
CCLP
COLLEGIAL CURRICULUM
LEADERSHIP PROGRAM

Unit 1: Effective School Management

Study Guide



Department of Education



Secretary's message

Head teachers have a particularly critical role to play in leading the implementation of the reform curriculum in their school.

Much of the reform curriculum materials have now been developed. They are being distributed to elementary, primary, community and secondary schools in 2003.

This is a significant achievement for our country and I am expecting every head teacher to provide strong and effective leadership to ensure that all schools and teachers are ready to fully implement the new curriculum in 2004.

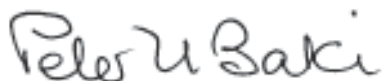
The Collegial Curriculum Leadership Program is a new Departmental initiative designed specifically to assist head teachers in their curriculum leadership role.

The PNG Department of Education Inservice Management Plan 2001-2005 specifies the provision of accessible, relevant and sustainable inservice training as critical for the effective implementation of the reform curriculum in PNG schools.

The Collegial Curriculum Leadership Program comprises quality self-paced inservice materials. They are designed to help each head teacher to continue your professional learning at times to suit you and with the support of colleagues in your school and district. Significantly the units provide a means for all head teachers to gain further qualifications through PNGEI.

The Collegial Curriculum Leadership Program is being developed with the support of AusAID under the Curriculum Reform Implementation Project (CRIP). Additional units will be developed with the support of CRIP and distributed in line with the release of reform curriculum materials for each stage of basic education.

I commend the Collegial Curriculum Leadership Program to you and invite you to take up the challenge to continue your own learning so that we can be sure that our children receive the best possible education.



PETER M BAKI
Secretary for Education

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How to access this study guide

Welcome to Unit 1 – Effective School Management

Here is a way to get into the study guide for this unit.

In order to get into this study guide, treat it like a book. So start with the cover page. It tells you the title of the unit and that it helps you implement the reform curriculum.

Now turn back to the 'Table of Contents'.

You will notice here that the first item of the contents is 'How to access this study guide' which you are currently reading.

The second item of the contents is 'Unit Introduction'. It is important that you read the 'Unit Introduction' carefully because you have some choices to make and some activities to do.

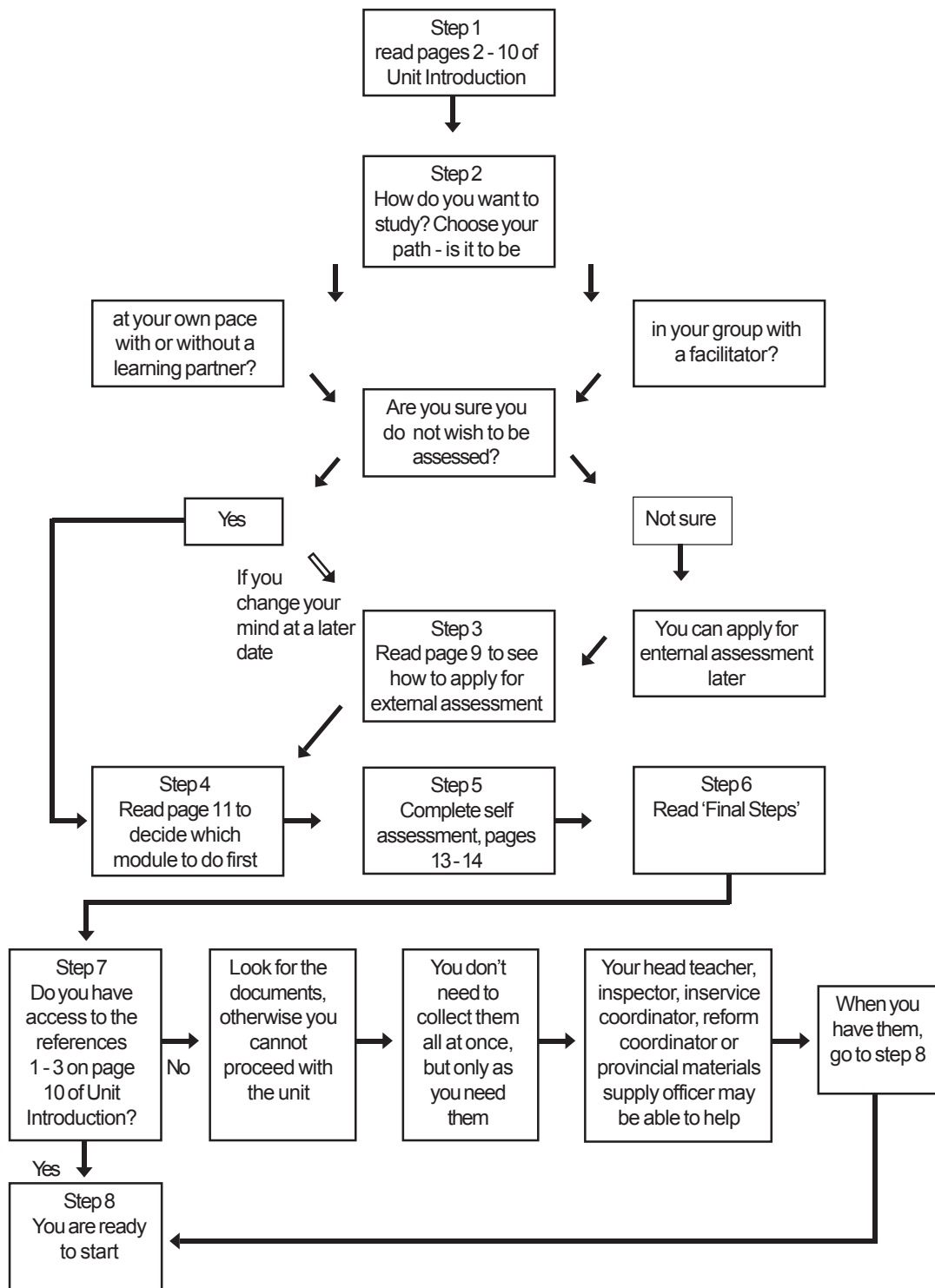
Now read the 'Unit Introduction' from beginning to end. Be clear about why you want to do this unit.

