



MINISTRY OF EDUCATION AND SPORTS

EDUCATION MANAGEMENT STRENGTHENING INITIATIVE: MANAGING FOR QUALITY

PERFORMANCE IMPROVEMENT TOOLKIT

This document serves as a supplemental resource for education managers involved in the EMS Initiative. Combined with EMS training workshops and other professional development opportunities, including self-study and Peer Group Meetings, the resources, activities and tools can help lead to enhanced management performance and, ultimately, improved quality of primary schools in Uganda.

(November 2007)



This material produced with funding from United States Agency for International Development

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ACKNOWLEDGEMENTS

This material was developed in collaboration with the Ministry of Education and Sports with funding from USAID, the Uganda Programme for Human and Holistic Development (UPHOLD) and Basic Education Policy Support (BEPS) projects.

This toolkit was developed with the support and extensive input from the following institutions and individuals:

Ministry of Education and Sport
Kyambogo University
Education Standards Agency
Link Community Development,
Aga Khan Development Network
Voluntary Service Overseas
Field test participants Kabulasoke CPTC
Masindi District
Luwero District
TDMS Headteacher Management Materials
Sarah Baziwe, Head Teacher Bat Valley Primary School
Eldad Kateshumbwa, Kyambogo University
Edward Mugere, CCT
Sam Onek, MOES
Catherine Mugerwa, MOES
Joyce Othieno, ESA
Judith Oki, UPHOLD
Michael Cacich, UPHOLD
Renuka Pillay, BEPS
Patrick Bananuka, BEPS
Abraham Were, Loro PTC
Derek Nkata, Masindi District

The producers extend their great appreciation for the time and energy provided from all involved in the development of these materials.

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ABBREVIATIONS

BEPS	Basic Education Policy Support
CBO	Community Based Organisation
CCT	Coordinating Centre Tutor
CDA	Community Development Assistant
CDO	Community Development Officer
CIE	Community Involvement in Education
CPC	Community Participation Coordinator
CPD	Continuous Professional Development
CSO	Civil Society Organisations
DEO	District Education Officer
DIS	District Inspector of Schools
EMIS	Education Management Information Systems
EMS	Education Management Strengthening
EO	Education Officer
ESA	Education Standards Agency
HOP	Heads of Programmes
HT	Headteacher
IS	Inspector of Schools
MoES	Ministry of Education and Sports
NGO	Non Governmental Organisation
PGM	Peer Group Meeting
PIACSY	Presidential Initiative on AIDS Strategy for Communication to Youth
PTA	Parent Teacher Association
PTC	Primary Teachers College
QA	Quality Assurance
SHN	School Health and Nutrition
SMC	School Management Committee
TE	Teacher Effectiveness
TDMS	Teacher Development and Management System
UPE	Universal Primary Education
UPHOLD	Uganda Programme for Human and Holistic Development
VCM	Voluntary Community Mobiliser

INTRODUCTION AND OVERVIEW

WELCOME! By opening this toolkit you have taken an important step towards making your contribution to improving the quality of education offered in Uganda's primary schools. As an education manager, whether you are at the school, district or college level, YOU make a huge difference in the life of Ugandan school children and this Handbook is designed to assist you in creating a positive change in Uganda's schools.

The Education Management Strengthening (EMS) Initiative aims to expand the knowledge, skills and tools available as you work to improve quality. Often attitudes and behaviours play an even greater role in the adoption of new practices. The EMS Initiative also creates opportunities for participants to reflect on their own attitudes and behaviours, examine how their actions and attitudes influence the way they do their work, and commit to actions which create positive learning environments. Training workshops are part of a larger package of activities designed to support your professional practice at your worksites. Complementary support activities include job aids and tools for performance improvement, the utilization of Peer Group Meetings, peer-to-peer support, and on-site supervision and advice.

GUIDING PRINCIPLES

The EMS Initiative is built upon the following principles:

A focus on improving quality and pupil performance

The core business of any school system is to deliver quality education and to ensure that pupils reach their potential. All activities delivered under the EMS Initiative are designed to equip Head teachers and other managers in the system with critical knowledge, skills and attitudes needed to improve performance and positively impact quality at school level.

Behind every good school is a good head teacher

In almost any good school you will find there is a good Head teacher. Head teachers are special because, through their leadership, management and administration, they have the power to define a school and its level of performance.

Strengthening partnerships and participation

Education managers cannot go it alone. They need to enlist and harness the active participation and support of numerous other role players including: Parents, Teachers, Pupils, School Management Committees, Parent Teacher Associations, and Local leaders. Improving education quality is built upon strong partnerships between these actors and among education managers themselves.

A Systems Approach

The EMS Initiative strives to improve quality through a Whole School or Whole System Approach. This approach recognizes that it is only when all education managers work together in partnership that school-based quality can be improved. The EMS Initiative harnesses the collective energy and wisdom of the many managers within the education system who must work in a coordinated manner to affect positive change. While the ultimate yardstick of success is improved learning environments and improved pupils' learning, it is not sufficient to only raise management capacity at school level. It is also necessary to improve capacity at all levels of the system that support the school, especially the district.

Activity-based learning

We believe that both children and adults learn most effectively through activity and practice and not through passive listening. EMS workshops are designed to maximize activity of participants and to engage their existing knowledge and experience.

The Education Improvement Cycle

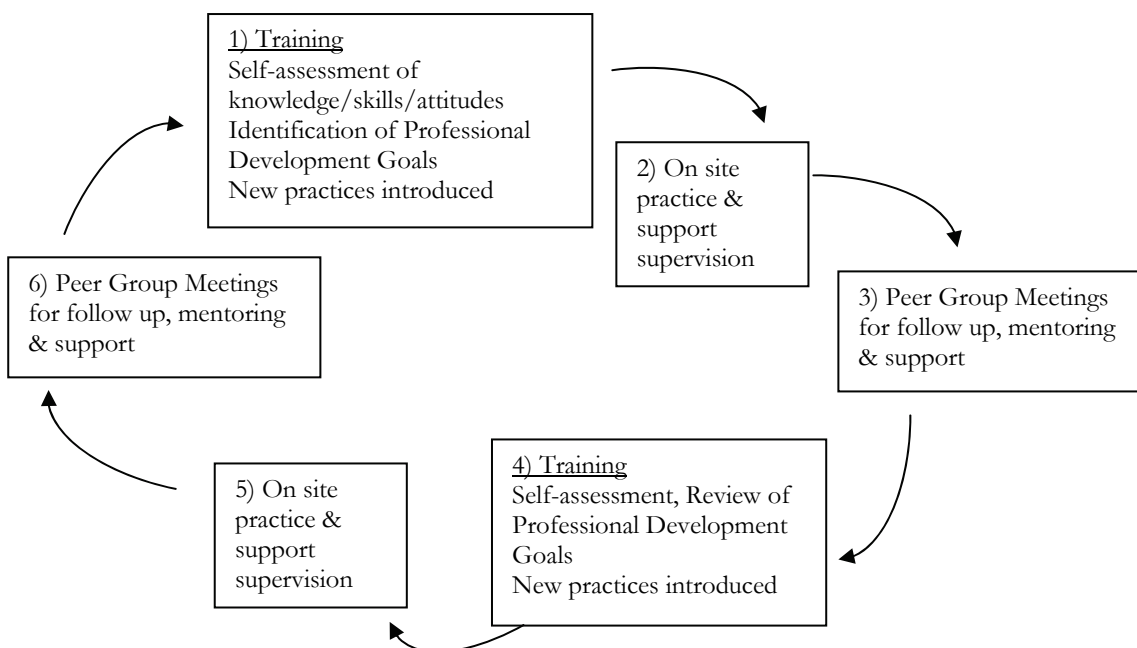
Education improvement is a continuous cycle of action and reflection. Stages in this cycle include:

- Assessment – Systematically gathering relevant information on strengths and weaknesses and on the results of previous actions.
- Analysis – Considering the meaning and implications of information for action.
- Planning – Drafting plans of action with clear objectives, timeframes, persons responsible etc.
- Action – Implementing the plan and overseeing its implementation by others.

THE PERFORMANCE IMPROVEMENT CYCLE

The EMS Initiative was developed on the basis of the Performance Improvement Cycle, which include a variety of opportunities (some individual and others within groups) to assess knowledge, skills, attitudes and overall performance; to identify professional development goals; to bridge identified gaps; and to participate in a variety of activities to improve performance. Professional peer groups and networks are as important for managers as they are for teachers and other professionals. Using a mentoring or peer support approach, education managers are assisted to consciously establish peer relationships for mutual support, networking, and the sharing of learning.

