
CCLP
COLLEGIAL CURRICULUM
LEADERSHIP PROGRAM

Unit 1: Effective School Management

Module 3: Head Teacher as a Resource Manager

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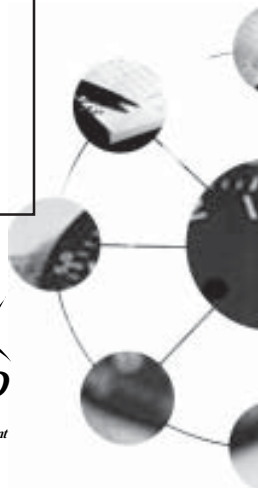
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Assessor: Date:



Department of Education



Module 3. HEAD TEACHER AS A RESOURCE MANAGER

Module introduction

Welcome to Module 3: Head Teacher as a Resource Manager.

We recommend that you complete Modules 1 and 2 before this module, so that you are in a position to understand and appreciate the dimensions of educational reform and their implications for your practice.

You do not need access to any other documents to undertake this module.

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.

Make sure you have completed the self-assessment in the Unit Introduction before you start this module. As you work through this module, keep a running record of sections, parts and pages of the module where you can identify evidence for particular unit outcomes. You may wish to record such information in your Learning Contract.

Module learning outcomes

When you have worked through this module, you can (are able to)

1. identify the elements of and accurately assess your own management skills
2. identify the changes, if any, you need to make to your current leadership and management practices
3. construct a plan to develop your own skills, knowledge and attitudes as a curriculum leader.



Section 1: Needs identification

In your capacity as a manager, you will need to enquire to find out the needs and requirements of individuals or those of different sections that make up the school. Identifying the needs of the school is a different task and requires a collaborative effort from all stakeholders to make input. The head teacher can plan for a brainstorming exercise by involving all the teachers in the school. Prioritise those needs identified in order of their significance and what direct effects each will have on teaching and learning. With the assistance of other senior staff members (middle management) and Governing Bodies, s/he can come up with short, medium and long-term action plans. The plans must be in line with the school mission statement and most importantly the National Education Department guidelines. These areas are important to consider while planning:

1. adequate infrastructure and equipment
2. adequate funding to meet capital and running costs
3. a caring, helpful and involved community and parent body
4. central government's support, funding and assistance in line with what other similar schools receive
5. a committed head to manage the school effectively
6. a suitably qualified, experience and devoted staff, capable of delivering the curriculum
7. a student population that is committed to making a full use of the education facilities provided, and obtaining an education that enables them to realise their fullest potential
8. a sound, acceptable purpose or mission to guide the school toward worthwhile objectives and targets. (Commonwealth Secretariat (1993) Module 1, p17)



From this list, select the 2 items that already are most present in your school:

1

2

Now identify the 2 that are the most urgent needs in your school:

1

2

Now list the three things that you have the greatest power to influence:

1

2

3

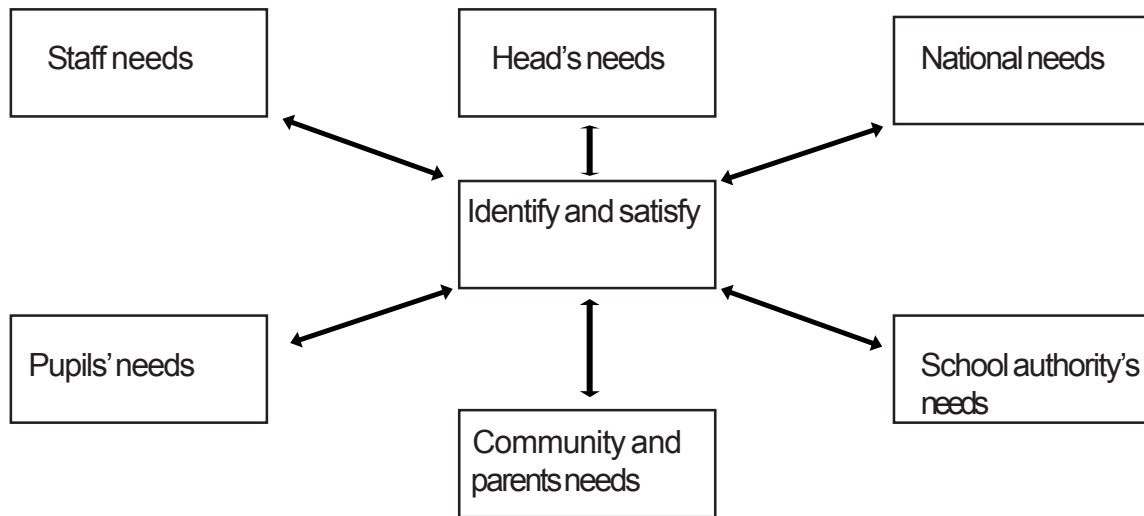


What implications can you draw from this analysis?

A team leader has to make sure that his/her needs are included with those of other stakeholders. The diagram below illustrates the concept of accommodating needs of the school, from the Commonwealth Secretariat Module 1 (1993) p17.



A SCHOOL'S NEEDS



Can you identify the main needs of each of these groups?

Which group/s needs are being best met now in your school?