If it is for self-improvement, start at Step 1 of the Study Pathway Planner for self-improvement on the next page .

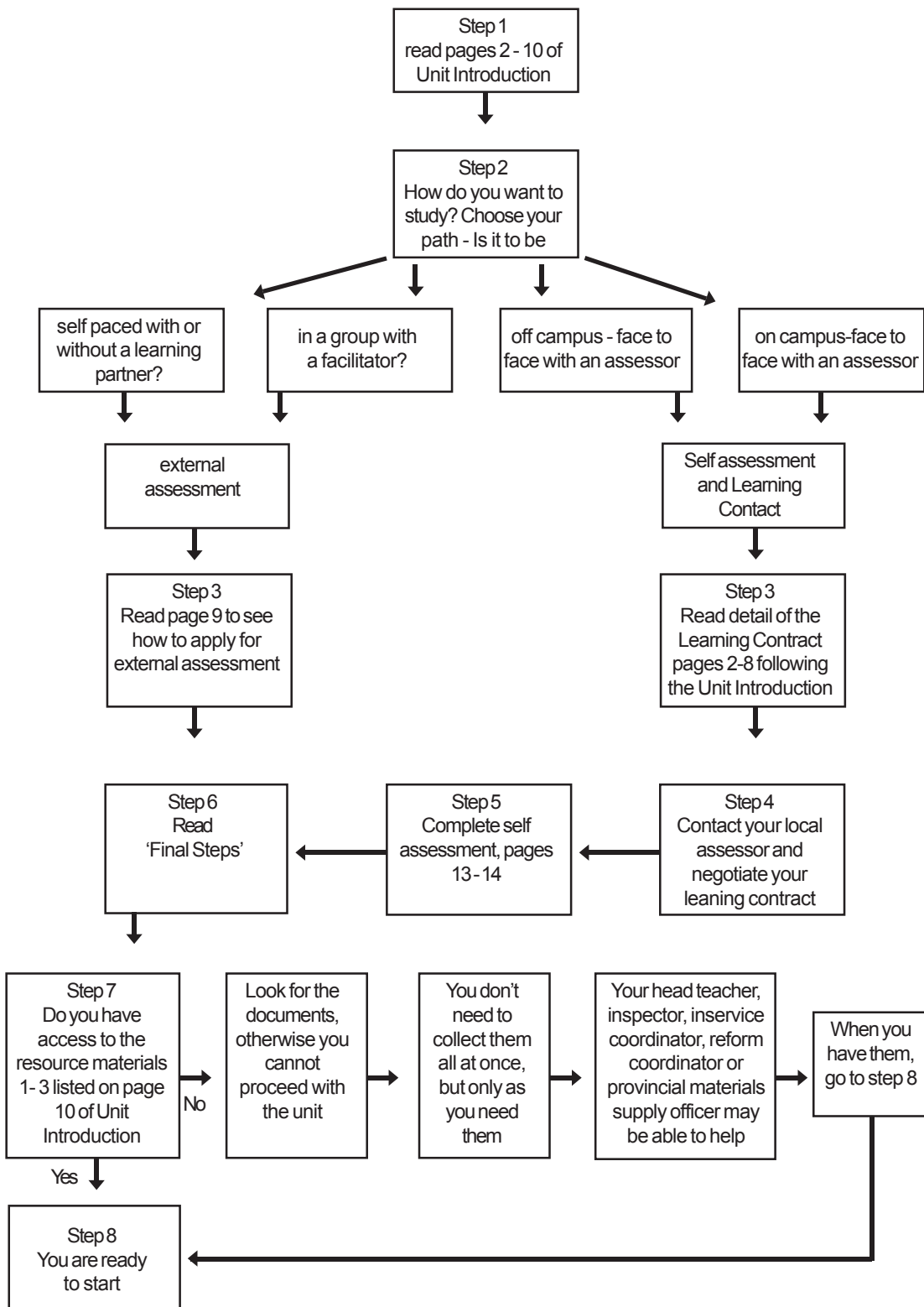
If it is for improving your qualifications, start at Step 1 of the Study Pathway Planner for improving your qualifications on the following page.