The Performance Improvement Cycle is shown in the diagram below:



THE TRAINING MODULES

The training programme consists of four training modules focusing on the following core competency areas:

- Leadership in Education
- Managing School Improvement
- Managing School Finances
- Managing the School Curriculum

INTRODUCTION AND OVERVIEW

The modules are for use by trainers at the district/CPTC and school representative level and serve as resource materials for education managers. The training workshops focus on building knowledge, skills, attitudes and professional networks. The foundation built during training can be maintained through continuous professional development activities (such as Peer Group Meetings) as well as behaviour change communication campaigns.

A broad dissemination and use of the materials is encouraged. The materials can be used by managers or aspiring managers as self-study guides, as resource materials for cluster level meetings, as well as training materials for head teachers and others to share with their team members.






HOW TO USE THIS TOOLKIT

The Performance Improvement Toolkit has been designed to accompany the Modules. These tools are designed to bring the theory and practice from training workshops into the manager's daily worklife. The Toolkit includes *practical resources* in the form of job aids and checklists to be used on-site for more effective management and *activities* to be used in Peer Groups and other Continuous Professional Development opportunities. Trainers are expected to facilitate participants' uptake of these tools. Specifically, trainers should:

- Develop work plans to provide support supervision to participants
- Facilitate the organization of peer to peer or mentoring support opportunities between school leaders
- Organise and facilitate Peer Group Meetings to follow up Action Plans developed by participants during trainings and utilise Performance Improvement Tools to increase participants' learning between sessions

The Toolkit contains Self-Reflection Activities designed primarily for managers to use on their own to assess their current practices and skill level; Activities for Managers to use with their staff; Activities for use in Peer Group Meetings; Reference Tools; and Additional Reading materials for managers.

Legend

	<i>Objectives</i> —action oriented objectives are stated for each tool
	<i>Rationale</i> —each tool has a rationale that provides the basis for it and links it to the overall goals of the EMS Initiative
	<i>Duration</i> —estimated time allocation for each tool
	<i>Content</i> —presents key content to be addressed during tool
	<i>Activity</i> —highlights a task to be carried out by the participant(s)

SELF-REFLECTION ACTIVITIES

These are intended to engage managers in critical review of their practice, including management styles, so as to appreciate their achievements and strengths, identify areas that need improvement, and plan and implement action to improve in those areas. These tools can be used individually or with colleagues and peers.

TOOL 1.1—GOOD & BAD REASONS FOR HOLDING MEETINGS



Rationale:

We can all think of “useless” meetings that we were required to attend. As managers we must recognise that there are good reasons for meetings and bad ones. It is important that we are able to distinguish these and only call meetings for valid reasons.



Objectives:

- To reflect on your current practice related to calling meetings, and the reasons for do so



Content/Process:

Below is a list of reasons for holding meetings. Place a tick or cross next to each one depending on whether you consider it a good or bad reason to call a meeting. Next to the good reasons write, ‘always’, ‘often’, ‘rarely’ or ‘never’ in the column marked ‘How Often?’ depending on how often you participate in a meeting for this reason.

Examine those where you have written ‘rarely’ or ‘never’. Reflect upon your answers, are there any good reasons that you, as an individual are should be giving more attention.

Reason	Good or Bad	How Often?
1. To obtain or deliver information		
2. To take decisions regarding policy		
3. To punish or reprimand		
4. To exert control		
5. To plan future actions or programmes		
6. To give recognition		
7. Because meetings must be held regularly		
8. Because the meeting has been scheduled		
9. To deal with individuals who are ambitious		
10. To solve problems in the school		
11. To motivate or inspire staff		
12. To enable newcomers to learn through discussion		
13. To gain persuade or gain commitment		
14. To make expectations clear		

REFLECTION POINTS

What practices will you change based on the results of this exercise? Holding useful, purposeful, productive meetings is especially necessary as education managers often have heavy workloads (recall Activity 3.1 from the Leadership in Education module, where you divided your responsibilities into the categories Educator and Manager). Similarly, it is necessary to consider who needs to participate in a meeting, who is there but doesn’t need to be. And, if there is someone who really ought to be there, but they are not, can things really move forward?

TOOL 1.2—LEADERSHIP SELF-ASSESSMENT



Content/Process:

The following self-assessment will help you look at your own leadership style. It may also help you to identify areas of strength and areas in need of further development. Be as honest as you can. For each of the statements choose one of following:

1= Never 2=Occasionally 3=Frequently 4=Always

Leadership Statement	1	2	3	4	Score
<i>Supportive Supervision</i>					
I encourage staff to set themselves challenging tasks					
I avoid blaming staff or allowing them to fail					
I try to show staff that I trust them					
I frequently check the level of staff morale and motivation					
I publicly acknowledge individual accomplishments					
I pass on reports of 'good work' to higher levels					
I appreciate the different contributions that each staff makes to our overall mission					
I meet with individuals I supervise to develop individual workplans					
I offer individual help to teachers on improving their teaching					
I promote opportunities for staff learning and career advancement					
I provide positive feedback to staff after supervision, as well as helpful suggestions for improvement					
I listen to others carefully, even when they disagree with me, and encourage new ideas and innovations					
<i>Leading by Example/Integrity</i>					
I try to inspire staff by leading by example					
My attendance and punctuality are exemplary					
I have a clear set of values related to my job					
I show through my own actions my commitment to the goals of the school/institution					
I know and enforce all elements of the Teacher Code of Conduct					
I welcome feedback from colleagues, staff and mentors for my own performance					
I promote a positive vision of the school/institution for my staff					
I communicate with staff members frequently and clearly					
I am approachable to staff informally and build a team spirit					
I share leadership roles with other members of staff					
<i>Planning and Coordinating</i>					
I plan together with staff					
I take staff ideas, suggestions and wishes into account whenever possible					
I seek information from reliable sources to identify needs in schools					
I allow staff to have a say in decisions that affect them					
I try to focus on improving teaching and learning at the school(s) under my supervision					
I delegate tasks to other staff members where appropriate					
I orient and induct new members of staff					
I adapt my management style to suit the situation					
I try to enlist community support to lighten the staff's load					
I meet with parents regularly to ensure that they are satisfied					
<i>Transparency</i>					
I explain my decisions to members of staff and other appropriate stakeholders					
I share budget considerations / use with staff and other appropriate stakeholders					
<i>Problem Solving</i>					
I treat problem solving as an opportunity for improvement					
I encourage staff to come to me with their problems					

P E R F O R M A N C E I M P R O V E M E N T T O O L K I T

I ask staff for input on improving working practice					
I look for underlying causes for any problems that arise					
<i>Organization</i>					
I plan daily, weekly and monthly schedules					
I plan staff meetings well in advance and provide a clear agenda					
Totals					

Add your scores. Refer to the analysis to see how you scored.

40-75: You can do much better. Look for ways of upgrading your leadership practices.

76-120: Some of your qualities are good so concentrate on improving the weak ones.

121-160: This is excellent, but do not get complacent!

Now reflect upon your results

1. Identify 2 areas of weakness revealed by the exercise
2. For each area of weakness try to identify a strategy for self-improvement
3. Identify 2 areas of strength revealed by the exercise
4. For each area of strength identify a strategy by which you might help develop the same strength in others

TOOL 1.3—TIME MANAGEMENT SELF-ASSESSMENT



Content/Process:

For each of the statements below, choose one of the following, and then add your scores:

1=Never 2=Occasionally 3=Frequently 4=Always

Statement	1	2	3	4	Score
I maintain a desk diary or calendar that shows all my commitments.					
I make a daily list of things to do.					
I can find important documents in my office straight away.					
Routine matters are attended to before they turn into a crisis.					
My staff know where I am.					
I avoid doing things that waste my time.					
I avoid doing things that waste other people's time.					
I delegate some duties to my Deputy or other staff.					
I follow up on the completion of tasks I delegate.					
I arrive on time and prepared for meetings.					
The meetings I organise achieve their purpose and finish on time.					
I open my mail as soon as it arrives.					
I am able to complete tasks without unnecessary interruptions.					
I reserve certain hours for receiving visitors.					
I close my office door when I need to be undisturbed.					
I keep my mobile phone switched off during meetings.					
I clear my desk of all paperwork.					
I achieve a balance between thinking time and action time.					
I keep work to a certain number of hours every day and no more.					
I make sure things are done right the first time.					
Total					

Add your scores. Refer to the analysis to see how you scored.