How do you know?



Section 2: Job analysis

In this aspect of the head teacher's role as a manager, analysing jobs has two elements:

The job description covers the tasks to be done and the person specification tells us about the sort of person who is most likely to be able to do the job.

A clear perception of your own duty statements makes it easier to delegate duties and establish a framework for self-appraisal. It is equally important that you distinguish between job analysis, job description and person specification.

The head teacher may devise a checklist of tasks s/he needs to perform during that academic year. The head selects the right kind of tasks to be delegated and which are to be retained by him/herself. At the same time s/he ensures that there is a balance in the distribution of tasks to his/her subordinates so that each person is not over- or under-loaded. This should be accompanied by clear job descriptions with target dates set for reporting, briefing after accomplishing the assigned tasks. A head teacher will usually have a group of subordinates with various years of experience. In this group, there are people with

different qualifications and different backgrounds; so the allocation of additional responsibilities (apart from their normal teaching duties) should be based on these and other factors. Most important to consider is their interest in their particular subject areas or fields. A job description is essential if the head is to carry out appraisal of the work of any member of the staff. By delegating the power, the delegator is temporarily passing over a section of work, with a clear expectation that the person receiving the power is fully accountable to the giver for any, and every, use of that power.

This implied accountability requires the delegator to set clear and unmistakable limits to the use of the delegated power. Ideally these limits are precise and indisputable (and written down).

It is also essential to:

- show respect
- value each individual
- praise and reward when due
- reprimand and discipline when appropriate
- give your full attention to each staff
- know the fine details about each staff when necessary
- give each person space to do their job and not to interfere
- remove the fear of failure or 'blame culture'
- allocate responsibilities fairly.

b) One important principle you must consider when dealing with the staff and students is "public praise, private reprimand". In this way you will build trust and confidence. If it is vice versa it destroys self-esteem and the dignity of the individual staff member or student. Other ways of speaking to staff that should be avoided are:

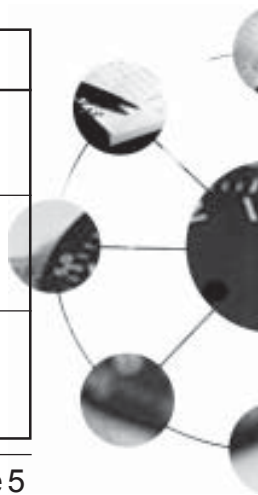
- repeated public nagging at the whole group of staff
- public condemnation of an action by any or all even though names may not be mentioned
- public sarcasm in relation to an individual.

If you observe these simple principles, you can look forward to working well with the team of staff members.



In this table list three tasks you have delegated this year, the person (position) to whom you delegated the task, and the reason why you allocated that task to that person.

Delegated task	To whom	Why





Section 3: People management

It doesn't really matter whether you are newly appointed or an experienced officer. For the head of the institution to succeed you must learn to manage the key resources that are available to you. Managing children in the classroom is not so difficult as they are easy to be directed, controlled and supervised, but managing the adults in the school and even in the community is rather different. As head teacher you have to get the people to move with you so that the tasks are done. And that is managing so people not only work well but are happy and do enjoy every bit of what they are doing and do not spend time wishing things were different. This involves more than just the ability to make good relationships.

a Working with Board of Management / Governors

There are two important aspects that need to be maintained by head teachers for an effective working relationship with the Board of Management (BOM)/Governors.

They are:

- Communication
- Understanding

It is very important for head teachers to inform BOM / Governors of their responsibilities. Many board members are either non-educators or have had limited education experience. A head teacher who fails to recognise this and work constructively with BoM members will make things difficult for him/herself. For a good effective BOM/Governors, the members must know what their responsibilities are. Some conflicts will arise along the way when someone oversteps his/her role in the eyes of the other. Many BOM/ Governors see their role as being powerful, which it usually isn't.

Defining the roles

The head teacher may need to sit down with his/her BOM/Governors to clarify the role that is expected of them and the role s/he expects to take towards the Governing body. The most effective BOM/Governors are those which:

- agree to the distinctive roles of head teacher and the work of the BOM/Governors
- work co-operatively together as a team, fostering a supportive, yet constructively critical relationship
- improve their knowledge and experience through regular training.
- keep themselves informed about the teachers and student's standard of achievement
- keep themselves informed of all new changes

The quality of leadership provided by chairperson of the BOM/Governors and the contribution and assistance given by the head teacher and the administrative support will help to determine whether the BOM/Governing body makes an effective contribution to the life of the school. The work of the BOM/Governing body will run smoothly if meetings are carefully planned with clear agendas that give appropriate priority to most important issues.

The head teacher, even as the chief executive of the school, does not act alone or on his/her own authority, but rather carries out his/her assignments within the context of laws, regulations, administrative instructions and directives originating from the Provincial Government, the National Education Department and its Act, and the Teaching Service Commission and its Act to determine the type of education the country should provide for its citizens.

In conclusion the head teacher must ensure that the BOM/Governors and him/herself:

1. work in partnership,
2. have the concern in themselves to promote school improvement,
3. understand that they are the links between the school and the general community.