Using a highlighter pen or texta, track your pathway down the flow chart starting from Step 1, as you make decisions about the purpose of your study and the way you plan to study.

Study Pathway Planner for Self-improvement



Study Pathway Planner for Improving Qualifications...



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Unit 1: Effective School Management

Unit Introduction



Unit Introduction

Context

This set of inservice units has been developed specifically to help head teachers to effectively lead reform curriculum implementation in their school.

The units use an outcomes approach to help you to understand and experience learning based on specified outcomes.

The inservice units introduce some new concepts and ideas based on effective principles of learning in an outcomes oriented learning environment.

Prerequisites

There are no academic prerequisites for this unit.

Duration

Each unit comprises several modules and should take you around 36 - 45 hours to complete. The time should be spent to work through this study guide completing the Learn, Do, Share and Reflect activities, doing any extra reading and, if you choose to seek accreditation, meeting the assessment requirements.

If you receive Recognition of Prior Learning (RPL) it may take less than 36 hours to complete the unit. This is acceptable to PNGEI because you have already met some of the requirements through your previous studies or work. If you have not done any academic studies lately, it may take you somewhat longer to get into the unit.

If you are seeking accreditation, you are expected to negotiate an expected completion date, as part of your learning contract, by which time you will have completed all assessment requirements and be ready to be assessed.

Learning tips

This Study Guide provides you with a module-by-module guide to the unit you are studying. Each module includes learning, doing, sharing and reflective activities for you to work through. These are all designed to help you work towards and eventually achieve the learning outcomes of the unit. This study guide is also your workbook and learning journal. If seeking accreditation, you will be required to submit the completed Study Guide to your assessor.

If you are studying at a distance

This unit offers you opportunities for studying at a distance. There are many advantages to studying off campus:

- you study close to your home
- you can plan your study time to fit in with other commitments like work or family
- you can study in the context of your present job, maximising learning.

However, there are also challenges. Learning in this situation requires discipline and motivation. Here are some tips for studying at a distance.

Plan

Give priority to study sessions with a colleague. Make sure you allow enough time to travel to your meeting place, if required to travel.

Make a study schedule and try to stick to it. Set specific days and times each week for study and keep them free from other activities.

In your learning contract make note of due dates for particular tasks.

In your study guide where you are expected to work with others and share ideas, make note of appointments, your meeting place, time and so on, and plan for them.

Manage your time

Set aside a reasonable amount of time each week for your study program. If the bulk of the unit is done during NIST Week or PIST Week or another block of time, you may still have to complete certain activities at your own time.

Work in productive ways; discuss these with your learning partner, learning group or assessor.