20-39: Learn to use time efficiently and work more efficiently

40-59: You have some time management skills but there is room for improvement

60-80: You use your time very efficiently. Keep looking for new ways to improve your efficiency.

PERFORMANCE IMPROVEMENT TOOLKIT

Reflect upon your own performance and answer the following questions.

1. What are your own areas of strength and weakness in time management?
2. What areas could you identify for inclusion in your professional development plan?

TOOL 1.4—CHECK YOUR INTERPERSONAL SKILLS!



Content/Process:

Rate yourself on each of the communication skills below. Also, you can ask a colleague to give you feedback on each skill. Try to improve one step each week for 6 weeks, until all are improved.

0= *Never* 1= *Sometimes* 2= *Often* 3= *Always*

G Greet

Did you:-

- Welcome each person in a warm manner?
- Stay polite, friendly and respectful?
- Ask how you could help?

A Ask

Did you:-

- Ask the person about himself or herself?
- Help the person express their feelings, needs, wants and any doubts?
- Listen attentively – show your interest and understanding at all times?
- Convey support and partnership?
- Ease concerns?

T Tell

Did you:-

- Start the discussion with the person's preferences?
- Tailor information to the individual?

H Help

Did you:-

- Suggest and discuss small steps to take – *small, concrete actions*?
- Help the person think about the results and consequences of choices?
- Ask if anything needs to be made clearer?

E Explain

Did you:-

- Explain what to do?
- Give resources or support if needed?
- Motivate the person to take new actions, challenges?
- Tell the person to return for more discussion if they would like?

R Return

Did you:-

- Return for follow-up?
- Ask how the new steps are going and if there are any problems?
- Help the person handle any difficulties?

Source: JHUCCP, "GATHER Guide To Counseling," *Population Reports*, Series J, Number 48, 1998.

TOOL 1.5—OPTIMISM & POSITIVE THINKING



Content/Process:

As a manager and an educator you have a lot of roles and responsibilities to perform as you work with different people. As you work and interact with people, including your family members, you are likely to experience disappointing situations or people. Some things may not work out for you the way you expect them – your hopes might seem to be futile and your dreams might delay to come to a reality. Please note that this is not the end of the world; take heart and be a positive thinker.

Interesting Facts:

- Positive thinkers have better health than negative thinkers
- Positive thinkers have better health habits than negative thinkers
- Positive thinkers live longer than negative thinkers

The good news is that even if you are not naturally a positive thinker, you can become one! There are 2 areas to watch in your own thinking:

Permanence: Positive thinkers think about bad events as temporary and good events as permanent, while negative thinkers think of bad events as permanent and good events as temporary. For example, when a friend is not being communicative, positive thinkers will think, “you haven’t talked to me lately,” while a negative thinker will think, “you never talk to me.”

Pervasiveness: When something goes wrong, a positive thinker can keep feelings about that thing confined, while a negative thinker believes that everything is wrong. For example, when a positive thinker did a bad presentation she thought, “I need to improve my presentation style,” while a negative thinker thought, “I don’t do my job well. I will never succeed in life!”

If you have any of these types of negative thoughts, you can *train* yourself to stop thinking negatively, and start thinking positively. There are 4 questions to ask yourself each time you find negative thoughts. You will want to start listening to your own internal dialogue. If you can practice listening and asking these questions each time you face some negative thought, it will help you feel better and after some time you will be able to automatically think in a new, positive way.

1. Evidence?
 - Is there really evidence for what you are thinking?
2. Alternatives?
 - Is there another way to look at it? For example, are there other causes than what you are thinking about now?
3. Implications?
 - Even if your belief is correct, what is the worst that could happen, and is it realistic?
4. Usefulness?
 - Is the belief worthwhile to hold now? Or does it just cause you to worry, when you could address it another time?

(Source: Learned Optimism, Martin Seligman, NY Free Press, 1990)

TOOL 1.6—GUIDE FOR SELF-REFLECTION



Content/Process:

The life force of leadership and management as well as teaching practice is thinking and wondering. Leaders and effective teachers carry home those moments of the day that touch them and they question decisions made. During these times, they realize when some thing needs to change. This is professionally known as reflective practice.

According to Osterman & Kottkamp 1993, the reflective practice is a means by which Practitioners can develop greater level of self-awareness about the nature and impact of their performance. This awareness creates opportunities for professional growth and development. Reflection is considered as a powerful tool for professional development. It is an integrated way of thinking and acting, focused on learning and behavioural changes; it is individuals working to improve organizations through improving themselves. Regular reflection enables a manager or a teacher to do things in the right way and be able to justify actions. It can also develop a practitioner's creativity/ innovativeness. Through reflection, practitioners are enabled to articulate education philosophies and come to a deeper understanding of issues related to education.

Simon Hole and Grace Hall MacEntee present a protocol (a guide), in the Educational Leadership Journal (1999), to enable leaders and teachers to refine the process of reflection, alone or with colleagues. The Guided Reflection Protocol is useful for people who choose to reflect alone. The Critical Incidents Protocol is useful for shared reflection. The steps for each protocol are similar. If you follow a process such as this, you are likely to improve your practice.

Steps for Guided Reflection Protocol (For Individual Reflection)

Step One: Collection of Episodes

The first step in guided reflection is to collect possible episodes for reflection. This involves thinking about ordinary events, which often tell us about the underlying trends, motives and structures of our practice. Then go through the following steps in form of questions to systematically reflect on the event. An example of an event is given below:

You have chaired a staff meeting on Friday. This meeting was supposed to start at 2.00 pm and you came in at 3.00pm. As soon as the bell goes, at 4.00, all staff members stand up and walk out. There is a very crucial item that you need to discuss and send the staff decision to your managers on Monday, which has not been touched on. You tell the staff in a loud voice to come back on Saturday morning to finalize the agenda. On Saturday you come to your place of work and you are there for the whole day but none of the staff appears.

Step Two: What happened?

Think about or/and write down what happened without analysis or judgment
The event above is recorded in a non-judgmental way.

Step Three: Why did it happen?

Attempting to understand why an event happened the way it did is the beginning of real reflection. We must search the context within which the event occurred for explanations. As a manager you might write your reflections on the above event as follows:

It is not hard to imagine why the staff members reacted the way they reacted. They had been waiting for me in the staff room for an hour. How could I expect them to keep in the staff room beyond the expected time when I was the cause of failure to complete the agenda? In fact I now remember that I did not even apologize for my late

coming. Deep within my heart I was hoping against hope as I told them to come on Saturday. Did I really expect them to come to work after shouting at them and knowing that Saturday was their free day?

Step Four: What might it mean?

Given the daily madness of life in institutions, considering all the options and consequences is sometimes difficult. It is only through reflection that we even recognize that we had a choice, that we could have done something differently. You might write such a reflection as the one below on this event.

I often do things the way I do because of pressure I feel. While it would be nice to believe that I could reduce the pressure or make it go away completely, the fact is that it will always be with me. Being a manager means learning to live within that pressure, learning from the mistakes I make, and learning to do things and handle my staff the right way.

The search for meaning is an integral part of being human. However, understanding by itself does not create change in practice. The last part of guided reflection is action oriented and involves changing our practice according to the new understandings.

Step Five: What are the Implications for my Practice?

This is the most important step in reflection. We are required to consider how our practice might change given new understandings that have emerged from the earlier steps and we commit ourselves to change. Your concluding reflective statements on this event might appear as follows:

This event has taught me a lesson. Next time I organize a meeting I will I keep time because I am supposed to be a role model in managing time. I also must make sure that very crucial items of agenda are dealt with first during the meeting. Last and most important, I must always apologize to my staff whenever I do something that hurts their feelings.

Steps for Critical Incidents Protocol (For Group Reflection)

Managers in peer group meetings or teachers at school can engage in this kind of reflection. You could do it as suggested by Simon Hole and Grace Hall MacEntee or adapt it to suit your context.