At the end of the day, the teachers, children and the community will look upon the head teacher and BOM/Governors as being very effective if they discharge their duties through a collective effort.

b) Motivating Staff

For people to go along with you as head teacher, you have to motivate them so that they are enthusiastic about the direction in which they are going. The author of *The Head Teacher in the 21st Century*, F. Green (2000) p.92 writes that:

'The most important part of the job is, and will always be the people. Treat them with dignity and respect at all times, show them that you value them. These standards should be maintained as much as possible. One failure here can take many months to recover.'

Classroom teachers have great skills to motivate children but in our context head teachers need to know the best possible ways to motivate adults. People are different and adults, like children in the classroom, will vary in what motivates them. Some are motivated because of salaries; others get motivated if there are opportunities for promotion. Most teachers in the classroom today are motivated when they see improvements in students' academic achievements.

As head teacher, not all the possible motivating forces are in your control, e.g. promotion. As head teacher you also need to motivate other people within the establishment such as ancillary staff, parents, local councillors and community members. To sum up motivation, the Commonwealth Secretariat publication on *Personal Management* (1993) p.20 concludes: 'As the recognised leader of the school the head has the responsibility for helping staff members get satisfaction from their profession and move towards the fulfilment of their needs and objectives. It is through improving levels of motivation that these needs and objectives can be met.'





Make a list of the ways in which you can motivate the two groups of people:

Adults	Students

Hint: Think of your role as head teacher and the need to motivate the adults in the school: teachers, parents, BoM members and the general community. You also need to motivate students, but that motivation will be different in purpose and method to the adults

b) Power and Influence

Head teachers in smaller schools feel themselves to be very much part of their staff. In bigger schools they can seem to be very busy people with little time with the teachers and the children. But this is part of the system that will be hard to avoid especially when urgent and important things are to be done. The important thing we are trying to discuss here is for the head to use his/her power and influence at the right times to meet ends. Such power and influence the head may have include:

Power:

- Physical power - This is not a satisfactory form of power to use in schools however its exercise demonstrates the power that the strong have over the weak.
- Resource power - Since the head has power by virtue of his/her responsibility for the resources in the school, s/he can distribute them by his/her observation and knowledge of teachers who will make good use of it.
- Position power - The head is appointed into the position of headship and using that power he/she will decide or not to make some decision for the good of the school.
- Expert power - Where the head is seen within the establishment as 'the expert,' he/she will influence a lot of others by his/her views.
- Personal power - The head may use this power because of strength and the nature of his/her personality.

These powers can be good or bad. It depends on the situation in which they are used. It can be used to make things happen or stop things from happening.



List in order, the two most common powers you use to exercise your position

1.

2.

Hint: Think of what you generally do at your school to make things happen (You may not be using all the powers listed)

How effective do you feel the powers are that you use. Why?

Hint: Respond from your own experience.



Power (and influence) can be used positively or negatively. Here, we define 'positive' as where it adds to the common good, ie its use benefits most people, and 'negative' as where it benefits only a few, or even just the individual, and disadvantages the majority of people affected.

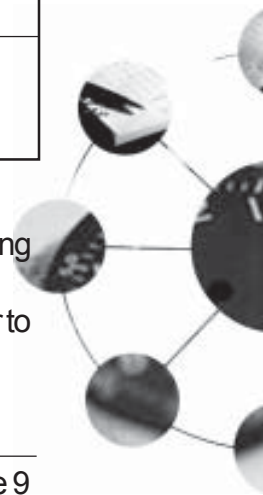
For each type of power in this table, give an example where you, or someone you have observed, have used this power either positively or negatively:

Negative use of Physical power	
Positive use of Resource power	
Negative use of Position power	
Positive use of Expert power	
Negative use of Personal power	

Influence:

Force - Can be used to show his/her powers but the end results in the long run will not win their commitment.

Rules and procedures - S/he can set his/her own rules and procedures for self-interest or to gain results very quickly, but the end result may be negative.



Collegial Curriculum Leadership Program

Exchange -	The head may use his/her powers to bargain with teachers but that won't win the hearts of many in the long run.
Persuasion -	Persuasion relies on reasoning and is usually the preferred method of influencing others.
Ecology -	Changing the environment within an individual classroom or the school.
Magnetism -	A head may be like a magnet where s/he will be drawing all the attention of people towards him/herself.



For each type of influence in this table, give an example where you, or someone you have observed, have used this influence either positively or negatively:

Positive use of Force	
Negative use of Rules and procedures	
Positive use of Exchange	
Negative use of Persuasion	
Positive use of Ecology	
Negative use of Magnetism	

Therefore the effective leader is someone who:

- makes others feel secure
- is consistent in behaviour
- is seen to be fair in dealing with people
- shows support, interest, recognition, praise and encouragement to individuals
- is honest, reliable and trustworthy
- is flexible, attentive and adaptable.

c) Communication

The communication network within the school establishment does play an important role to help the establishment function effectively. The head in the school becomes the key player who makes things happen within the institution by communicating with everybody. At the same time, nobody wants to feel they have been ignored even if the head is always busy.

