities of this unit, reflect on your experiences as an inspector and identify ways in which you would advise teachers to use educational technology in improving teaching and learning.

REFERENCE

Farrant J.S. (1991) *Principles and Practice of Education*, Longman, UK

Unit 11: Statutory Regulations and Procedures

AIM

The aim of this unit is to enable inspectors to understand, interpret and implement educational policies in accordance with statutory rules, regulations and procedures governing education.

LEARNING OUTCOMES

By the end of the unit, inspectors will have an understanding of:

- the importance of the Education Act
- the application of rules and regulations governing teachers
- the application and significance of the Code of Conduct for Inspectors
- personnel regulations and their implementation
- application of financial regulations and procedures.

CONTENT SUMMARY

- 11.1 The Education Act
- 11.2 Personnel Regulations
- 11.3 Financial Regulations
- 11.4 Code of Conduct for Inspectors
- 11.5 Teaching Service Regulations

11.1 THE EDUCATION ACT

Key Information

One of the key documents of the Ministry of Education is the Education Act. It provides for the foundation of the proper development of education.

Activity 11a

In pairs, define what an Education Act is.

What is the relevance of having an Education Act?

An Education Act may be defined as a statutory instrument which sets the philosophy, mission and objectives of the education system in a country. It addresses in broad framework the rationale of the education system, the principles embodied in the development of education as well as the goals of the education system as a whole.

Activity 11b

In small groups, identify some of the main components of an Education Act. Discuss and provide feedback to the larger group.

11.2 PERSONNEL REGULATIONS

Key Information

There are different types of documents within government that guide and regulate personnel matters such as the Code of Regulations governing the conditions of service of teachers, financial regulations, and others.

Activity 11c

Brainstorm some of the personnel regulations within the public service.

How do these affect your day-to-day operations?

Generally, personnel regulations provide the administrative foundation of a government. They set out the basic principles of public service to guide public servants in both their relations with each other and their dealings with the public. There are a number of principles which are addressed in the personnel regulations. They include among others:

- regard for public interest
- neutrality
- accountability
- transparency
- freedom from corruption
- continuity
- duty to be performed

11.3 FINANCIAL REGULATIONS

Key Information

All officers concerned with the collection, disbursement and safe custody of public monies or other government property are required to observe financial regulations. These regulations are based on an Act of Parliament commonly referred to as the Finance Act. They are usually issued by the Ministry of Finance to lay out procedures and control the use of public funds.

Activity 11d

In your position as inspectors, what are your financial responsibilities? List and discuss them.

How do these fit in the general financial rules and regulations?

Generally, in the SADC region, inspectors are required to handle financial issues either within the service itself or by offering support to schools on how finances should be handled. It is therefore imperative for the inspectors to know not only the general financial regulations of the country, but also to relate these to budgeting in education.

Activity 11e

In pairs prepare a mini-budget and discuss your mini-budget in the larger group.

Note: It might be useful to approach the task with the following questions in mind:

- What is a budget?
- Why have a budget?
- When do you prepare a budget?
- What goes into the budget?

11.4 CODE OF CONDUCT FOR INSPECTORS

Key Information

Governments usually provide some sets of principles regulating the conduct of public officers. Inspectors as senior public officers operate within these principles. Since the inspectorate is a specialised service, a specific Code of Conduct is laid down for them. Inspectors' conduct must therefore be characterised by courtesy, integrity, respect, and regard for the public interest.

Activity 11f

In pairs, list and discuss your general obligations and duties as laid down in the code of conduct for inspectors.

To what extent do these obligations and duties relate to the general personnel regulations?

The code of conduct is developed in order to underpin the high professional standards of inspectors. The code includes how inspectors should carry out their work. The following are essential.

- high professionalism, integrity and courtesy
- honesty and fair reporting
- objective evaluation of the school work
- a clear and frank communication
- always acting in the best interest of the learners as well as respect for confidentiality of personal information received during inspection.

Trainer's Note

Breach of the code can result in demotion or the loss of one's job.

11.5 TEACHING SERVICE REGULATIONS

Key Information

Teaching service regulations are very important to inspectors because in most cases they set out the duties, responsibilities and conduct of teachers. They also include rules

and regulations governing disciplinary procedures, appointments, salaries, and other conditions of service as required by law. In some countries, teaching service regulations are based on the Education Act.

Activity 11g

In small groups, discuss the following questions and explain how they affect your duties and responsibilities as inspectors.

- (a) What is the relationship between the teaching service regulations and the Public Service Act?
- (b) How do the above relate and link up with the Code of Conduct for inspectors?
- (c) What role do you as inspectors play in enforcing the teaching service regulations?
- (d) In your opinion is there a conflict between the teaching service regulations and the Public Service Act. Please state the nature of conflict, if any.

Teaching service regulations provide guidance to members of the service in terms of the legislation governing the conditions of service for teachers, the application of the regulations, and the authority of the regulations. Any obligations that may be laid upon teachers in the execution of their official duties are derived from those.

In respect of schools, in most countries, it is advisable to read the regulations in conjunction with government financial instructions, stores regulations and any other regulations and instructions which may from time to time be issued by government and with which teachers serving in government schools are required to comply.