Step One: Write stories. Each group member writes briefly in response to the question: What happened? (10 minutes)

Step Two: Choose a story. The group decides which story to use after all members have read out the titles of their stories (5 minutes)

Step Three: What happened? The presenter reads the written account of what happened and sets it within the context of professional goals. (10 minutes)

Step Four: Why did it happen? Colleagues ask clarifying questions (5 Minutes)

Step Five: What might it mean? The group raises questions about the incident in the context of the presenter's work. They discuss the incident as professional colleagues while the presenter listens. (15 minutes)

Step Six: What are the implications for practice? The presenter responds, and then the group engages in conversation about the implications for the presenter's practice. A useful question at this stage might be, "What new insights occurred?" (15 minutes)

Step Seven: Debrief the process. The group talks about what has just happened. How did the process work? (15 minutes)

Adapted with, additions, from Simon Hole and Grace Hall MacEntee, "Reflection is at the Heart of Practice" Educational Leadership Journal: May 1999

TOOL 1.7—WRITING YOUR PROFESSIONAL DEVELOPMENT PLAN



Rationale:

The mark of a good manager is the desire and commitment to improve their own performance. If we are honest with ourselves, we will see there is always room for improvement. The Professional Development Plan (PDP) will help you to plan for how you intend to develop yourself professionally now and into the future!



Objectives:

- To reflect on your current areas of strength and areas that need improvement and commit to a plan for improving your performance as a manager.



Content/Process:

The following template should be used by education managers to identify strengths and weaknesses, how they will share strengths with colleagues and actions they will take to grow or improve professionally as a manager and leader. Find some quiet time and space and reflect on yourself honestly. A number of the preceding Self-Reflection tools in this Toolkit and those found in EMSI Module 1 can give you information for this activity. Fill in the template. You may also want to share it with a colleague or your supervisor and ask them to be a coach to help you achieve the things you have committed to do on the PDP.

Professional Development Plan

Name _____

School/Institution _____

Describe 2 areas of personal professional strength that you have identified:

1. _____

2. _____

For each area of strength identify actions that you can take to share and develop these skills with your colleagues.

Actions to be taken to share strength 1

- _____
- _____
- _____

Actions to be taken to share strength 2

- _____
- _____
- _____

Describe 2 areas in need of development that you have identified:

1. _____

2. _____

For each area in need of development identify actions that you can take to improve your skills.
Actions to be taken for development area 1

- _____
- _____
- _____
- _____

Actions to be taken for development area 2

- _____
- _____
- _____
- _____

Activities from the Performance Improvement Toolkit to be completed with others

- _____
- _____

Performance Improvement tools to be used on-the-job

- _____
- _____

ACTIVITIES FOR MANAGERS AND STAFF

The activities in this category encompass key desirable management practices that require the participation /involvement of the entire team. These activities are designed to develop team spirit, cohesion, and sense of belonging.

TOOL 2.1—WHY DO SCHOOLS EXIST?



Rationale:

Successful leaders are able to build a shared vision that articulates the priorities, objectives and ethos of an institution. – A shared vision of why a particular school exists. In order to do this it is necessary to reconcile the perspectives of different stakeholder groups. This tool explores these perspectives as a prelude to drafting a school mission statement.



Objectives:

- To appreciate the differing perspectives of stakeholders on the purpose and value of education
- To identify strategies to increase stakeholder participation in education



Duration: 1 hr. 30 min.



Content/Process:

Activity 5.1 – Agaba Refuses to Go To School – Skit (20 minutes)

The trainer will choose 3 participants to perform the following brief skit that presents a “typical” morning in a Ugandan house. One must play the part of the boy (Agaba), one plays his mother, and one plays his father. After the performance, work in pairs and reflect on the following questions:

In the eyes of Agaba, what are schools for?

What do you think Mrs. Bagonza said to the teacher / the Headteacher?

What do you think was the teacher’s / Headteacher’s response?

Setting: Mrs. Bagonza is in the kitchen preparing breakfast for her son Agaba.

Mrs. Bagonza: ‘Agaba ! Agaba!’

Agaba: Yes mummy?

Mrs. Bagonza: ‘Are you out of bed? It is time for breakfast. Do you want to be late for school?’

Agaba: *(Playing with an improvised toy car that the father brought him yesterday)* No mummy. I do not want to be late for school. I am dressing up.

Mrs. Bagonza: *(After some time)* ‘Agaba!’

Agaba: Yes mummy!

Mrs. Bagonza: Hurry up! Breakfast is ready.

Agaba: I am tying my shoes mummy *(Agaba talks to himself)* ‘I don’t want to go to school. I am happier playing with my car than being at school’

Mrs. Bagonza: *(After an interval)* I better go and check on this boy and find out what is keeping him busy.

(To her surprise, on reaching the bedroom, she finds Agaba playing with the toy car)

Mrs. Bagonza: *(Annoyed and shouting)* ‘Agaba! Is this the dressing up you have been talking about? *(Gets hold of the toy car)* I don’t want to see this toy car in this house again.’

Mr. Bagonza: *(Walks in)* ‘What’s the matter?’

Mrs. Bagonza: (*Shows the toy to her husband*) 'Do you see what you have done to our boy? You brought him a toy and now he does not want to go to school!'

Mr. Bagonza: (*Turns to Agaba*) 'Agaba! Is it because of this toy car that you do not want to go school?'

Agaba: 'No daddy. It is because there is no fun at school; there is a lot of caning, too much time is spent doing mathematics, science, SST and English which I don't understand; there are neither P.E. lessons nor are we given time to model animals and paint pictures like in Mugisa's school. And as if that is not enough, my teacher doesn't like me because I don't perform as well as well as the others. Why don't you take me to Mugisa's school?'

Mr. Bagonza: (*Turns to his wife*) 'How should we handle this matter?'

Mrs. Bagonza: 'I think we should accompany Agaba to school and talk to his teacher and the Headteacher.'

DIFFERING STAKEHOLDER PERSPECTIVES

The skit demonstrates that different stakeholders in education have different perspectives regarding the value of education. A successful leader is able to value and reconcile these different perspectives and build a shared vision for a school that articulates the priorities, objectives and ethos of an institution. – A shared vision of why a particular school exists. The following activity explores different stakeholder perspectives further.

Activity 5.2 – Appreciating Different Stakeholder Perspectives (1 Hour)

This activity will explore in greater detail the perspectives of different stakeholders, through a group activity. Each group will represent a different stakeholder group. They will be given a card with instructions, and have 30 minutes to complete the task. All participants must divide into 4 groups. This can be done by asking participants to 'number off' by counting up to 4 until each person has a number. People with the same number will then group together for the activity. Each of the 4 groups must then occupy a different table. Participants must be warned in advance that their presentations should last no longer than 4 minutes. Participants must divide into 4 groups.

GROUP ONE

What are schools for, from the perspective of the child?

In this group you are asked to first jot down your key points and finally use them to write a 4-minute dialogue between two children. You have 30 minutes to discuss this and write the dialogue and so you are advised to spend the greatest percentage of your time on preparing the dialogue. One of you is expected to act as a child and read the speech during plenary.

GROUP TWO

What are schools for, from the perspective of a parent?

In this group you are asked to first jot down your key points and finally use them to write either a 4-minute speech to be presented on a school open day *or* a dialogue between 2 parents. You have only 30 minutes to discuss and prepare, so you are advised to spend the greatest percentage of your time on preparing the speech/dialogue. During the plenary, one person (or people) is expected to act as a parent and perform the speech/dialogue.

GROUP THREE

What are schools for, from the perspective of a teacher?

In this group you are asked to first jot down your key points and finally use them to write *either* a 4-minute speech to be presented on a school open day *or* a dialogue between 2 teachers. You have only 30 minutes to discuss and prepare, so you are advised to spend the greatest percentage of your time on preparing the speech/dialogue. During the plenary, one person (or people) is expected to act as a teacher and perform the speech/dialogue.

GROUP FOUR

What are schools for, from the perspective of a religious leader or a local political leader? (Choose one)

In this group you are asked to first jot down your key points and finally use them to write a 4-minute speech to be presented on a school open day. You have 30 minutes to discuss this and write the speech and so you are advised to spend the greatest percentage of your time on writing the speech. One of you is expected to act as a religious or political leader and read the speech during plenary.

Plenary (30 minutes)

Listen as representatives of each group present the dialogue/speech they have prepared. The trainer might remind the groups at the beginning that it is expected that each group present for no more than 4 minutes. Ask participants to consider the questions:

1. Do the different groups share a common perspective about school?
2. Which perspective do you most identify with and why?
3. What happens if a school does not satisfy the expectations of a stakeholder group?
4. What strategies can be employed to increase to productive involvement of each stakeholder group in developing a school?