Where the school is located, it is the head who has to keep the community well informed about the events, student progress and the school's general progress. Many people in the community who are not regular visitors can only have about 30 minutes of his/her time in a year. They will know the head is very well aware of their children's progress and latest achievement through:

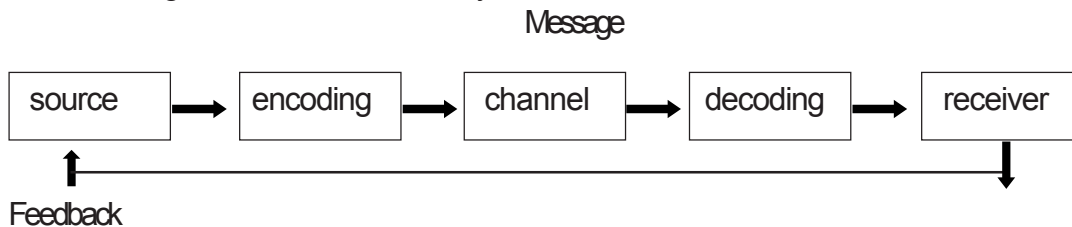
- assemblies
- meetings where the head speaks from a platform
- newsletters
- letters that are sent home with students
- radio (tok save) interviews
- annual reports
- student's performance report
- questionnaires.

These are just the starting point for head teachers who can communicate with the community around the school. The staff, however see and speak to the head teacher on a daily basis and his/her communication with them is even more important.

Why do we need communication network in schools? Well, communication is important in any establishment because:

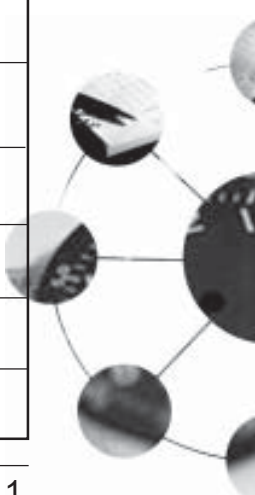
- it helps to direct and manage the behaviour of the teachers, students and the ancillary staff.
- it motivates teachers, students and others.
- it facilitates decision-making and also provides teachers and others with the information which they require for making appropriate decisions.

The following is the common 'two way' communication network.



Can you explain each of these terms:

Term	Who/what do we mean?
Source	
Encoding	
Channel	
Decoding	
Receiver	
Feedback	

