
About this unit

The context

This unit is one of a series being developed to assist head teachers implement curriculum reform in their school.

The inservice units are:

- Unit 1: Effective School Management
- Unit 2: Outcomes-based Education
- Unit 3: School and Staff Development
- Unit 4: Building Effective School Teams

After you have completed unit 1, you can select other units to study, based on the needs you have identified in Unit 1.

The Modules

Unit 1 Effective School Management is divided into three modules.

Module 1: EDUCATION REFORM IN PAPUA NEW GUINEA

In this module, you will explore the background to and progress made in the current education reform process. In doing so you will focus on both structural reforms and curriculum reforms. You will complete a series of analytical and self-reflective activities to identify the implications for your school, and therefore the implications for your own practice.

Module 2: HEAD TEACHER AS A SCHOOL LEADER.

We start this module by looking at indicators of effective schools. Then you assess the extent to which these indicators are relevant in PNG and the extent to which they are evident (visible) in your school. You will then focus on the evidence for your effectiveness as a school leader, thereby making connections between the reform agenda and your role. This module also introduces the concept of the 'critically reflective practitioner' as it invites you to critically assess your own role.

Module 3: HEAD TEACHER AS A RESOURCE MANAGER

In this module, the focus is to explore how your responsibility as manager of the school's resources enables you to effectively carry out curriculum leadership role. You will examine how well you manage resources of time, finance, people and infrastructure. This will lead to your identifying your own development needs and making a plan to meet these needs. You can do Modules 1 and 2 in any order. We recommend that you complete them both before you do Module 3, so that you are in a position to understand and appreciate the dimensions of change and their implications for your practice.



Unit Learning outcomes

Learning outcomes are statements about the knowledge, understandings and skills you achieve and can demonstrate when you have worked through the unit.

These statements are learner-centred and written in terms that enable them to be demonstrated, assessed or measured.

On successful completion of this unit, you can (are able to):

- describe the emerging context and structure of PNG education
- demonstrate the use of effective strategies for key school leadership and management functions
- identify and appraise your own strengths in school leadership and management
- identify your own areas for development as a school leader and manager and develop a plan to address them.

Self assessment of progress

This is the beginning point of your learning journey.

The completion of this task is a compulsory part of the assessment schedule. However, no marks will be allocated.

Consider each of the statements below. Each statement is followed by a continuum with four markers identified on it.

In assessing yourself at the beginning of this unit, place yourself on each continuum on the basis of what you know now.

For example, consider Statement 1: My knowledge about the structural reform in PNG is .. If you know a great deal about the structural reform in PNG, then you should make a tick close to 'very well', the 3rd marker. If you know only a little bit about it, then your tick should be placed close to 'little', i.e., the 1st marker. If you feel you have given a lot of thought to the structural reform in PNG and are very familiar with it and have been implementing it, and are in a position to help others, then you should place the tick close to the 4th marker.

Now complete this task as best as possible in order to maximise your learning.

1. My knowledge about the structural reform in PNG is

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limited

adequate

very good

can help others

2. My knowledge about curriculum reform in PNG is

limited adequate very good can help others

3. My commitment to lead the implementation of curriculum reform is

limited adequate very good can help others

4. My knowledge of effective schools research is

limited adequate very good can help others

5. My capacity to apply school effectiveness research to my local context is

limited adequate very good can help others

6. My knowledge of school leadership functions is

limited adequate very good can help others

7. My knowledge of school management functions is

limited adequate very good can help others

8. My ability to accurately assess my own leadership and management strengths is

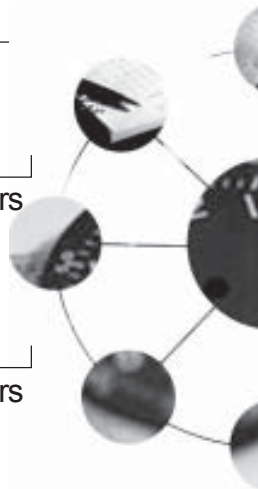
limited adequate very good can help others

9. My capacity to accurately assess my own professional development needs is

limited adequate very good can help others

10. My skill to develop a professional development plan is

limited adequate very good can help others



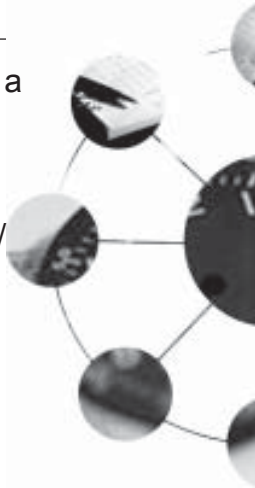
On completing the unit, you are required to can do the Self Assessment again to see for yourself the progress you have made as a result of doing all the learning activities.