Stakeholder Perspectives

The previous activity will probably have generated some of the following perspectives about the purpose of education.

Group 1. —Children

In the perspective of a pupil, schools might be for:

- Enjoyment
- Doing and learning about interesting things
- Getting friends to play with
- Talking about home problems and getting solutions
- Helping in personal exploration
- Performing for parents and others
- Receiving guidance on how to do things the right way
- Getting opportunity to explore
- Expressing own interests
- Asking questions and getting answers to questions
- Passing well so as to go for higher education
- Preparation for being ‘big’ people in future

Group 2—Parents

In the perspective of a teacher, schools might be for:

- Preparing children for good jobs in future
- Good moral and cultural upbringing for children
- Fostering disciplined children
- Preparing children for acceptable marriage

Group 3—Teachers

In the perspective of a teacher, schools might be for:

- Teaching for life not for just passing exams
- Enabling children realize their potential
- Guiding and counseling children
- Collaborating with parents in helping children to learn maximally
- Ensuring good discipline of children
- Helping children discover their individual talents and enabling them to develop them t

Group 4a—Religious leaders

In the perspective of a religious leader, schools might be for:

- Induction into the culture and values of a particular faith
- Bringing out citizens who are morally up right, responsible and who fear God
- Character building

Group 4b—Local political leaders

In the perspective of a local political leader, schools might be for:

- Ensuring that education policies of the government are respected and implemented
- Fostering “good citizenship” among the future of the country
- Developing patriotic citizens who will enhance national and regional development
- Producing self reliant persons
- Preparing learners for good jobs in future
- Conserving and promoting cultural and societal norms

TOOL 2.2—KEY MESSAGES FOR TEAM BUILDING



Content/Process:

What are the implications of these messages to you as a leader?

<p>There are no problems we cannot solve together; and very few that we can solve by ourselves.</p> <p>Lyndon Johnson cited by Maxwell, J.C.2001</p>	<p>We should not only use all the brains we have, but also all that we can borrow.</p> <p>Woodrow in Maxwell, J.C. 2001</p>
<p>Teamwork is birthed when you concentrate on ‘we’ instead of ‘me.’</p> <p>Maxwell, J.C. 2001</p>	<p>People have been known to achieve more as a result of working with others than against them.</p> <p>Dr. Alan Fromme cited by Maxwell, J.C 2001</p>
<p>If you think you are the entire picture, you will never see the real picture.</p> <p>Maxwell, J.C. 2001</p>	<p>If the team is to reach its potential, each player must be willing to subordinate his/her personal goals to the goals of the team.</p> <p>Bud Wilkinson cited by Maxwell, J.C 2001</p>
<p>None of us is more important than the rest of us.</p> <p>Ray Kroc cited by Maxwell, J.C. 2001</p>	<p>A sign of a great team leader is the proper placement of people.</p> <p>Maxwell, J.C. 2001</p>
<p>Your team should be the size of your dream.</p> <p>Maxwell, J.C. 2002</p>	<p>You lose the respect of the best when you don’t deal properly with the worst.</p> <p>Maxwell, J.C. 2001</p>
<p>When the team you have doesn’t match up to the team of your dream then you have only two choices: Give up your dream, or grow up your team.</p> <p>Maxwell, J.C. 2001</p>	<p>You can do what I cannot do. I can do what you cannot do. Together we can do great things.</p> <p>Mother Tereza cited by Maxwell, J.C. 2001</p>
<p>Great vision precedes great achievement.</p> <p>Maxwell, J.C. 2001</p>	<p>You will have long-range vision to keep you from being frustrated by short-range failures.</p> <p>Maxwell, J.C. 2001</p>

TOOL 2.3—WRITING A PROFESSIONAL VISION STATEMENT



Content/Process:

Draft a statement that summarizes how you *want to* see yourself in your job, written in the present tense. To do this, consider the questions below. Sometimes it helps to close your eyes and imagine the best possible outcomes – what the whole environment would look like and what you would achieve. Think big! After drafting it, re-read it to make sure it is simple, to-the-point and summarizes your vision.

Example:

I am an exemplary leader of my school (or institution) who supports each teacher to perform well in and outside of the classroom, models integrity in every action, and leads my school to achieve success in academic, emotional and physical growth of each and every pupil.

Questions:

1. What I want to accomplish in this job:
2. The role can I play in making the school / institution the best it can be:
3. Specific actions that will help me to achieve my vision:
4. Specific attitudes and values that will help me to achieve my vision:
5. Who else needs to do what to ensure I achieve my vision? How can I support them?

This is my Personal Vision Statement (in 50 words or less):

PEER GROUP MEETING ACTIVITIES

These activities can focus discussion on particular prevailing or challenging issues and or contexts in the field of education management. While some activities might involve managers completing a task on their own, they are designed to be used in peer group settings.

TOOL 3.1—IDENTIFYING DIFFERENT LEADERSHIP STYLES



Content/Process:

Read the below scenarios and answer the following question:

What are the likely advantages and disadvantages of each leadership style for a school?

Headteacher 1

This Headteacher avoids any uncertainty and self-doubt by keeping to the rules. She knows that his job is to maintain the status quo, avoiding confrontation and ensuring that all her staff knows exactly what the rules and regulations are. She is an excellent administrator. His files are in good order and his book-keeping and financial probity are beyond reproach. Teachers who break the rules will be reprimanded but she is very supportive of good teachers. She is well liked by the District staff as a “safe pair of hands”.

Headteacher 2

This Headteacher welcomes change and is always keen to hear of new ideas from his staff and to let them try them out. He has a fairly informal style of running the school and sometimes is late in sending in important returns to the District Office. He is well liked by his staff; new teachers are welcomed and expected to play a full part quickly in the life of the school. There is a lot of exciting classroom practice with teachers using a wide range of teaching approaches. A few of the older teachers are unhappy that their traditional but safe teaching methods are under threat and have been speaking privately to some members of the SMC about their concerns

Headteacher 3

This Headteacher is dynamic and has a lot of new ideas. Parents have been greatly impressed by her energy and commitment to the school. In his first year in the school she took over and taught English and Social Studies to P7 and achieved remarkably good results. Her staff sometimes finds the pace of change demanding and some are struggling to implement some of his ideas. The Head works hard to persuade her staff of the value of her innovations and constantly reminds them that their common goal is to work for the improvement of the pupils’ education. In her heart of hearts she knows that she will not gain the loyalty of all her staff, but also that the changes which she is making will make the school more successful than it has been in the past

Headteacher 4

This Headteacher believes in a “hands-off” approach to leadership. He treats his staff as professional educators and believes that they will do their best if left to get on with their teaching in their classrooms. He has tried to ensure that the administrative tasks of his teachers are kept to a minimum and he and his deputies take care of registration and the in gathering of assessment information. He is popular with parents and the district office staff as he is always available for them when they visit the school. PLE results have been slightly above average for the District. Teachers are refusing to teach Agriculture and IPS as they do not have the new textbooks.

Trainers Notes

Expected responses may include the following. If not mentioned during your discussion, you consider these points:

HT	For	Against
A	<ul style="list-style-type: none"> • Keeps to the rules • Plays it safe • Files are in order • Financial probity 	<ul style="list-style-type: none"> • No evidence of development • No evidence of quality teaching • No mention of pupils • A manager not a leader • Lacks vision
B	<ul style="list-style-type: none"> • New ideas are encouraged • Liked by staff • New teachers welcomed • Good classroom teaching • Is conscious of pupils' needs 	<ul style="list-style-type: none"> • Older teachers feel threatened • Is the SMC working with HT • Is the administration in order
C.	<ul style="list-style-type: none"> • Has a lot of ideas • Displays commitment • Gets good P7 results • Is award of pupils' needs 	<ul style="list-style-type: none"> • Has not built teamwork • Cannot do it all alone • Demands too much • Failing to communicate vision
D.	<ul style="list-style-type: none"> • Lets teachers work independently • Reduces admin load on staff • Popular with parents • Popular with the District 	<ul style="list-style-type: none"> • Is not leading teachers • Teachers are in control not HT • Thinks administration is more important than leadership.

TOOL 3.2—MANAGE THIS!

✓ *Objectives:*

- To stimulate discussion and give the groups a chance to develop norms/guidelines for use in handling common managerial issues in their schools.