Be organised

For your study you are expected to find any resource materials listed on page 10. If they are not available in your school, seek the district inspector's assistance. Without these you will not be able to complete this unit. Once you have collected them have all your study materials organised in one place. Work through the unit systematically.

Find a good place to study

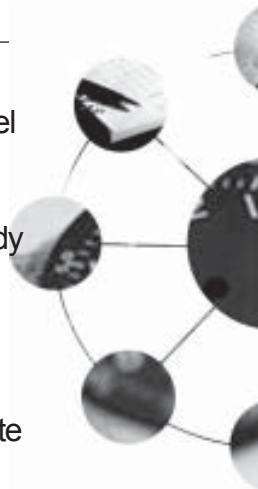
Most people need quiet and order to study effectively, so try to find a suitable place to do your work.

Ask for help if you need it

This is the most vital part of studying at a distance. No matter what the difficulty is seek help straight away. Colleagues can help you in many ways. Some are described on the next page.

Don't give up

There are different ways you can access this unit. Once you have chosen the mode, you should set up your support network. Seek help when you need it and don't give up.



The Learning Model

By working through the activities in this unit, using the learning model of LDSR (Learn, Do, Share and Reflect), you will gain an understanding of the reform and develop your knowledge and skills in implementing it. The four components of the learning model represent on-going learning processes that form an integral part of the learning journey.

Icons

An icon is a symbol used to prompt you to take a particular action in your learning journey.

In this unit you will find the following icons that represent this learning model.



Learn







Do



Share



Reflect

 <p>Learn (Lainim)</p> <ul style="list-style-type: none"> • Find out more about • Use information to create knowledge 	 <p>Do (Wokim)</p> <ul style="list-style-type: none"> • Do a task • practise a skill • Apply new knowledge
 <p>Share (Tok tok wantaim)</p> <ul style="list-style-type: none"> • Talk to others about what you are learning • Learning in cooperation increases ability to learn. Discussing and exploring what has been learned with colleagues help in reconstructing knowledge through seeing, hearing, doing, talking, refining and reflecting. 	 <p>Reflect (Tingim bek)</p> <ul style="list-style-type: none"> • Think critically about what you have learnt, done and shared. • Think about changes to your practice • Think about changes to your beliefs and attitudes. <p>Reflection helps to make meaning from what is being done, develop shared meaning and challenge ways of thinking and doing things. Some reflective questions might be – What does this mean for my practice in my current position? What are the implications for the group? What are the implications for the school or my classroom?</p>

Some definitions

Colleagues, other teachers and education personnel can provide you with quite different forms of help. These include helping you by being a learning partner, a critical friend, a mentor, an imparter (facilitator) or an assessor.

A learning partner is a colleague with whom you have negotiated to study together. Such an arrangement should be mutually agreed upon for the purposes of clarifying ideas, brainstorming ideas and discussing plans and processes, generally supporting each other throughout your learning journey. This does not mean that you provide responses to the tasks and activities jointly with your learning partner. Your responses should be grounded in your own experiences, needs and context of work.

A critical friend is a colleague you trust and with whom you can work well. Critical friends give constructive feedback, ask thought provoking questions, help you look at issues from different perspectives, help support change actions.

A mentor is a person who by virtue of his or her professional interest in you, is willing to be a friend, guide, counsellor and/or a sounding board (listens and responds to your ideas, issues, etc.). A mentor may or may not be a colleague.

An assessor is a person trained and approved by an authority such as PNGEI or TE&SD, to facilitate learning, assess achievement and recommend certification (ie. provide a statement of completion with an achievement grade) in the context of the provision of this unit.

An imparter facilitates learning and provides input into the learning process. An imparter may not be approved to assess on behalf of PNGEI or TE&SD.

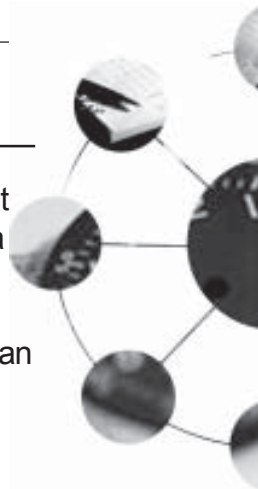
Throughout this unit the term assessor is used to mean someone who facilitates learning, assesses achievement and recommends certification.

Throughout this unit the term colleague is used to mean a learning partner, a critical friend or a mentor. See page 2 of the Learning Contract for more information about the assessor.