References

The following additional documents have been used in the writing of this unit. You don't need to have these documents.

- AL-KHALIFAE, (et al) (1993) *Managing People in Schools: Gender Issues in School Management*, Loughborough, Ludoe
- BAGINSKY M, (et al.) (1991) *Towards Effective Partnerships in School Governance*, Slough, National Foundational for Education Research
- BUSH T, (et al.) (1991) *Managing People in Education*, London, Paul Chapman
- COMMONWEALTH SECRETARIAT (1993) *Better Schools*.
 Module 1 Self-Development for Education Managers
 Module 2 Principles of Management
 Module 3 Personal Management
 Module 4 Managing the Curriculum and Resources
 Module 5 Financial Management
 Module 6 Monitoring School Effectiveness
 Module 7 The Governors of Schools
 London, Commonwealth Secretariat
- CREESE M, (1995) *Effective Governors Effective Schools: developing the partnership*, London, David Fulton
- CREESE M, (et al.) (1999), *Improving Schools and Governing Bodies: making a difference*, London, Rutledge
- DAVIES B, (et al.) (1990) *Education Management for the 1990s*, Harlow, Longman
- DEAN J, (1987) *Managing The Primary School*, London, Croom Helm
- DEREK E, (et al) (1995) *Effective Governors for Effective Schools: roles and relationships*, London, Pitman
- FRASE, L.E. (1992) *Maximizing People Power in Schools: motivating and managing teachers and staff*, Newbury Park, California, Corwin
- GREEN F, (2000), *The Head teacher in the 21st Century: being a successful school leader*, Harlow, Pearson
- MORRIS G. (1996), *Effective School Management*, London, Paul Chapman
- MORTIMORE P, (et al) (1996) *Key Characteristics of Effective Schools: a review of school effectiveness research*, London, IOE University of London
- PAISEYA, (1984) *School Management: A Case Approach*, London, Harper & Row
- Papua New Guinea Department of Education (1997) *National Education Plan. 1995 - 2004: Update 1*, Port Moresby, Dept of Education
- Papua New Guinea Department of Education (2000) *2001 Operational Plan – IGD*, Port Moresby, IGD, Department of Education
- Papua New Guinea Department of Education (1999) *The State of Education in Papua New Guinea*, Port Moresby, FMU, Department of Education
- PENNYCUICK D, 1993 *School effectiveness in developing countries – A summary of the research evidence - Education Research Paper No. 01*, 1993, 25 p.
- SAYER J, (1989) *Managing Schools*, Input Typesetting

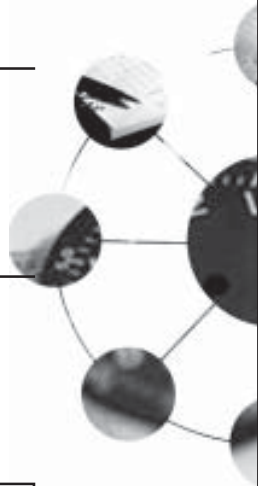
SCHEERENS J, (June 1999) School effectiveness in developed and developing countries; a review of the research evidence, University of Twente/ The World Bank
TORRINGTON D, (et al) (1989) Effective Management: People and Organisation, Prentice Hall International
WORLD BANK, Effective Schools and Teachers, <http://www1.worldbank.org/education/est/> , Washington, DC: The World Bank.



CCLP
COLLEGIAL CURRICULUM
LEADERSHIP PROGRAM

Unit 1: Effective School Management

Learning Contract



Department of Education



Learning Contract

Unit 1 – Effective School Management

This learning contract is to be used as a basis for discussion with your assessor before you begin work on this module unit. At this discussion, you and your assessor will negotiate:

- the activities you will undertake on your own
- the activities you will undertake as part of a group or with a learning partner or a colleague
- the evidence you will produce to prove that you have met the learning outcomes of the module unit.