Activity 11h

In your position as inspectors, you have been assigned to investigate a case involving the headteacher and one of the female teachers. You have carried out your investigation, but just before leaving the school, the headteacher presents you with a gift. State the reason(s) why you may or may not accept the gift.

SUMMARY

Public service regulations are essential to every civil servant and must therefore be clearly understood. A breach of the regulations, be it finance, personnel etc. can lead to loss of job or seniority. Inspectors are seriously reminded always to keep this in mind when carrying out their work.

REFLECTION

Reflect on how, if you were still a teacher, you would have reacted to the teaching service and public service regulations in your country and think of how you will assist teachers to cope with these regulations.

REFERENCES

- Botswana, *Education* (Chapter 58:01), Government Printer, Gaborone
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- OFSTED (1995) *Guidance on the Inspection of Nursery and Primary Schools*, HMSO, London
- Uganda (1996) *Headteacher Training Series: Module 3 Financial Management*, Government Printer, Kampala
- Zambia (1996) *Educating One Future: National Policy on Education*, Educational Publishing House, Zambia
- Zambia (1969) *Financial Regulations*, Government Printer, Lusaka
- Zimbabwe (1987) *Education Act No.5*, Government Printer, Harare

Unit 12: Education Research

AIM

The aim of this unit is to familiarise inspectors with the basics of education research which they can apply in their work situation.

LEARNING OUTCOMES

By the end of this unit, inspectors will be able to:

- identify different types of research
- identify the need/problem to be researched
- state the purpose of the research
- plan and design research methodology
- identify sources of data
- collect and analyse data
- produce a research report with recommendations.

CONTENT SUMMARY

- 12.1 Types of Research
- 12.2 Need/Problem Identification
- 12.3 Purpose of Research
- 12.4 Research Methodology
- 12.5 Sources of Data
- 12.6 Data Collection and Analysis
- 12.7 Research Report

12.1 TYPES OF RESEARCH

Key Information

Inspectors from time to time will find situations which will demand that they conduct some form of research in order to contribute to the improvement of education standards in their various countries.

Activity 12a

In pairs, list the different types of research that inspectors can be involved in.

Trainer's Note

It should be noted that there are different types of research serving different purposes. These include:

- action research for classroom and school setting
- case study
- baseline study
- surveys

Note: For more information on these types of research, see Modules One and Four.

This unit focuses on survey type research because it is one of the common research types that inspectors are likely to be involved in. The other commonly met research type, action research, is sufficiently covered in Unit 8 of *“A Trainer’s Guide for Induction of Newly Appointed Inspectors.”*

Bell (1987:10) states that, “the aim of a survey is to obtain information which can be analysed and patterns extracted and comparisons made.” She further asserts that the main emphasis of surveys is on fact finding.

12.2 NEED/PROBLEM IDENTIFICATION

Key Information

Before any research is undertaken, the researcher must identify an area of need, topic or problem to be investigated. Inspectors engaging in research will draw their topics or problems for investigation from current educational practice. The problems/topics must be clear, precise and researchable.

Activity 12b

In groups, brainstorm and come up with possible problem areas for investigation.

12.3 PURPOSE OF RESEARCH

Key Information

Having identified the problem area to be investigated, the researcher must narrow it down and be clear about the purpose of the research.

The purpose of the research is an interpretation of the problem area in more specific terms and can take the form of objectives or questions to be addressed.

Activity 12c

Working in small groups, refer to Activity 12b and select one of the problem areas identified and develop the specific purpose in the form of objectives or questions to be investigated.

12.4 RESEARCH METHODOLOGY

Key Information

Once a researcher has worked out the objectives of the research, it is important that decisions are made on the appropriate methodology for data collection. The methodology may include the following elements:

- identification of a sample from a selected population
 - the sample should be balanced, truly representative and manageable

- determination of the research methods.
These may include:
 - questionnaires
 - interviews
 - observations
 - examination of documents

Activity 12d

In groups, refer to Activity 12c. Examine the purpose you have given yourselves for the research and construct a set of questions to go into a questionnaire to help you collect the data and share ideas with the whole group.

Trainer's Notes

It is important that the trainees go through the following process when constructing questionnaires:

- list the specific research problems to be investigated
- determine the kind of data needed to address the problems
- formulate specific questions to draw out the required data.

Good questionnaires have:

- questions or items that are relevant to the purpose of the study
- questions that are clear, precise and concise
- questions that focus on single items (*i.e. avoid double-barrelled questions*)
- objective type questions and not leading questions *i.e. avoid bias*
- questions that are not offensive or presumptuous.

Also note that it is desirable to discuss the other methods cited above in some detail as has been done for questionnaires.

12.5 SOURCES OF DATA

Key Information

Having identified the problem, clarified the purpose of the research, identified the type of data required, and the methodology to be used, it is important that the researcher identifies the possible sources of the data.

It is necessary for inspectors to develop appropriate interpersonal skills that help them negotiate access to the various sources of data.

Activity 12e

In small groups, refer to Activities 12c and 12d.

- Identify the types of data you require for this study and list the possible sources of such data.
- Report back to the whole group.

Trainer's Note

The sources identified in this activity should relate to the problem area and types of data identified earlier.