Content/Process:

Read, reflect and discuss each scenario as a group. Each scenario should take about 20 minutes.

If you are the leader of the peer group follow the steps below to take the members through the scenarios:

- Read out one scenario at a time and ask members to discuss it in buzz groups (i.e. with the person or persons sitting next to them). Then ask the members to share with the rest how they would manage the situation and move on to the next scenario. Make sure that members discuss with different people from the ones they discussed with previously when you move to the next scenario.
- When all the scenarios have been discussed, develop key guidelines or norms for handling particular situations in schools, ensuring that each member understands and accepts responsibility for maintaining the norms/following the guidelines.
- After agreement has been reached, encourage everyone to write down the norms/guidelines in their notebooks for future reference.
- When you meet again as a peer group, start with a sharing session and encourage the members to share how they have handled some situations, if any, and how the guidelines they formulated during the previous meeting assisted them in handling those situations.

<p>1 A newly qualified young teacher has been posted to your school by the district education officer and just before he/she has completed a week, he/she signals being in love with you. How would you handle the situation?</p>	<p>2 You have come to chair a staff meeting and when you greet your staff members, none of them responds. What would you do to get them participate in the meeting?</p>
<p>3 The chairman of your school management committee presents to you a problem of his brother who needs money for treatment and asks you to sign a cheque so that money is withdrawn from your school account for this cause. How would you handle this?</p>	<p>4 You have discovered from a parent that some of the teachers on your staff get money from Parents promising to raise pupils' marks so that they get good positions at the end of the year. How would you tackle this issue?</p>
<p>5 One of the teachers has consistently been coming late to school for a whole term despite your daily reminders of the need to keep time and the effect this practice would have on the learners. What leadership style would you employ to solve this problem?</p>	<p>6 You have been asked by proprietors of a newly established private school to head it on part-time basis. This breeds conflict within you regarding whether to take on the part-time job or concentrate on your permanent one and perform your duties diligently. How would you resolve this conflict within you?</p>

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<p>7 You have been posted to a new school, which has no window and door shutters; where all the classrooms are bare; and where there is no provision for lunch and thus the teachers and learners are not enthusiastic. How would you work to improve the situation in your new school?</p>	<p>8 There is money on your school account for purchasing readers to enhance the reading culture. Before you buy the readers, the girls' toilet collapses and you have no any other immediate source of funds. What process would you go through to be able to use the money for readers in the construction of the girls' toilet?</p>
<p>9 You have received multiple and sometimes, conflicting reports from parents and learners about your teachers' inefficiency in teaching and continuous assessment of pupils. What would you do to get objective information and solve the problem without setting off individuals' emotions?</p>	<p>10 You have reached the end of the road with one staff member and you feel the best solution is to terminate him/her. What would be the most professional way of handling this issue?</p>
<p>11 One member of your staff is an AIDS victim and is at the moment bed-ridden. While you are very sympathetic, this has created a gap on the staff particularly in class one. You have presented your problem to the DEO and have been told that because of the staff ceiling policy you cannot get another teacher. What can you do to ensure that the class one pupils are taught? What kind of help can you give to the bed-ridden teacher?</p>	<p>12 The majority of the pupils in your school are girls but as you study the drop-out trend for the last three years, you discover that 90% of them are girls. You further discover that 80% of the girls who drop out come from class six and seven. What could be the likely causes of this drop out of girls? What can you do to minimize the drop- out rate?</p>
<p>13 It has come to your notice that your best teacher, who is teaching mathematics and science, has defiled a pupil of primary seven. How would you deal with this issue?</p>	<p>14 There is an exemplary teacher on your staff who has been excelling in teaching, co-curricular activities and general conduct and you would like to use her/him and encourage others to follow suit. How might you do this?</p>
<p>15 You have been transferred to a school and, on arrival, you discover that the SMC, PTA and all other community members are indifferent to all school operations. What could be the likely causes? What might you do to establish good school- community relationship and, thus, develop these stakeholders' interest in the school?</p>	<p>16 The introduction of volume two of the primary school curriculum has thrown a great challenge to your entire teaching staff. They come to you daily for assistance in interpreting many aspects of the curriculum but you are as helpless as they are. What strategy would you use to support them? How might you benefit from this strategy as an individual?</p>

REFERENCE TOOLS FOR MANAGERS

To meet the need for education managers to have readily accessible resources at their worksites, these materials have been designed for managers to refer to in order to more effectively manage. These tools are typically very practical, offering specific tips or checklists to managers.

TOOL 4.1—5 PRINCIPLES OF COUNSELING & COMMUNICATION



Content/Process:

Definition of Interpersonal Communication:

Interpersonal communication is the face-to-face, verbal and non-verbal exchange of information or feelings between two or more people.

5 Principles for Good Counseling & Communication

1. **Treat each person well.** All people – especially your staff – deserve respect, whatever their age, ethnic group, sex or behaviour.
2. **Interact.** Each individual is a different person. Ask questions, listen, and respond to each person’s own needs, concerns and situation.
3. **Give the right amount of information and support.**
4. **Tailor and personal information.** Give people specific information and support that they need and want, and help them see what the information can mean to them.
5. **Support new thinking and practices.** Negotiate small, concrete steps that the person can take to address a problem, think creatively or take on a new challenge.

Guidelines to Talk with Staff:	Problem Solving Skills:
<ul style="list-style-type: none"> ▪ Ask for feelings, questions, concerns ▪ Ease concerns ▪ Show support ▪ Compliment and praise efforts ▪ Offer resources 	<ul style="list-style-type: none"> ▪ Listen actively ▪ Encourage dialogue ▪ Avoid interruption ▪ Ask for more information ▪ Help them think of small, concrete actions to take

Source: Adapted from: de Negri B, et al., Improving Interpersonal Communication Between Health Care Providers and Clients. Quality Assurance Project for USAID.

TOOL 4.2—GIVING POSITIVE FEEDBACK AFTER OBSERVING A LESSON



Rationale:

Coordinating Centre tutors, Inspectors of Schools, head teachers and teachers engaged in peer coaching can and should help teachers improve their teaching practice. Giving feedback in a positive, constructive, objective manner is not always easy. This Tool provides many tips for helping managers (and fellow teachers) provide positive feedback.



Content/Process:

There are three major stages in the process of giving feedback to teachers to help them improve their teaching practice: Pre-observational Conference, the Lesson Observation and the Post-observational Conference. During the Pre-observational conference the supervisor gives the teacher support in planning the lesson and the required teaching / learning aids. The Lesson observation stage entails teaching of the planned lesson by the teacher and observation by the supervisor focusing on what was planned. The Post-observational Conference is for reflection on the lesson by the teacher and providing professional and supportive feedback. However, most supervisors do not go through the first phase. They observe lessons and give feedback. Experience has shown that the most difficult moments of many teachers are when receiving feedback from supervisors. Teachers' comments indicate that the feedback is often judgmental, threatening and sometimes ends up being destructive rather than supportive.

On the other hand, supervisors often just copy what they have been taught or act according to how feedback was given to them by their supervisors. The following outlines a positive approach to giving feedback and we hope that by following it supervisors will be more positive about teachers' lessons.

Step One: Creating a good atmosphere by the supervisor

Sit in a comfortable place, at a time agreed by both of you, and make sure nobody else hears what you are discussing. Show a good sense of humour; you are not in court, you are having a professional dialogue.

Step Two: Getting the teachers' views about his/her lesson

Assuming that you greeted the teacher before you started observing her/his lesson, address the teacher by name, thank him/her for the lesson that was conducted and then ask him/her for his/her comments on the lesson. Some of key guide questions at this stage might include: *How do you feel about your lesson? What did you like about your lesson and why? What didn't you like about your lesson and why? How do you plan to address what you did not like about your lesson?*

Step Three: Offering Feedback

Build on what the teacher has said. It is important that you begin by appreciating what the teacher liked about his/her lesson. Then add other things that you liked but the teacher did not point out. You may make such statements as: *Thank you very much "X" for being a reflective teacher. I really agree with you that the introduction of the lesson captivated the pupils and that the teacher-pupil relationship was good. Furthermore, as you said, you planned your lesson and all the teaching / learning aids, followed the steps and used the chart and cards as you had planned.*

Another thing that I liked is the way you motivated the pupils to speak. It seemed like the pupils responded well when you asked them to talk about their homes and homesteads before you introduced East Africa Physical Features. I was also happy to see you wind up the lesson with a summary of what pupils learnt.