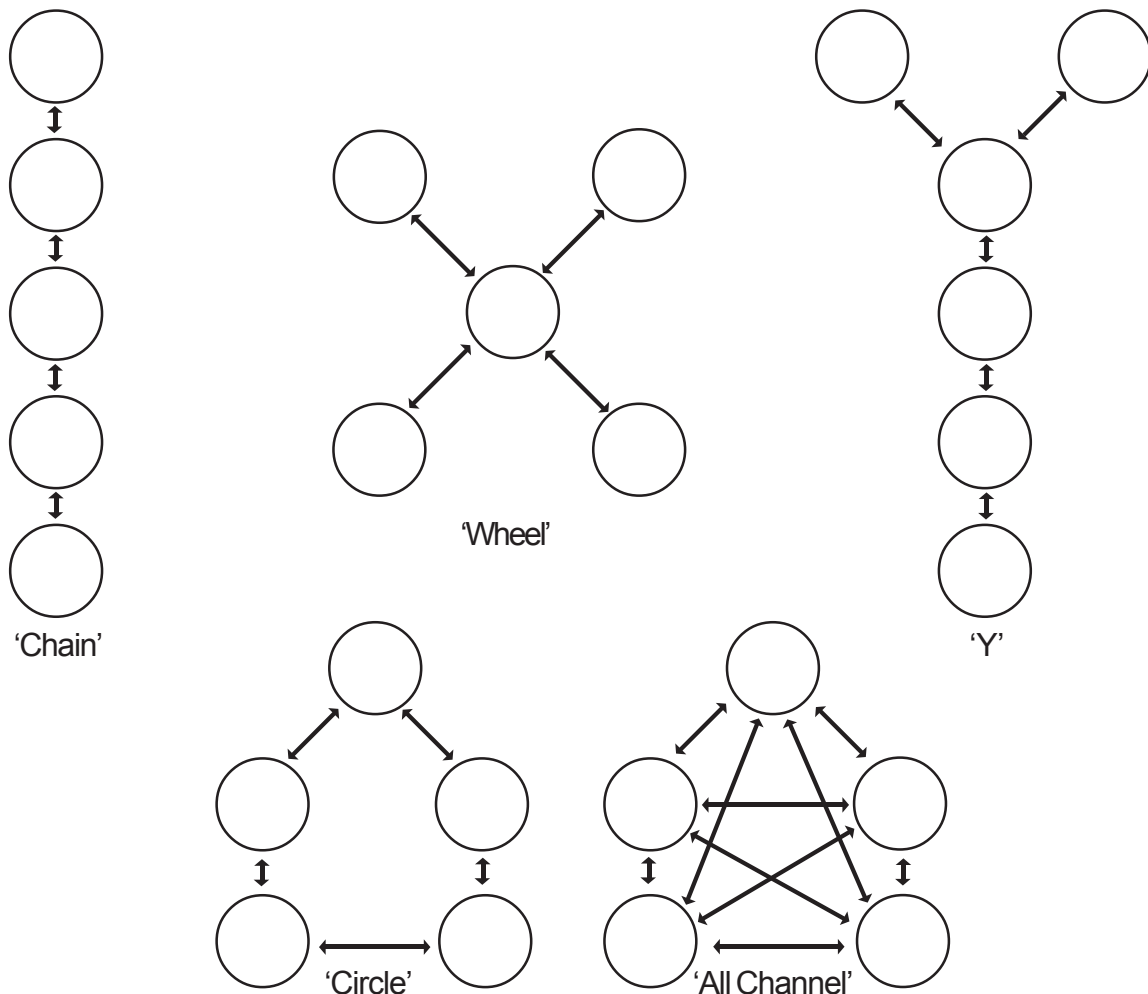


Hint: You can answer from your own experience or by thinking about a conversation you have observed.

A communication network shows the pattern of interpersonal communication among members of a group or an organisation. A communication network can be a combination of downward, upward and horizontal. Five communication networks were identified by J.A. Okumbe (1998) p.130 as the:

- 'chain' – It flows either downwards or upwards in a formally defined chain of command. For instance, from the head teacher to the deputy to the subordinates and finally to the class teacher, or vice versa.
- 'wheel' – This flows from the subordinates to a centrally placed supervisor or vice versa. In this network there is no interaction between subordinates.
- 'Y' – This flows from two spatially separated subordinates who report to a supervisor, who in turn reports to his/her supervisors.
- 'circle' – All the members in this network appear to be at the same hierarchical level, although they may have a formal leader.
- 'all channel' – Each member is free to communicate with any other member freely without any restrictions. Communication does not have to go through the leader.

The five-communication networks being mentioned above are as explained in diagrams.





Give an example of each communication network working in your school:

- a. Chain
(eg head teacher asks teachers to remind students about a coming event)

- b. Wheel

- c. Y

- d. Circle

- e. All channel



Discuss with colleagues which communication network/s are most common in their school/s, and the advantages and disadvantages they see for each.



Select a situation or problem in your school where poor communication is a key factor. Using one of these networks, identify the main individuals or groups who are links in the present communication network. Then select another network and draw a diagram to show how you can improve the communication flow.

Explain why you chose this network, rather than one of the others.

Hint: Remember, all these communication flows can be effective in the right context.





Section 4: Financial management

A head teacher needs sound financial management skills to achieve his/her plans as a curriculum leader.

The financial principles of any business or school are simple:

- There is an income line and an expenditure line
- The expenditure must be less than the income the school receives for the school to survive or flourish.
- The income line must be maximised.
- Unnecessary expenditure must be minimised

This produces a 'surplus' that can be used for the projects that the school wants to implement.

The key to success lies in maximising income and minimising unnecessary spending. In order to do this the head teacher will need to have a budget for the school for the year.

So why should the head teacher view budgeting as an important aspect?

The school budget is a forecast of future financial events. It shows the anticipated income, expenses and financial position of the school. Therefore, the school budget is a means of relating the school's expenditure of funds in a systematic way to the achievement of its mission and objectives. This leads to three points:

1. A budget provides an operational cost-time framework for the implementation of school programs. It is therefore the major planning instrument in the school.
2. A budget also serves as an instrument for the delegation of authority for specific programs.
3. A budget is an instrument for controlling and evaluating performance.

The school's budget provisions offer the head teacher a simple guide to assessing the rate of expenditure in any given activity. If his/her budget is suitably designed, it will also readily provide him/her with data on three elements to assist with monitoring and control.

These elements are:

- Rate of expenditure
- Output
- Costs

The most commonly used school budgets are as follows:

1. School master budget -this is the annually prepared budget Overall financial and operating plan for a forthcoming fiscal period
2. School capital budget -The school's five year financial plan which interprets plans for major projects as water supply, classrooms etc
3. School department budget -Sectional heads' budgets within their sections that are done termly. These are segments from the school master budget

There are two types of school budget designs:

- a) Performance budget- this serves as an instrument for formulating the school's plan

- b) The traditional or line-item budget -list of estimated income plus the items to be funded; this should provide accurate estimates of:
- Income or receipts
 - Expenditure

Income or receipts

Two categories here are:

- a) Tied grants -school subsidies are now in this category. In 2003, school subsidies are tied to infrastructure maintenance.
 - b) Untied grants -project fees, rent collection, local level government assistance.
- Expenditure

There are also two categories:

- a) Recurrent expenditure -such as for maintenance, administration etc. This is expenditure on consumables.
- b) Capital or development expenditure -This is expenditure on capital assets such as buildings, furniture, equipment etc which will last longer than the current financial year.

Managing school budgets

As soon as the school Board of Management/Governors approves the school budget, the head teacher's next important steps in the budget cycle are where s/he implements, monitors, supervises and controls the budget. Once that is effectively done, a well-managed budget should lead to more effective levels of achievement of the school's mission and objectives.



Draw a mind map or use some other diagram to illustrate the connections between your school's budget and its mission.

Managing the budget also includes the management of the actual project implementation phase. As soon as it is approved, the budget becomes the basis for financial decisions in the school. Within the appropriation for various budget headings the head teacher will make commitments to spend the money. Each type of expenditure that is made can be subject to particular norms designed to guarantee that you follow the rules and good accounting practices. The budget of the school is estimates of income and expenditures and there may be changes as the financial situation changes.