12.6 DATA COLLECTION AND ANALYSIS

Key Information

As indicated earlier, it is important for researchers to develop positive qualities to help them access these data. It is equally important to effectively use the chosen research methods. As data collection is underway, the researchers must keep track of the quality and quantity of data.

Bell (1987:127) advises that, “raw data taken from questionnaires, interview schedules, checklists etc. need to be recorded, analysed and interpreted.”

The researcher will go through the following steps in analysing the data:

- tabulating the results from questionnaires, interviews and observation check-lists
- identifying similarities and differences
- noting deviations from the expected
- summarising the results
- making recommendations

Others may use statistical analysis to determine whether the results are statistically significant.

Once analysed and interpreted, the data may be presented using tables, bar charts, pie charts and others.

Activity 12f

A survey was conducted among mature students at a college to determine their views on their chances of success in the final examinations. Below is a table showing levels of agreement among the mature students about their chances of success.

Most students have an excellent chance of doing well in their final examinations.

(N = 50)

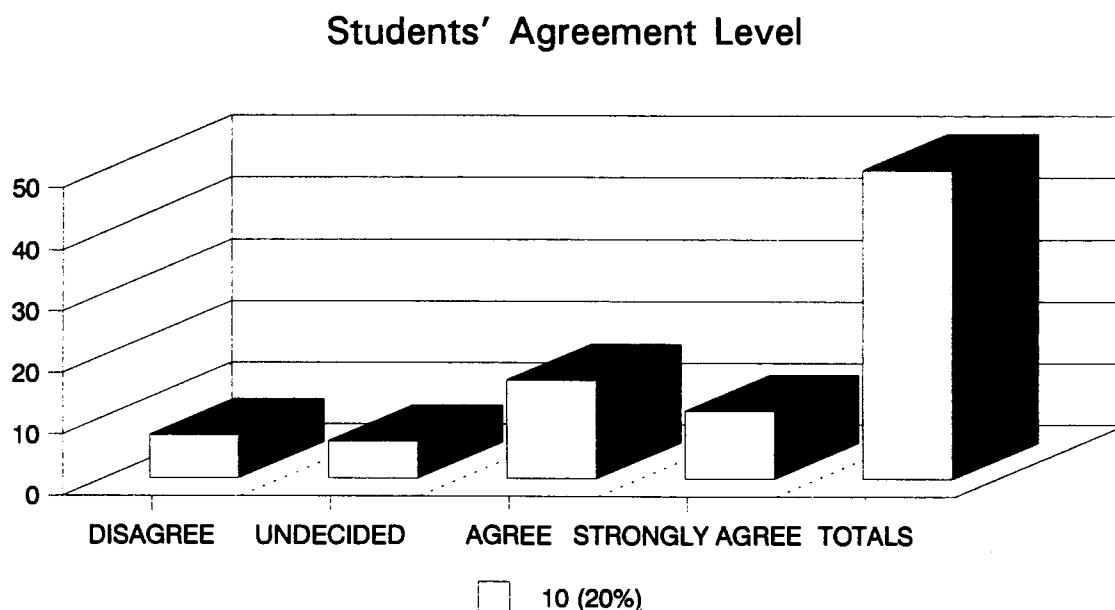
STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE	TOTALS
10 (20%)	7 (14%)	6 (12%)	16 (32%)	11 (22%)	50 (100%)

SOURCE: Bell, J. (1987: 140)

In pairs, present the data in the above table in the form of a bar chart.

Trainer's Note

Below is an illustration of the bar chart expected. Source: Bell, J. (1987: 141)



12.7 RESEARCH REPORT

Key Information

Bless and Achola (1988:142) on research reports state, "Research reports will be quite different depending on their aims and their readership. The presentation, completeness and length, their emphasis on one or the other aspect, their level of scientific exposure will accordingly vary greatly."

Inspectors will mainly be concerned with research reports to be understood by the average education readership and will therefore present their findings in more general terms and will avoid scientific terminology. Such reports will have the following components:

- introduction
 - identification of the research problem
 - significance of the research
- methodology
 - population and sample
 - methods used
- data analysis
- findings (results)
- conclusions
- recommendations

Activity 12g

Refer to the table and bar chart in Activity 12f.

In groups, write down possible conclusions and recommendations based on the data provided.

Clearly state the differences between conclusions and recommendations.

SUMMARY

By the end of this unit, it is hoped that the following inspectors' skills will have been developed:

- problem identification
- planning
- data collection
- communication
- analysis
- data interpretation
- research report writing

REFLECTION

Having gone through this unit, reflect on your experiences as an inspector and identify those aspects of educational research which this unit has helped to de-mystify.

REFERENCES

Bell, J. (1987) *Doing your Research Project: A Guide for First-time Researchers in Education and Social Science*, OUP, Buckingham

Bless, C. and Achola, P. (1988) *Fundamentals of Social Research Methods: An African Perspective*, Government Printing Department, Lusaka

Unit 13: School Development Planning

AIM

The aim of this unit is to enable the inspectors to understand the key questions and main principles of school development planning and implementation, and their role in assisting schools with drafting and implementing plans.

LEARNING OUTCOMES

At the end of this unit, inspectors will have an understanding of the process of school development planning and will be able to assist schools at appropriate stages in the planning process through:

- attaining a clear understanding of the key questions and main principles of planning
- a thorough knowledge of the stages in school planning and the issues schools are likely to face at each stage
- exercising aspects of their role in school development planning.