Complete the learning contract before you commence your study. A copy of the agreed contract should be provided to your assessor.

Any subsequent changes to the contract should be re-negotiated, agreed upon, and signed off by the learner and assessor.

Learner:

Name: _____

Sex: M/F

File No. _____

Position/Location: _____

Assessor: Name: _____

Sex: M/F

File No. _____

Position/Location: _____

Expected completion date: _____

Assessor Information

Who is an assessor?

An assessor is:

- a skilled, experienced educator with professional integrity and good communication skills
 - acceptable to PNGEI as an assessor
 - trained by Curriculum Reform Implementation Project (CRIP) and PNGEI
 - nominated by the provinces, PNGEI and its regional centres.
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What does the assessor do?

The assessor:

- facilitates learning (ie. be an imparter) in the off-campus and on-campus face-to-face modes of delivery
 - approves and overviews your learning contract and any learning plan
 - checks that you have met all assessment requirements prior to assessment
 - assesses and recommends an achievement grade to PNGEI.
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How to find your nearest assessor?

- As assessors are selected and trained, a list of their names, locations and contact details will be made available via a PNGEI Circular to provincial education offices, district offices and Head teachers of schools directly.
 - This list will also be published in the PNGEI Handbook.
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How are assessors paid?

- The PNGEI approved assessors trained to work in the off-campus face-to-face mode (ie external assessors) are paid a fee as determined by the Governing Council of PNGEI.
 - PNGEI staff trained as assessors to work in the on-campus face-to-face mode (ie internal assessors) work to PNGEI conditions.
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If you would like to be considered for training as an assessor, please contact your primary school inspector.



Unit learning outcomes

On successful completion of this module unit, you can (are able to)

- describe the emerging context and structure of PNG education
- demonstrate the use of effective strategies for key school leadership and management functions
- identify and appraise your own strengths in school leadership and management
- identify your own areas for development as a school leader and manager
- develop a plan to address your developmental needs.

Recognition of prior learning (RPL)

This is the evidence I will produce to show which learning outcomes I can already meet (recognition of prior learning or RPL). In the table below, I'll list the number of the outcomes for which I am seeking RPL and the evidence I can produce.

(For example, if you are claiming RPL for Outcome 2, you may wish to present to the assessor a folio of the school strategic plan and annual plans and programs you have developed. The folio should contain examples of where you have incorporated school effectiveness principles. The folio may also contain evidence of lessons learnt by you as well as evidence of improvement in your leadership and management approaches over time as a result of incorporating these principles.)



Learning outcome	Evidence	Satisfactory (Assessor signature)
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We agree to the evidence to be provided as detailed above and we acknowledge RPL as certified above.

.....
Learner

.....
Assessor

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Date

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Date

Negotiated tasks

Following agreement reached regarding recognition of prior learning, I undertake to do the tasks as indicated below.

Own my own

With Others

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We agree the tasks to be undertaken are as detailed above.

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Learner

.....
Assessor

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Date

.....
Date

Declaration

The work provided as evidence of my learning outcomes is as negotiated with my assessor and is consistent with my learning contract.

I have acknowledged all sources of information which have contributed to my work.

Learner..... **Date**.....

Assessor..... **Date**.....

Sources of information (Human, print, other):

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Unit 1: Effective School Management

Final Steps



Final steps....

Check the following

	Yes/No	Not Applicable
I have done the initial self assessment		
I have negotiated my learning contract		
I have access to the required resource materials		
I understand what I should do to meet the assessment requirements		

Now you are ready to get into the modules.

The modules are written in a 'self learning mode', which means that you are guided each and every step of the way. Follow the instructions provided and you will be able to complete the modules.

Space is provided for writing your responses and reflections – this means that your study guide is also your workbook and your learning journal.

At the end of each module, you will find some blank pages. These are provided for extra space for your responses, should you need it.

For each module, in the module summary, the module learning outcomes are repeated. Use this as a checklist of your progress/learning through this unit.

Model answers are not provided for the various tasks you will be completing. Instead 'hints' are provided to prompt your thinking and help you check your responses, should you wish to do so, prior to handing in your study guide (which is also your workbook and learning journal) and any supplementary material for assessment.

Self-learning students may request an Answer Guide at the time of enrolling for external assessment from PNGEI.

Gut lak long stadi bilong yu!