Forecasts may therefore be revised during the course of the year. However, any decision to change the budget should follow the same procedure and restrictions so that the budget remains a meaningful document and be an effective tool of management and forecasting. As a requirement, the head teacher must provide financial reports to the BoM/Governors and the parents at the end of the year. At the same time s/he will forecast the new projects and estimated costs.



Section 5: Infrastructure and equipment management

For the school to achieve its set objectives it is important that the head teacher makes best use of resources and equipment that are already available. Therefore, you and the staff must co-operate to follow basic principles with regards to the maintenance of whatever resources and equipment the school has:

1. All the school buildings, equipment and property must be well maintained
2. The head teacher must be conversant with government supply and maintenance regulations
3. All school purchases must be correctly recorded and maintained in good order
4. All school purchases must be used for the purpose for which they were intended
5. All equipment, buildings and materials must be frequently checked and controlled to ensure their safety and effective use. Delegated sectional heads will need to be responsible to control and maintain each piece of equipment
6. An up-to-date inventory must be kept in every section within the school.

Where the school has limited resources, it is easy to manage and maintain. If a school has a lot of expensive equipment and buildings, as head teacher you will need very dedicated, honest and reliable sectional heads to supervise and monitor them closely. By doing so, the cost of maintenance will be minimised. Sectional heads will then need to identify the material and equipment they have in the school.

Each sectional head responsible for equipment and materials should do stock keeping. This is critical to the maintenance of resources where the process of keeping inventory data on quantity and quality of supplies is done to know what is available and what are additional needs. Constraints you may face as head teacher which will affect your ability to manage effectively are:

- insufficient funding will make it difficult to replace or maintain
- lack of trained or skilled personnel to handle them
- lack of effective supervision (problem bilong yu?)
- insufficient storage space within the school
- insecure storage facilities
- arrival of parts/replacement orders delayed or mis-delivered
- lack of consultation between supplier and user
- too many hands may spoil the life span of equipment. Uncontrolled use of equipment will cause it to break down regularly and maintenance expenses will go beyond budget.

A head teacher must manage all school buildings, grounds, equipment and materials efficiently in the interests of the school. Full, proper and timely maintenance of these resources is imperative. In order to do this, you need a system of checks, reporting and stocktaking procedures.



From this list, select two items that are NOT a problem in your school (or are the least problem):

1

2

Now identify the two that are the most urgent needs in your school:

1

2

Now list the three things that you have the greatest power to influence:

1

2

3



What implications can you draw from this analysis?



Section 6: Time management

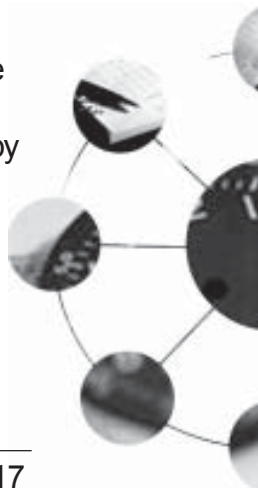
Every teacher in a school is looked upon as a manager in the position they occupy. S/he can be a manager: at a school, in a section or in their classrooms.

The topic of the head teacher we are trying to discuss is as the 'leading professional' in the school. In other words the 'chief executive' of the school.

As the 'leading professional', the head teacher is someone who is given the responsibility by the system to:

-) plan
-) organise
-) direct
-) motivate and
-) monitor

the work of teachers and children within the school.





How do you spend your time? Rank these activities from 1 (the activity you most like doing) to 5 (the activity you most dislike).

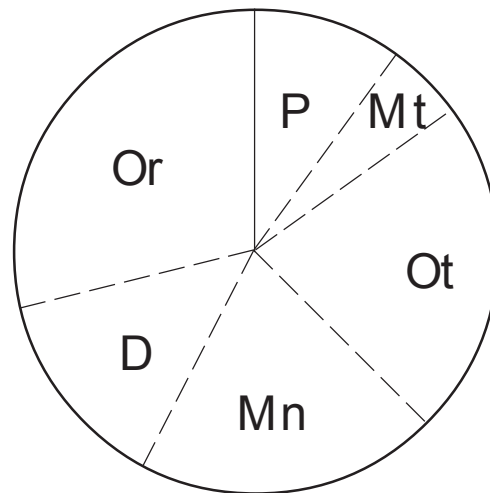
ACTIVITY	RANK 1 to 5
planning	
organising	
directing	
motivating	
monitoring	

Now consider how you use your time. Divide this circle to show how much of your time (over a term or year) you spend on each of these activities (and other ones). As a busy head teacher, these are not the only activities you do, but they are the ones that are your specific responsibility. Here is an example:

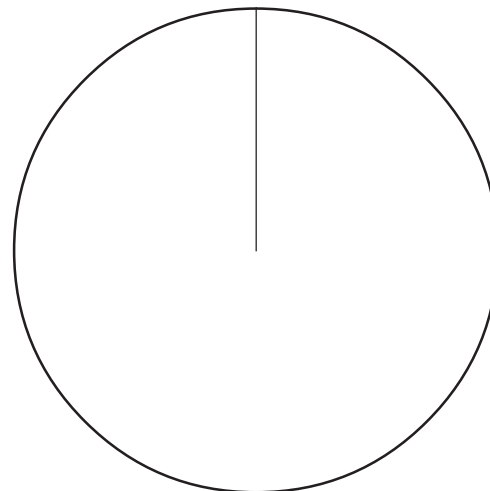
ACTIVITY

eg

- Planning P
- Organising Or
- Directing D
- Motivating Mt
- Monitoring Mn
- Others Ot



Show your time allocation here:



To check how accurate your perceptions are, keep a timesheet for 2 to 3 days and record every 30 minutes or so what you are doing right then. Use this data to check how accurate you were in estimating how you spend your time.

What analytical observations can you draw from these reflections?

Hint: Do you spend your time doing what you like doing?
 Or doing what is important in your position?
 Or do other issues drive you?



Time is a unique resource. One cannot rent, hire, buy or otherwise obtain more time. Time is totally perishable and cannot be stored either. Yesterday's time is gone forever and will never come back. Time therefore, is in exceedingly short supply.

Time is a very scarce resource that nobody can afford to waste unnecessarily. Making the best use of the available time is a key element of good management. A head teacher will appreciate how important it is for him/her to manage and use time wisely to achieve the anticipated goals and objectives.

If s/he is self disciplined and has proved to others that s/he is a good time manager by being punctual, getting things done on time, only then can s/he convince other staff to give the kind of respect s/he expects.

It is an ideal approach to identify the potential time wasters that will have an adverse effect in his/her operations and come up with the possible causes and solutions to remedy the situations. Such elements as cited from:

Commonwealth Secretariat (1993) module one (p.3)

Time wasters

1.	lack of planning	
2.	lack of priorities	
3.	over-commitment	
4.	management by crisis	
5.	paperwork & reading	
6.	meetings	
7.	indecision	
8.	unclear objectives	
9.	postponed decisions	
10.	procrastination	
11.	lack of delegation	
12.	lack of self-discipline	
13.	unnecessary meetings	
14.	lack of managerial skills	
15.	inconsistent actions	
16.	socialising & interrupting others	
17.	incompetent subordinates	
18.	cannot say 'No'	





After you have read through this list, go back and record in the second column, your current use of these time-wasters. Record:

- '1' if the item is not at all like you;
- '2' if you sometimes waste time this way; and
- '3' if it is so like you, it's not funny!

Once you have identified old habits that lead to time wasting, you can eliminate these by taking a positive approach to campaign against old habits. Determination to change and produce good results is worth the effort. Lack of proper planning and poor budgeting of time may result in one having far too much to do. A workaholic is one who tries to do too much, but achieves very little in the end. If this description fits you, you may need to look at your planning and decide which tasks are urgent and needs immediate attention. You can only be on top of the situation if you manage your time carefully and use it purposefully.



From the list you completed above, select the one or two items on which you scored the highest.

MY WORST TIME-WASTERS ARE:	WHAT I CAN DO TO CHANGE THESE:
1.	1. 2. 3.
2.	1. 2. 3.

Section 7: Building your Capacity

As a head teacher, you are a very important person in the implementation of the reform curriculum.

In order for you to become an effective implementer, you need to critically review your current practices and identify those practices which are compatible with the frameworks provided in this unit and those which are not.

For example you are required to approve plans and programs developed by teachers for consistency with the reform curriculum. You may have a school policy on how teachers should program; this may or may not be consistent with the reform curriculum. You may have teachers who need professional assistance. In all of these you provide curriculum and administrative leadership to teachers and advice and support to section heads.

As the head teacher, you are responsible for the implementation of the reform curriculum in your school. This may require you to provide support and advice to teachers with the new approaches to planning and programming. If your school is multigrade, there are particular implications for planning and programming

The first step is to critically view your current practices and identify those practices which are compatible with reform and those which are not. This is not about abandoning good practices but is about acknowledging them and building upon them.



How well do you think you are currently carrying out your role?

HINTS: The response to this will depend on your practices in your particular work situation. Be honest about it so that you can help yourself.

Having completed the activities in this unit, you are in a position to assess whether your current practices are consistent with approaches recommended or suggested.



Working with another head teacher brainstorm a list of your most important and/or most time consuming practices. List them in the table below.

Then identify those practices which in your view are compatible with the principles of effective schools and with the reform curriculum, by placing a tick in the right hand column.

List of practices	Compatible? (v)
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

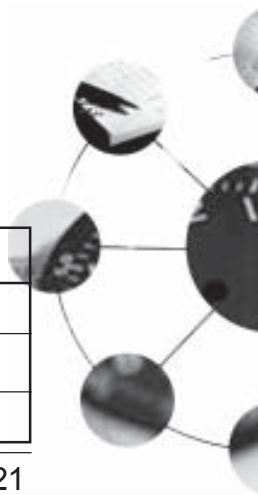
Discuss with a colleague up to three (3) critical changes you need to make to become more consistent with the expectations of the reform curriculum.

Enter the changes you are planning to make in the following table.



Reflect on how you can gain the knowledge and skills to make the changes you plan to make.