In addressing the aspects of the lesson that did not go well avoid judgmental statements. Use what you have observed to enable the teacher to point out aspects that need improvement and suggest his or her own way of improving them. For example, if the teacher stated a question in a way that does not help the children to learn, instead of telling him / her that the question was wrong, show him/her the question in your anecdotal notes and ask, *“What do you think about this question?”* If he / she points out an aspect that should be improved ask *“How do you think you might improve on it?”*

If a chart he / she used during the lesson needs improvement, get him / her to look at it again and ask for his comments; if the issue is about him / her response to the learners, show / read to him / her some of those responses and ask him / her to comment on them. Some of the key questions might be: *How would you feel if you were a child and got a response like this from a teacher? What do you think the child who got this response from you felt? What do you plan to do about your responses to children during lessons?*

If the teacher completely fails to identify the areas that need improvement ask: *“Can I share with you what I feel needs improvement in this aspect?”* Or, *“Is it okay if I share with you what I feel you can do about your responses to the children?”* Or, *“Are you interested in knowing my observations about the chart you used?”*

After sharing your observations in one aspect give the teacher the onus to suggest a way to improve that aspect in future. Continue in this way until you have exhausted all the key areas you have observed.

Step Four

Ask the teacher to suggest and commit him / herself in a tangible way forward. This step is key in giving instructional feedback because it substantiates the purpose of lesson observation and post-observational conference. You may expect the teacher to make committal statements like: *Next time I will use a chart in teaching, I will check it carefully and ensure it does not contain wrong information and spelling errors.*

From today, I will ask clear and precise questions that give learners opportunity to think and reason. I will stop responding to learners in an offensive way; I will try and be positive even if their answers or questions do not match the expectations.

Finally, thank the teacher for the committal statements he / she has made and ask him / her to fulfill what he / she has promised to do. Agree on the day and time to meet again for lesson observation and post-observational conference to see the improvements made.

Each lesson you observe will reveal different behaviours and aspects to be addressed to support teachers' professional growth. The following can assist you while doing lesson observation. It categorizes and lists the key aspects and behaviours needed for effective teaching and learning.

KEY ASPECTS TO FOCUS ON WHILE OBSERVING A LESSON

There are several tools that can be used during lesson observation to enable the supervisor to capture key information for use in giving feedback. Each institution designs its observation tool in a slightly different way. However, they all contain key aspects. The list below contains the key aspects that a supervisor is encouraged to pay attention to when observing a lesson so as to give feedback that is professionally enriching to the teacher:

Category One: Learning Environment

1. There is full use of available space in the classroom
2. Overall learning environment is well catered for
3. The class has an orderly sitting arrangement
4. Every pupil is seated appropriately to work
5. There is a variety of materials on display that are in line with the class progress in relation to the syllabus

Category Two: Lesson Planning and Preparation

6. Instructional resources were ready at the start of the lesson
7. The teacher had a lesson plan with clearly stated objectives
8. The lesson plan corresponds to the scheme of work and the syllabus

Category Three: Utilization of Teaching/Learning Aids

9. The manner in which the materials are used enhances learning
10. The teacher encourages the pupils to interact with the materials designed for the lesson
11. The teacher allows pupils to use materials in learning areas in an orderly manner

Category Four: Pupils' Participation in the Teaching-Learning Process

12. All pupils are enthusiastically engaged in activities related to the lesson
13. The teacher encourages pupils to express their views freely by themselves
14. The teacher builds on and uses pupils' experiences in teaching

Category Five: Teachers' Concern for Pupils understanding of concepts/ideas

15. The teacher uses all possible ways to ensure pupils understand the subject content
16. The teacher sufficiently supports pupils needing assistance
17. The teacher gives the pupils sufficient time to practice new learning
18. The teacher positively follows up pupils' incorrect answers
19. The teacher encourages and guides pupils to provide answers to fellow pupils' questions
20. The teacher follows up pupils' progress as they work

Category Six: Teacher's Sensitivity to Gender

21. Roles are shared equitably between boys and girls
22. The teacher fairly distributes questions between boys and girls

Category Seven: Quality of Teachers Presentation

23. The teacher's questions and handling of questions allows all pupils to display their competence, creativity, and originality
24. The teacher's questions and handling of questions makes it possible for pupils to answer unclear and difficult questions
25. The sequence of activities reflects the overall objectives of the lesson
26. The lesson content is clear and factually correct
27. The teacher uses language, which is very clear, accurate and appropriate to pupils' level
28. The lesson flows through a logical sequence of activities
29. The teacher reacts to unexpected events competently
30. The teacher gave pupils written work that was of appropriate quantity and quality
31. There has been effective use of time and good time management.
32. The lesson has closed in an appropriate manner

Adapted from The Aga Khan Education Service, Enhancement of Universal Primary Education in Kampala (EUPEK) Project and Link Community Development

TOOL 4.3— LESSON OBSERVATION TEMPLATE

 *Rationale:*

As stated in the previous tool, education managers at different levels have the responsibility of supporting teachers to improve their classroom practice, by observing lessons and providing constructive feedback. This tool is one of many that may be used while doing such observation exercises. It is tailored to the Cooperative Learning approach to teaching, but contains many of the same aspects needed when observing any lesson.

OBSERVATION INSTRUMENT

SCHOOL		Date		Year	
Name of Teacher		Time			
No. of Pupils		Girls		Boys	
<p>Pre-observation Conference</p> <ul style="list-style-type: none"> • <i>Achievable academic and Social Objectives</i> • <i>Teacher and Pupil activities and how to do them</i> • <i>Activities are well matched to pupils' needs and abilities</i> • <i>Teaching and Learning Aids (relevance, appropriateness, quality, quantity and use)</i> • <i>Classroom organization (groups)</i> • <i>Teacher's ability to interpret the curriculum (relevance and amount of content planned for the lesson)</i> 				<p>Comments</p>	
<p>Observations</p> <p>Presentation</p> <ul style="list-style-type: none"> • <i>Explaining Objectives, grouping pupils, assigning roles</i> • <i>Teaching prerequisite content (Social / academic)</i> • <i>Uses of pupils' prior knowledge</i> • <i>Using questions to support / extend learning</i> <p>Practice</p> <ul style="list-style-type: none"> • <i>Explaining the activity, the Steps involved in doing the work, how pupils are interacting with each other and with materials</i> • <i>Pupils do the activity</i> • <i>Pupils are encouraged to take responsibility for their own and each other's learning</i> • <i>Pupils report back on achievements and challenges</i> • <i>Teacher monitors, provides support and gives feedback</i> • <i>Individual and group achievements valued and celebrated</i> 					

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<p><i>Performance / Evaluation</i></p> <ul style="list-style-type: none">• <i>Pupils do individual activity</i>• <i>Teacher marks pupils' group and individual work</i>• <i>Pupils give feedback on how did the activity, what they learnt and liked and did not and suggest ways to improve</i>	
<p>Post-observation Conference</p> <ul style="list-style-type: none">• <i>Teacher talks about the strengths and weaknesses of his/ her lesson</i>• <i>What went well? Why? What did not go well? Why?</i>• <i>Mentor/ supervisor provides feedback</i>• <i>Teacher and mentor summarise the main agreed-on points of the discussion</i>• <i>Agreed upon plan and strategies for implementation</i>• <i>Way forward</i>	

TOOL 4.4— STEPS FOR APPLYING TRAINING ON THE JOB



Content/Process:

STAGES IN LEARNING AND IMPLEMENTING NEW SKILLS

The Ministry of Education and Sports and its partners are implementing important, comprehensive and ambitious programmes to improve the quality of UPE. Many new ideas are being introduced at a rapid pace and educators throughout the system are asked to implement changes almost as a matter of routine. Implementing new learning from a workshop, for example requires support from colleagues and supervisors.