CONTENT SUMMARY

- 13.1 Why Have a Plan?
- 13.2 Who Should Be Involved in Preparing the Plan?
- 13.3 What Should the Plan Contain?
- 13.4 How Should the Plan Be Prepared?
- 13.5 School Review
- 13.6 Establishing School Priorities
- 13.7 Sequencing Priorities over Several Years
- 13.8 Principles of Action Planning
- 13.9 Writing Action Plans
- 13.10 Presenting Action Plans
- 13.11 Mobilising Community Support
- 13.12 Monitoring the Plan
- 13.13 Evaluating the Plan
- 13.14 Reporting Progress (and Celebrating Success)

KEY SKILLS

The following skills are required for developing school development plans:

- reviewing
- prioritising
- action planning
- monitoring
- evaluating

13.1 THE PURPOSE OF SCHOOL PLANNING - WHY HAVE A PLAN?

Key Information

School development planning can be the main tool used by schools to improve pupil performance. In doing this schools look at the following broad questions:

Where is the school now?

What changes do we need to make?

How shall we manage these changes over time?

How shall we know whether our management of change has been successful?

This unit is designed to help heads and senior staff to look at these questions in the context of the preparation of a plan for a school, and the role inspectors can play in assisting schools in improving pupil performance.

There are some more specific questions which need to be addressed first if a school plan is to be owned and implemented by a school community.

Activity 13a

In groups, brainstorm reasons for having a plan. Report back and list the reasons.

Trainer's Notes

Reasons are likely to include:

- to focus on raising pupil achievement
- to identify priorities for development
- to target expenditure of funds
- to allocate tasks and responsibilities
- to ensure that all staff share the same vision and goals
- to set a time frame for action

13.2 WHO SHOULD BE INVOLVED IN PREPARING THE PLAN?

Key Information

For the development plan to be effective all those who have an interest in the school should be involved at various stages of its preparation. These interest groups are often called "**stakeholders**" (*including pupils where applicable*).

Activity 13b

- (a) Identify the 'stakeholders' in the schools for which you are responsible.
- (b) Agree which of them should be involved in **preparing the plan** and state the reasons why.
- (c) Report back and list the stakeholders.
- (d) Do you consider inspectors to be stakeholders?

Activity 13c

- (a) In groups, discuss how pupils should be involved in the development planning process.
- (b) Report back and discuss findings.
- (c) Prepare a short address to pupils to inform them about their important role in implementing the plan. Be prepared to role play a headteacher and present this to your colleagues.

13.3 WHAT SHOULD THE PLAN CONTAIN?

Key Information

The plan should contain all the important information about the school. This includes:

- the school motto
- the school mission
- the school aims and objectives
- a description of the context of the school and the community it serves
- school priorities arrived at through discussions with the stakeholders which span a time period of more than one year.
- action plans for the first year of the plan
- information about the school, such as the number of pupils by gender and age.

An example of a SADC school plan is included in this unit. It has sections as shown above.

NB. It is very important that in deciding on the contents of the plan, consultations be held at various levels with all interest groups to create a sense of ownership of the plan and to ensure sustainability. It is important that the plan is publicised widely.

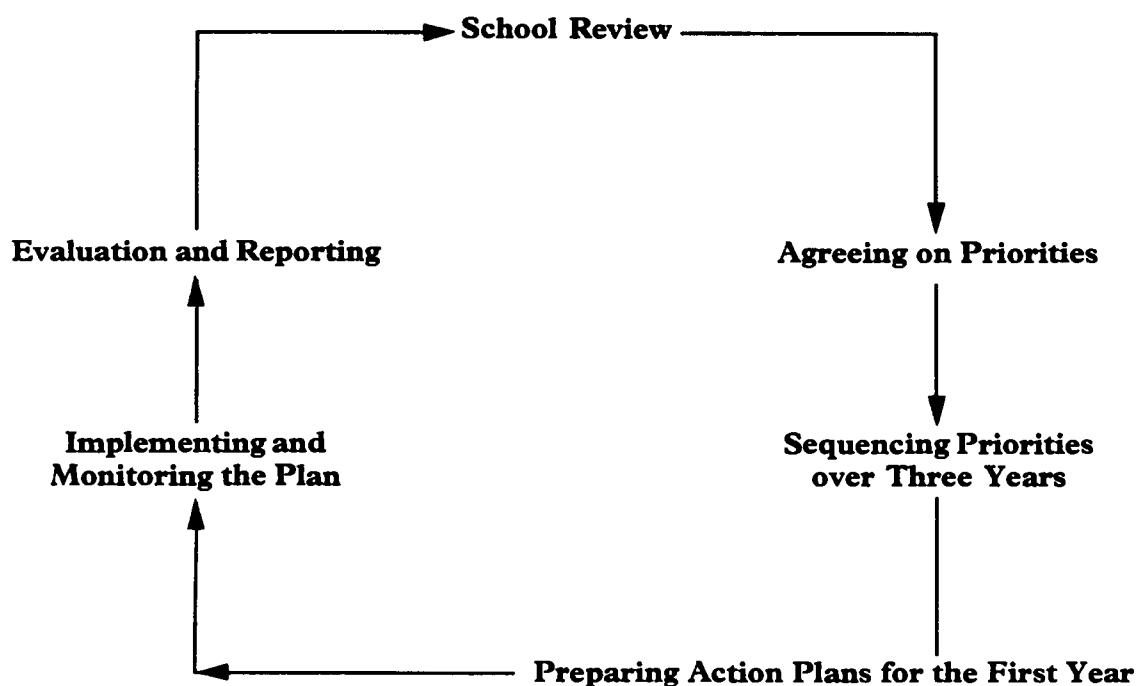
Activity 13d

- (a) In groups, examine the case study of a plan for SADC secondary school. List any questions you may have concerning the study.
- (b) Discuss these questions as a group to clarify any issues