I need to change from....	To



For each change you wish to make, list up to five (5) steps you intend to take in the table on the next page.

HINT: You may wish to negotiate some or all of your plans with the assessor and carry them out and present them as evidence for achievement of particular unit outcomes.

Changes I plan to make	My plan of action....
1.	1 2 3 4 5
2.	1 2 3 4 5
3.	1 2 3 4 5



Use this table to check that what you are planning to do actually matches the needs you have identified in different parts of this unit.

Module	Activity	Page/s	Your need/s identified
1	Scenario plan	21-22	
	Your reflections	various	
2	Analysis of Effectiveness	18-19	
	Self-assessment	23	
	Your reflections	various	
3	Needs identification	3, 17	
	Time management	20	
	Planned changes	21-22	
	Your reflections	various	
	Other/s		

Draw up a plan, including a timeline (in terms of weeks or months), showing the steps you will take, and the processes (ie., the strategies and activities) and the sequence (ie., the order of activities) you will use.

Think about what worked for you and what did not. You may wish to use samples of your plans and programs or new plans and programs you have developed in this unit.

Use page 24 to draw up the plan. Look at your plan critically with a colleague.



My professional development plan

Identified need	Resources available	Steps I will take	Sequence of activities	Comments

Module summary

Congratulations! You have reached the end of this module and also the end of the unit.

You have seen how your responsibility as manager of the school's resources enables you to effectively carry out curriculum leadership role. You have assessed how well you manage resources of time, finance, people and infrastructure. You have identified your own development needs and constructed a plan to meet these needs.

Now that you have completed the module, check whether you think you have achieved the outcomes of this module. The outcomes are reproduced below.

Can you:	Yes/No/Not sure
identify the elements of and accurately assess your own management skills?	
identify the changes, if any, you need to make to your current leadership and management practices?	
construct a plan to develop your own skills, knowledge and attitudes as a curriculum leader?	

If you answered 'Yes' to all of them, then you have done very well. Think about the kinds of evidence which will support your answer. If you have said 'No' or are unsure of any, then it may be worth your while to go over the appropriate sections of the module again and have another go at repeating the tasks. Remember these module outcomes help you to achieve the outcomes of the unit. Refer back to the outcomes of the unit in the Unit Introduction and reflect on where you are in relation to those outcomes.

In the module introduction on page 2, you were advised to keep a running record of any evidence you may have for particular unit outcomes. If you have not been doing this, go back over the module and jot down in your Learning Contract, what you might consider to be evidence for the unit outcomes for which you have agreed to provide evidence.



Additional space for your notes

Additional space for your notes



CCLP
COLLEGIAL CURRICULUM
LEADERSHIP PROGRAM

Unit 1: Effective School Management

Unit Summary



Department of Education



Unit Summary

Congratulations! You have completed the unit.

At this point, let us review your learning journey.

Depending on the study mode you chose, you may have negotiated a Learning Contract. You may or may not have gained any recognition of prior learning for your experience or previous study.

Throughout your learning you completed several Self Assessment tasks.

We started this Unit by helping you understand the context and background to our education system. We then explored the key functions of an effective school manager and helped you analyse your own strengths in each area. Finally you looked at how you could plan to address areas in which you need to become more knowledgeable and skilled while being in a managerial position.

The focus throughout the unit was to help you as a head teacher to become effective in your leadership and managerial capacity. This text linked theory and practice to help you pick up important ideas and evaluate your own performance and practices in your own location.

After completing this unit, you are able to assess the extent to which you are succeeding or failing in your major functions.

At this point let us review your progress. One way of doing this by assessing the extent to which you can now demonstrate each outcome.

The outcomes for the unit are reproduced here. If you gained RPL for some of the outcomes, put a 'tick' in the right hand box in the table below for those outcomes. For the other outcomes how do you assess yourself – Yes, No or Not sure?

Can you	Yes/No/ Not sure
1. describe the emerging context and structure of PNG education?	
2. demonstrate the use of effective strategies for four key school management functions?	
3. identify and appraise your own strengths in school management?	
4. identify your own areas for development as a school leader and manager?	
5. develop a plan to address your developmental needs?	

If you answered 'Yes' to all of them, then you have done very well. Think about the kinds of evidence which will support the achievement of each of the outcomes. If you have said 'No' or 'Not sure' to some, then it may be worth your while to go over the appropriate sections

of the module again and repeat the tasks, and/or reflect on your difficulties and seek help. A second way of assessing your progress is by completing the Self-assessment in the Unit Introduction again now that you have completed the unit. Use a different coloured pen to place a tick on each continuum to show what you know now.

Compare your assessments of your own knowledge and skills before and after you completed this unit. Where have you shown the most growth? In which areas might you need to consolidate your learning or seek further assistance?

Are there other areas that have now become apparent as learning priorities for you?

If you are satisfied that you are ready for assessment, go to your assessor and start the processes of assessment, if seeking academic credit. The Study Guide and any other negotiated materials form the basis for assessment.

If you have been studying on your own or with a colleague, then you may consider enrolling with PNGEI for external assessment. Information regarding this is in the Unit Introduction.

Good luck with the assessment processes and the assessment outcome.