Ways this unit can assist you

This unit can help you in a number of ways. Three possibilities are listed here. There may be others.

1. For your own professional development (self improvement) to become a more effective and informed teacher, senior teacher, head teacher, inspector or an education officer with responsibility for curriculum reform
2. For establishing a learning community of practitioners across a cluster of schools (ie. for developing the attitude of head teachers studying together to improve their knowledge and skills and encouraging each other to do so)



3. For earning potential credit points to upgrade your qualification through the DEP(I) or other programmes offered by PNGEI such as Diploma in Special Education, Certificate of Elementary Teacher Training (CETT) or Diploma in Vocational Education (DOVET).

If self improvement is your primary goal

You will be able to help yourself in the following ways:

1. Iainim yu yet or with a colleague
2. Iainim wantaim in groups over a period of time, as the need arises or in a structured way, with an imparter.

There may be other ways of meeting your needs.

The learning outcomes for the unit, the self-assessment of progress, the learning model, Learn, Do, Share and Reflect - being used in the unit as well as the learning outcomes for each module can provide guidance and direction for your learning journey.

At a later stage if you would like to do some formal learning and would like to claim credit points for the work you do through this unit, you can enrol with PNGEI for external assessment as determined by PNGEI. The external assessment will be a task set by PNGEI for you to complete, not an examination.

If furthering your qualifications while improving yourself is your primary goal

You will need to study the unit and meet the assessment and accreditation requirements of PNGEI. This will require you to work with an assessor.

Three modes are suggested here.

Mode 1: Self learning for self improvement

This mode is described above. You may wish to study by yourself or with the help of a colleague or in a group situation. If you wish to seek potential credit points, then you will need to enrol with PNGEI for external assessment which will require you to complete a task.

Mode 2: Off Campus face-to-face (with an assessor)

- 2.1 Iainim wantaim in groups over a period of time to make up 36 to 45 hours
 - in a structured way, cluster-based (eg. 2 hours a week over a number of weeks)
 - during NIST or PIST week as a one week course with follow up sessions
 - as a one week course, including evening sessions

Information regarding assessors can be found on page 2, Learning Contract.

Mode 3: On Campus face-to-face (with an assessor)

This means attending PNGEI or a PNGEI regional centre located at a PTC, should they offer this unit as part of a course, and adhering to PNGEI requirements.

The location of PNGEI regional centres is as follows.

Kabaleo Teachers' College	– New Guinea Islands region
Madang Teachers' College	– Momase region
Holy Trinity Teachers' College	– Highlands region
PNGEI	– Southern region

For 2 and 3 above, you will be required to negotiate a learning contract with the assessor who will:

- approve and overview your learning contract and any learning plan
- award a certificate of attendance and participation, participation and presentation or participation and achievement, as the case may be
- recommend an achievement grade.

Assessment

If you are seeking academic credit, there are three components to the assessment requirements for successful completion of this unit.

1. Self assessment – compulsory, but not for academic credit

This allows you to assess what you know and what you do not. This is not designed as a rigorous challenge for Recognition of Prior Learning (RPL), but rather as a motivator for sustaining your interest. You are expected to do the assessment again at the end of the unit to assess and appreciate for yourself the progress you have made.

Self-assessment is compulsory in the sense that you will need to show your assessor that you have completed it.

2. The process of learning – compulsory, but not for academic credit

You will be asked to complete various tasks throughout a unit. The tasks include reading, doing (e.g., investigating, surveying, etc.), sharing findings and information with others, and reflecting. The learning contract you negotiate with your assessor specifies the range of tasks you will be expected to complete.

This component of assessment is compulsory in the sense that you will need to show your assessor that you have completed all activities as negotiated through the Learning Contract.

If you wish, you can use the work you do in completing the tasks, as appropriate, as evidence that contribute to your demonstration of agreed outcomes.



3. The results of learning – evidence to demonstrate achievement of outcomes (required for academic credit)

If you are seeking academic credit, successful completion of the unit leads to an award of High Distinction (HD), Distinction (D), Credit (C) or Pass (P) based on the achievement of the outcomes. The onus is on you to provide evidence of having achieved the outcomes, both knowledge based and skills based. Some of the evidence could come from your investigations and action. Some could come from your reflections. However, you will need to identify the evidence and relate it to particular outcomes for your assessor.