13.4 HOW SHOULD THE PLAN BE PREPARED?

Key Information

The stages in a planning cycle can be summarised in a diagram.



Preparing the plan involves the head and staff in the following main stages, all of which are explored later in these materials:

- reviewing the school to identify strengths and weaknesses
- agreeing and scheduling priorities over several years to build on strengths or remedy weaknesses
- preparing action plans for the priorities identified for the first year
- implementation
- monitoring and evaluation
- reporting progress to the Board of Governors/School Committee.

Activity 13e

- (a) In groups, discuss the steps and agree where inspectors are most likely to be involved.
- (b) Refer to the diagram on page 83 showing the stages in planning, and discuss when, within the school year, you would take each step in the cycle, and add who would be involved at each stage.

Trainer's Notes

Inspectors are most likely to be involved at the different stages of review, action planning, monitoring evaluating and reporting. This is likely to vary from country to country.

13.5 SCHOOL REVIEW

Key Information

When forming any plan, it is always helpful to know the point from which you are starting, as well as having a 'picture' of the community which the school serves. For example, how many children are currently in the school? Will the school grow in numbers or shrink? The head will need this information in order to plan staffing, the utilisation of classrooms and provision of other facilities that might be required, bearing in mind the gender needs of the school population.

It is suggested that it will be helpful if the Head and staff do a **SWOT** analysis of the school. This has the purpose of helping to identify **Strengths** as well as **Weaknesses** to remedy, and **Opportunities** to exploit, and **Threats** to counter if the school is to flourish.

- an example of a strength might be strong parental support for the school.
- an example of a weakness might be poor examination performance.
- an example of an opportunity might be an offer of sponsorship to build a school workshop.
- an example of a threat might be re-location or migration of families.

When carrying out an analysis of a school, factors which contribute to poor performance of a disadvantaged group e.g. poor performance of girls or high levels of drop out by girls should be identified and included in the analysis.

A completed SWOT analysis of a school is included in the case study.

NB: Information from the SWOT analysis should be used to complete the school context page in the school development plan.

Activity 13f

- (a) As an individual inspector, think about one of your schools and complete a SWOT analysis for the school.
- (b) Compare your analysis with two other members in the group.
- (c) Discuss how the SWOT could be useful to the school.

Activity 13g

Take your SWOT analysis and use the information to draft a page called 'The school context' for a school development plan.

Share your draft with another member within the group, discuss it and possibly amend it.

13.6 ESTABLISHING SCHOOL PRIORITIES

Key Information

It is important that each school has a small number of priorities for action agreed by the stakeholders. Many schools attempt to do too much by having many priorities or 'wish lists' and as a consequence achieve little and get a sense of failure.

Some priorities will be revealed by the SWOT analysis, others will be revealed through inspection, supervision and performance appraisal, and others will be raised by parents. More specific subject priorities will arise from analysing examination results or observing lessons.

Activity 13h

As a whole group, brainstorm examples of priorities which may exist in the schools for which you are responsible.

Trainer's Notes

Examples of priorities might be:

- increasing the availability of learning materials
- improving the examination performance in all subjects or specific subjects
- developing a culture of reading for pleasure
- building a new classroom
- reducing drop-out rates
- increasing attendance rates.

Activity 13i

In groups discuss which processes could be used to select main priorities in the list above.

Report back.

Trainer's Notes

Processes which could be used are:

- (a) Setting out criteria for selection and then voting by stakeholders on the list using the criteria. This method has the advantage of giving ownership to the stakeholders but may not be what the headteacher wants.
- (b) School management team decide and report/persuade other stakeholders to back their decisions.
- (c) Headteacher decides and informs others of the decision.

13.7 SEQUENCING PRIORITIES OVER SEVERAL YEARS

Activity 13j

In groups, discuss why it is important to sequence action on priorities over more than one year.

Key Information

It is important that schools take a long term view of development, and sequence action on priorities over more than one year in order to avoid overload in staff. This time will give time for adequate preparation and make best use of available funding.

Some priorities will run on from year to year and will therefore need to be scheduled for two or three years. An example of this can be found in the SADC secondary school plan.

13.8 PRINCIPLES OF ACTION PLANNING

Key Information

Well written and precise action plans are key to making effective changes in the curriculum and to improving learning.

Most action plans have a structure:

- | | |
|---|--|
| • targets | What do we want to achieve? |
| • activities | How are we going to achieve it? |
| • named individuals | Who is responsible for the action? |
| • estimate of cost in money or time. | How much will each activity cost? |
| • realistic dates by which action should have been taken. | What are the deadlines? |
| • success criteria set out in terms of what pupils will be doing as result of the plan. | How will we know when we have succeeded? |
| • regular progress checking. | |

Activity 13k

In groups have a look at a blank action plan and discuss the headings. Raise any questions that will clarify the structure.

In groups, have a look at a simple example of an action plan. Discuss the contents and raise any questions to clarify it.

Activity 13l

Just as the school development plan will work best if it is produced by the stakeholders, so will action plans. The first task is therefore to decide who should be involved in **preparing** each action plan. Write down who you would involve in preparing action plans within your schools.

13.9 WRITING ACTION PLANS

Activity 13m

Schools often have priorities in English, mathematics, science, local languages and gender. Action plans are therefore often written for each of these priorities.

In small groups, select one of the local subjects and decide on possible target areas in your subject for the development of an action plan.

English: Increase student activities in Form One in writing for a variety of purposes.
Introduce students in Form One to activities in speaking and listening.
Increase the opportunity for students in Form Two to read a wider range of English texts.

Science: Introduce practical science investigations into the curriculum in Form One.
Make greater use of the natural environment by all students.
Increase the number of girls taking science examinations.

Mathematics: Develop a positive attitude to mathematics by girls in Form One.
Introduce practical mathematics to all classes in Form One.
Introduce geometry to the Form One class.

Local Language: Increase use of spoken language by all pupils in the school.
Increase use of written language in Form One and Two.
Increase exam performance in the first cycle of secondary education.

Gender: Reduce the dropout rate of girls by providing a safe environment.
Encourage girls to participate in school leadership.
Encourage more boys to take home economics.

Activity 13n

Action planning is best done as a shared activity by a small team. Using the blank forms, work in team of three to start to write an action plan for one of the subjects selected in Activity 13m.

When you have completed your plan, share it with another group.

Key Information

One of the first tasks in action planning is to agree what you wish to achieve and to write this in the form of targets. Experience in different parts of the world suggests that targets can be made more precise by considering each target against the idea of a SMART target.

Each target must be:

- Specific
- Measurable
- Attainable
- Resourced (Reasonable)
- Time scaled

An example would be:

By the end of July 1997 all pupils involved in science lessons will have undertaken at least one investigation and will have recorded the results.

75% of children aged twelve will be reading at or above their chronological age by the end of the academic year. The reading age of the remaining 25% will be less than one year below their chronological age.

It is also helpful to set out success criteria in the same way:

The drop-out rates for girls will decrease by 5% per year over the next four years.

Examination performance of girls in mathematics will increase by 10% within the next two years.

13.10 PRESENTING ACTION PLANS

Key Information

If involvement, ownership and support are to be maintained, it is essential that the action plans are presented to each stakeholder group for discussion and approval. This is especially true if groups are to be mobilised to raise funds to help the plan to work. It is suggested that the plan is presented jointly by the headteacher and head of department to emphasise the partnership approach to preparing the plan.

Activity 13o

Prepare and role-play a presentation of your action plan to a School Board.

The roles should include the presenter and the School Board members. The presenter's task is to convince the School Board that the plan will work and that the pupil performance will be raised.

13.11 MOBILISING COMMUNITY SUPPORT

Key Information

The construction of the plan should be followed by implementation. Both implementation and evaluation are made easier if the targets, tasks and success criteria have been identified and clarified. The success criteria form the basis for making judgments about whether targets are being met. Monitoring and evaluation should be built into the implementation processes and should be done on a continuous basis in order to spot and overcome any problems that may hinder the implementation process. Making the plan work includes:

- sustaining commitment during the implementation period
- checking progress and overcoming problems encountered
- taking stock
- reporting progress.

The first stage is mobilising community support.

This involves mobilising support from teachers, the School Committee/ School Board and community by sustaining their interest in the plan, being accessible where necessary to give advice and assistance, and participating in joint meetings to discuss progress and problems.

Activity 13p

- (a) In small groups, list the different groups of people in the community who will need to be mobilised in support of the SDP.
- (b) Give a reason for including each group and suggest how you would involve them.

Activity 13q

In small groups, discuss ways of mobilising support for your schools that you have used successfully in the past. Report your findings to the whole group.

13.12 MONITORING THE PLAN

Key Information

Monitoring is a continuous process which is built into the implementation process in order to spot problems and devise strategies to overcome them. Success checks are a means of establishing whether the targets are being met as expected. This means that the head has to reflect on the evidence collected and draw some conclusions. Success checks involve:

- assigning responsibility for collecting evidence about each target
- collecting evidence by observing in classrooms, looking at pupils' books, checking examination results etc.
- enabling the team to discuss and analyse the extent of success
- noting changes in practice as a result of the plan e.g. how teachers use resources in more effective ways

- writing a brief report on whether targets are being met
- collecting reports or thoughts about whether targets are being met, with indications of what helped or hindered progress
- working out the implications for future work
- assessing the implications for anyone not currently involved in the plan.

Activity 13r

- (a) In groups, identify problems or blocks that may hinder the implementation of plans.
- (b) Select one problem and draw up a plan to solve it.

Trainer's Note

One or two groups should present their ideas.