The learning contract

You will be asked to negotiate a learning contract with your assessor. This contract is designed to help you and the assessor to identify the knowledge and skills you already have and those that will need developing through the unit. It also helps you to devise with your assessor agreed methods of demonstrating the learning outcomes you achieve.

You will find blank copies of the learning contract for this unit in the next section, pages 1 –8.

Potential accreditation

The following accreditation arrangement has been negotiated with PNGEI for credit points towards DEP(I) or other qualifications including Certificate in Elementary Teacher Training (CETT), Diploma in Vocational Education (DOVET), Diploma in Special Education.

All modes of study - self learning, off campus face-to-face learning and on campus face-to-face learning - are acceptable to PNGEI.

Mode 1: Self learning

In the self learning mode you are only eligible for credit points if you undertake an external assessment through PNGEI. A learning contract is not required. If unsuccessful the first time, you will have two more chances to enrol and pass the unit.

A pass means three (3) credit points for every unit you pass.

Mode 2: Off Campus face-to-face

If studying at a location away from PNGEI, but supervised by an assessor, then you must undertake assessment, if seeking credit.

- Three (3) credit points are earned per unit for achievement of HD, D, C or P.
- A fail (F) means no credit points. However, you can present yourself for external assessment at a later stage. You will have two chances to pass the unit through external assessment.

Mode 3: On Campus face-to-face

If studying on campus at PNGEI or at a PNGEI regional centre located in a PTC, supervised by an assessor, then you must undertake assessment.

- Three (3) credit points are earned per unit for achievement of HD, D, C or P.
- A fail (F) means no credit points. However, you can re-enrol and attempt the course a second time.

Please note that any credit points earned are awarded only when you enrol for an appropriate course with PNGEI. Admission to courses will be according to PNGEI regulations. The higher your achievement grade (eg. HD, D) for a unit, the better your chances are for securing admission to PNGEI courses to upgrade your qualifications.

If you complete all five units successfully, you can earn up to 15 credit points.

Payment of fees if seeking accreditation

Mode 1: Self learning

If seeking academic credit through external assessment, you should enrol directly with PNGEI at the beginning of a semester. You can do this when you are ready to be assessed. There are three semesters in a year. A course fee is payable at the time of enrolment. Information regarding course fee is available from PNGEI.

Mode 2: Off Campus face-to-face

If studying in your province with an assessor (ie. off-campus face-to-face), you should enrol in the province with the assessor and pay the course fee to PNGEI a/c with Westpac Bank, Account No. 931201. Information regarding course fee is available from PNGEI.

You should then forward your enrolment form and receipt of payment of the course fee to: Manager, Primary Unit, PNGEI, PO Box 1791, Boroko, NCD, PNG.

Mode 3: On Campus face-to-face

If studying at a PNGEI regional centre with an assessor (ie. on-campus face-to-face), you should enrol with the regional centre and pay the course fee to PNGEI a/c with Westpac Bank, Account No. 931201. Information regarding course fee is available from PNGEI.

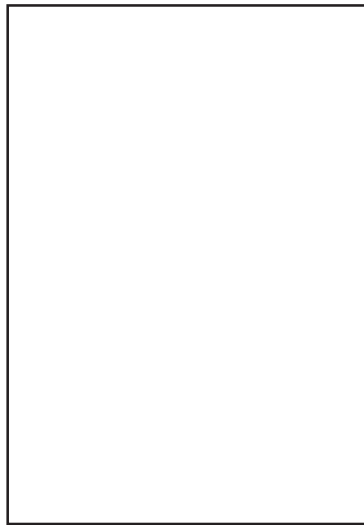
You should then provide receipt of payment of the course fee to the course co-ordinator at the regional centre. The co-ordinator will then forward your enrolment form and receipt of payment to: Manager, Primary Unit, PNGEI, PO Box 1791, Boroko, NCD, PNG.

Resource materials

Here is a list of support materials for this unit. All schools received copies of these materials in 2003.



You do not need access to these texts to successfully complete the unit. However, you may find them helpful to enhance your understanding of the reform.



1. Department of Education, 2002, National Curriculum Statement for Papua New Guinea



2. Department of Education, 2003, National Assessment and Reporting Policy



3. Department of Education, 2002, Education Reform Awareness Programs: Series 1 - supporting the education reform (audio cassette)