Activity 13s

In pairs discuss the monitoring steps provided in Key Information and make a plan for monitoring one of the schools in your district.

13.13 EVALUATING THE PLAN

Key Information

Evaluation: Taking stock takes place at the end of a planning cycle. It is the collation and brief analysis of progress on each of the priorities. This is the most formal evaluation activity of the school year. The purpose is to:

- examine the success of implementation of the plan
- assess the extent to which the aims of the school have been realised
- assess the impact of the plan on pupils' learning and achievement
- determine how to share successful practices throughout the school to make the process of reporting easier.

It is a key aspect of an inspector's work to be involved in monitoring and evaluating school development plans

Activity 13t

In pairs, plan a visit to a school with an intention to check on the implementation of the school development plan.

If it is possible, the trainer should set up a practical visit to a school.

- (a) Decide who will gather evidence and take notes about: planning/ targets/whether plans or targets are being met.
- (b) Undertake the visit.
- (c) Discuss your findings in a group and compile a short report.

Trainer's Notes

This activity should ensure that:

- evidence of implementation of the plan is gathered
- targets are being met
- findings from the visit are discussed and a report is written.

13.14 REPORTING PROGRESS AND CELEBRATING SUCCESS

Key Information

Taking stock provides an opportunity to make a report back to the stakeholders to keep them informed and involved. Teachers, the School Committee, Parents' Association etc. are kept abreast of progress during their regular times in school. It is important to take an opportunity, once a year, to make a special report to them on the success of the school plan through, for example, the annual parents' meeting, prize-giving day, open days or newsletters.

Pupils are the most important people in the school and the plan only exists to help them achieve more, so they should be informed of the plan and involved in an appropriate manner. Every effort should be made to celebrate success with the stakeholders in order to motivate them to plan for next year.

Activity 13u

In groups discuss what kind of information the headteacher would need to collect for the progress report and what you could provide as an inspector.

REFLECTION

Look back over your work on development planning.

Has anything in the unit prompted you to change your own approach to planning? State what you will do differently as an inspector as a result of studying the unit.

How will you adapt your role to assist schools to plan to raise pupil achievement?

REFERENCES

HMSO (1998) *School Development Planning - A Guide for Governors, Headteachers and Teachers*, DES, UK

Hopkins, D. and Hargreaves, D. (1989) *The Empowered School*

SCHOOL DEVELOPMENT PLAN

FOR

SADC SECONDARY SCHOOL

Sample Plan

**With acknowledgements to School Development Planning in PRISM in Kenya
and INSSTEP in Uganda**

SCHOOL DEVELOPMENT PLAN FOR SECONDARY SCHOOL

THE SCHOOL CONTEXT

WHERE ARE WE NOW?

The school has 800 pupils, 500 boys and 300 girls. Attendance has been dropping since 1995 and there are a large number of drop-outs, especially among girls.

Performance in the national exams is below average in English, local language, maths and science.

60% of the teachers are male and 40% female. Six of the teachers are untrained.

Eight of the classrooms are made of permanent materials, but the other eight are mud thatched classrooms. The school lacks a domestic/science room and a workshop.

The school has a new headteacher and the School Board have agreed to help prepare a school development plan.

WHERE DO WE WANT TO BE IN THREE YEARS' TIME?

- Continue to have an enrolment of 800 but with an equal number of boys and girls.
- Reduce the dropout to zero.
- Raise performance in exams to the national average.
- Replace two of the mud thatch buildings with permanent buildings.
- Build a domestic/science room.
- Reduce the number of untrained teachers from six to three.
- Have gender balance among the staff.

HOW DO WE GET THERE?

- Prepare a three year action plan to increase pupil performance in maths, science, local language and English.
- Prepare a staff development action plan.
- Prepare a building action plan.
- Sensitize the community to the need to educate girls.
- Discuss the need to have equal gender balance in the staff with the DEO.

SCHOOL MOTTO

Knowledge, friendship, and success for all.

SCHOOL MISSION

The mission of SADC Secondary School is to provide high quality teaching to enable pupils to be knowledgeable in all curriculum subjects and to establish a **positive** friendly atmosphere in which all pupils can achieve success.

SCHOOL AIMS

- To provide high quality teaching and learning which will enable all pupils to succeed in national examinations.
- To foster a partnership between pupils, parents and teachers which will lead to shared responsibilities for learning.
- To develop social responsibility and an understanding of the need to provide equally for girls and boys.
- To encourage pupils to respect their culture and the environment.

SCHOOL PRIORITIES

1st Year of Plan

- Raise achievement levels in:
 - Maths
 - English
 - Science

2nd Year of Plan

- Same three curriculum priorities as previous year.
- Raise achievement in local language.
- Start to replace the second mud thatch classrooms.

3rd Year of Plan

- Continue to develop local language, maths and science.
- Finish replacing the classrooms.

SWOT ANALYSIS FOR SADC SCHOOL

STRENGTHS

Full pupil enrolment
Gender balance in senior staff
Senior staff trained
Head recently promoted
Agreements reached to write a development plan

OPPORTUNITIES

Staff development
To enrol more girls
The school development plan
Improvement in academic standards after the plan is implemented.

WEAKNESSES

Gender imbalance - 500 boys, 300 girls
30% staff untrained
Male/female imbalance in staff
Low examination performance
Pupil/teacher ratio high at 50:1
Eight mud thatched classrooms - security risk
Lacks domestic/science room and workshop

THREATS

Parents may not enrol pupils because of deteriorating standards.
Storm damage to mud thatched buildings.
The fund-raising may not reach its target.
Trained teachers may be transferred.

SWOT ANALYSIS FOR _____ SCHOOL

Strengths	Weaknesses
Opportunities	Threats

SADC ACTION PLAN FOR _____							
Targets	Tasks	By When	Who	Cost	Success Criteria	Monitoring	Staff Dev.

SADC ACTION PLAN FOR MATHEMATICS							
Targets	Tasks	By When	Who	Cost	Success Criteria	Monitoring	Staff Dev.
To introduce practical maths to all pupils in Form One	Discuss the need to introduce a practical approach to maths with all teachers.	Sept	HOD	1 hour	All teachers agree to adopt a practical approach.	Notes of maths team meeting	
	Revise the scheme of work to include practical activities.	Oct	Maths teachers	1 day	SOW written	SOW being used	
	Prepare sample lesson plans.	Oct	Maths teachers	1 day	Lesson plans written	HOD to check lesson plans	SADC maths workshop followed by school based workshop for all maths teachers
	Purchase additional equipment and materials.	Oct	HOD	\$200	Equipment and materials available		
	Agree methods of teaching and assessment.	Nov	Maths	1 hour	Assessment plan in place	HOD to check marking in maths exercise books	
	Start teaching programme.	January	Teachers		All pupils involved in a practical maths lesson at least once per week		
	Prepare a plan to monitor progress.	January	HOD	1 hour		Lesson observation by HOD	

Glossary

AIM	Overall statement of intent.
CLUSTER	Group of related items e.g. schools or programmes.
EDUCATIONAL TRENDS	Directions and patterns in education.
EMPATHY	Ability to put oneself in somebody's position and so understand his/her feelings.
ETHOS	Characteristics and norms of a particular community e.g. school.
EVALUATION	Determining the value or worth of something based on the available data.
GENDER SENSITIVITY	Awareness of the potential of individuals irrespective of whether they are male or female.
INNOVATIONS	New ideas and/or reforms.
INSTRUMENT	Tool or means used to achieve a goal.
LEARNING OUTCOMES	What is to be achieved as a result of learning.
MISSION STATEMENT	Description of long term goals and expectations.
MODULE	A set of related information and activities forming a training programme.
MONITORING	Regular checking of the performance of a programme.
NEEDS	The gap between expectation and the current situation or requirements.
NORM	Standards of behaviour acceptable to a particular society e.g. a school.
QUALITY ASSURANCE	Maintaining and disseminating acceptable standards.
QUALITY CONTROL	Keeping a regular check on standards.
QUALITY AUDIT	Judgement about quality made by an external group of assessors.
SCHOOL DEVELOPMENT PLANNING	A consultative process of preparing development guidelines for a school over a stated period of time.
STAKEHOLDER	Someone associated with the activities of a particular institution.
STANDARDS	Levels of performances or achievement.

SUCCESS CRITERIA

Agreed standards which can be used to measure the achievement of intended goals.

UNDERPIN

Provision of support from the base.

UNIT

A section of a module or programme consisting of related topics or concepts.

VISION

A long term aspiration.

Abbreviations

AIDS	Acquired Immune Deficiency Syndrome
DEO	District Education Officer
HIV	Human Immune Virus
INSET	In-Service Education and Training
NEC	National Education Centre
OFSTED	Office For Standards in Education
PTA	Parent Teachers' Association
SADC	Southern African Development Community
SWOT	Strengths, Weaknesses, Opportunities and Threats
TMS	Teacher Management and Support

QUALITY IN BASIC EDUCATION

The Commonwealth Secretariat Education Department publishes studies and practical handbooks which suggest ways for improving the quality of basic education. The series concentrates on professional development and support to school principals, inspectors and teachers. Recent titles include:

Setting Staffing Standards for Schools (1998), Ian G Halliday

Progress Through Self Evaluation: The Path to a Better School: Resource Materials for School Heads and Class Teachers (1998), Joe Hogan

Turning Tables on Teacher Management (1996), Ian G Halliday

Management Structures: A Study of the Function and Performance of Teacher Management Structures in four African countries—Botswana, Ghana, Zambia and Zimbabwe (1996), Nicholas Anim and Ian Halliday

Legal Frameworks: A Study of the Legal Framework for Teacher Management in three African countries—Sierra Leone, Uganda and Zimbabwe (1996), Geraldine Bitamazire, et al.

Teacher Morale and Motivation in Sub-Saharan Africa: Making Practical Improvements (1994), Ben Makau and Carol Coombe

Teacher Management and Professional Support: A Handbook for Country Working Groups (1993), Commonwealth Secretariat/ADEA. Portuguese and English Versions

Headteacher Training Modules (1993), Commonwealth Secretariat

Introductory Module A User's Guide

Module 1 Self-Development for Education Managers

2 Principles of Educational Management

3 Personnel Management

4 Managing the Curriculum and Resources

5 Financial Management

6 Monitoring School Effectiveness

7 The Governance of Schools

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