The following matrix outlines a straightforward process to help educators implement change. It is derived from the *Education Management Strengthening Initiative Module 2, Session 13 – Managing Change*. Research shows¹ that the following steps are necessary for an individual to successfully adopt new ways of working:

STEPS	When They Happen /Who's Involved
Presentation – a clear explanation of the innovation and how it works	During Training: Participants hear the explanation. Trainers/specialists, including HTs present. After Training: Participants present to supervisors and colleagues.
Modeling – practical demonstrations of the new skill by those who are already competent in it	During Training: Participants observe the practice in action. After Training: Participants model to supervisors and colleagues.
Practice – Trying out the new skill under supportive conditions	During Training: Participants practice and are supported by trainers. After Training: Participants, colleagues and supervisors practice, with support from each other. This can include inviting colleagues/supervisors to observe your practice.
Feedback – Discussion, reflection, constructive criticism, and encouragement regarding initial efforts	During Training: Trainers engage participants in feedback and provide feedback as participants try out new skills. After Training: Participants, colleagues and supervisors provide feedback to each other.
Coaching – Further periodic support while practicing a new skill on the job	After Training: Peer coaching and internal/external mentoring help to consolidate skills. Staff can also solicit feedback and seek guidance on their application of a new skill.

Please use the worksheet which follows to plan how you will help staff returning from training, as well as supervisors and colleagues, move through each step.

¹ Joyce, B. and Showers, B. (1998), *Student Achievement Through Staff Development*

P E R F O R M A N C E I M P R O V E M E N T T O O L K I T

Plan for Applying Training in the Workplace

Name/Designation: _____

New Skill/Change to Be Implemented: _____

My Role in Implementing this Change: _____

Supervisor: _____ Returning Training Participant: _____

STEPS	Specific Activities to Promote the Change
<p>Presentation – a clear explanation of the innovation, how it works and its benefits.</p>	<p>Summary Presentation to supervisor and/or colleagues</p> <p>Dates: _____</p> <p>Participants: _____</p> <p>Venue: _____</p> <p>Other activities:</p>
<p>Modeling – a practical demonstrations of the new skill by those who are already competent in it.</p>	<p>When can the returning participant demonstrate the new skill?</p> <p>To whom?</p>
<p>Practice – Trying out the new skill under supportive conditions</p>	<p>How can the returning participant and others practice the new skill?</p> <p>How can we support them and each other?</p>
<p>Feedback – Discussion, reflection, constructive criticism, and encouragement regarding initial efforts</p>	<p>What is the best manner, time and place for us to discuss how the implementation is going?</p> <p>How can we support those who are trying and each other?</p>
<p>Coaching – Further periodic support while practicing a new skill on the job</p>	<p>What can we do to ensure that we get any needed support to improve and consolidate our application of the new skill?</p> <p>Who can help: internally? externally?</p> <p>Peer coaching and internal/external mentoring help to consolidate skills</p>

TOOL 4.5—CHARACTERISTICS OF A GOOD TRAINER



Content/Process:

You are a manager as well as an educator. As you execute your duties as an educator, you are expected to train and advise people, including your staff. Follow these tips to help you to improve your training skills.

A Good Trainer...

- ✓ is friendly, happy & smiles has fun
- ✓ shows an active interest in the participants
- ✓ puts him or herself at the same level as the participants
- ✓ does not talk down to or at the participants
- ✓ is respectful
- ✓ listens & observes
- ✓ is humble
- ✓ is eager to learn
- ✓ is open & approachable
- ✓ is patient
- ✓ uses icebreakers to make people feel relaxed
- ✓ speaks clearly
- ✓ uses proper protocol
- ✓ uses local proverbs, stories & songs
- ✓ builds confidence of participants
- ✓ encourages participation from all, focusing on women & children who traditionally do not speak up
- ✓ reacts positively to contributions to encourage more participation
- ✓ is flexible & adjusts approach when necessary
- ✓ throws participants' comments or questions back to the other participants to encourage discussion
- ✓ repeats points made to make sure he & the participants understood well
- ✓ asks questions to clarify points made
- ✓ probes further
- ✓ builds on participants' contributions, knowledge & experience
- ✓ maintains good eye contact with the participants
- ✓ is aware of participants' reactions & energy/interest level
- ✓ is aware of different personalities - e.g. engage difficult people such as a drunkard or domineering person by assigning them a specific role
- ✓ does not judge others but tries to understand their perspective
- ✓ is honest - i.e. if you do not understand or lack knowledge about a question, say so
- ✓ does not lose sight of objectives & stays on task
- ✓ periodically repeats/sums up important points made

How can you work to become a more effective trainer?

- Be comfortable with the content of the training you will conduct...*and know how to use it in the real lives of the participants!*

PERFORMANCE IMPROVEMENT TOOLKIT

- Commit to planning...*35% of effort into planning, 45% into facilitating, 20% into reflecting.*
- Work with a team whenever possible...*even one more person offers valuable insight and support!*
- Find ways to practice...*nothing beats experience.*
- Learn from others...*watch and emulate positive models.*

Adapted from Miller, Elizabeth & Martin Pittman, "The Childscope Approach: A Handbook for Improving Primary Education Through Local Initiative," UNICEF Ghana 1997.

ADDITIONAL READINGS

These readings offer theoretical foundations and a more in depth look at some of the areas covered in the EMS training programme and in the area of management and leadership in general.

TOOL 5.1—FURTHER READING ON THEORIES OF LEADERSHIP²



Rationale:

The following reading provides a deeper insight into different theories of leadership. It could be used for independent study or as the basis of a professional development session.



Content/Process:

Can we really understand and explain how leadership works? Why are some people better leaders than others? Can people learn to be better leaders? To answer these questions, we need explanations, or theories, of leadership.

A “theory” is much more than a “definition”. A theory provides explanations of why things are as they are and should help to shape your own understanding. There are many different theories about leadership. In this manual, we have chosen five different theories. Read the theories, and do the activities, which follow each one. Afterwards, you’ll be asked to state which ones fit you best.

Theory 1: Leaders are born, not made

Theory 2: Leaders are people who know how to do things right

Theory 3: Leaders must do “the right thing”

Theory 4: Leadership is about power

Theory 5: Leadership involves more than one person.

Theory 1: Leaders are born, not made (the ‘Trait Theory’)

Many people believe that leaders have certain personal qualities that make them good leaders. Maybe they have strong personalities, or are able to inspire people when they speak, or they have a vision, which makes people want to follow them. This is sometimes called the “trait theory”. Researchers have studied the lives of many leaders. Frequently mentioned traits include:

- Ability (e.g. intelligence, originality, good judgment)
- Achievement (e.g. well-qualified)
- Status (e.g. popularity, social standing)
- Sense of responsibility (including the desire to do well)
- Persistence in completing tasks
- Energy and drive to lead
- Willingness to take risks
- Capacity to organise the work of others

But what is your view about the following criticisms?

- It does make some sense to explain leadership by personal qualities. But taken to its extreme, this theory suggests that leaders are larger-than-life, visionary. They are like supermen, saviours and heroes.
- People often think of masculine strengths and characteristics when they think of leadership. Feminine qualities are often ignored.
- In real life, most people leaders are ordinary people. No institution can possibly survive if it needs geniuses or supermen [or superwomen] to manage it. It must be organised in such a way as to be able to get along under a leadership composed of average human beings.

² The material in this section is adapted from Northmore, C, & Harvey S. (2002) ‘Farm Schools Management and Governance. (LCD & CIE South Africa)

- People who are leaders in one situation may not be leaders in another. This suggests that leadership involves more than personality traits.
- If you agree with the trait theory, is there any point in offering courses on leadership?! You would already have the necessary leadership qualities ... or you wouldn't ... and there would be no point in trying to learn them.

Can you think of any other criticisms?

Theory 2: Leaders are people who know how to do things right (Situational Theory)

According to “situational theory”, you need to always think about leadership in context. Different situations, and different people, require different styles of leadership. The successful leader will be the person with the qualities most suited to the situation. There is no ‘one best way’ to lead all people in all situations. Different people can be successful in different circumstances. A good leader in one situation is not necessarily a good leader in another.

Think about situations in which you were a good leader. Then think about other situations when other people took leadership. There are different styles of leadership. For example: Leadership styles may fall anywhere along a spectrum (range) of control. At the one end, the leader’s style might be autocratic and authoritarian. At the other end, it might be democratic and participative.

Autocratic leaders	Participative Leaders
<ul style="list-style-type: none"> • Autocratic Head teachers have tight control over staff and students. • They often rely on rules and procedures to run their schools. • They assume that their status should be respected. 	<ul style="list-style-type: none"> • Democratic Head teachers guide staff, rather than tell them what to do. • They prefer shared planning and responsibility. • They rely on performance rather than status to win respect.

Some leaders focus on tasks, and the leader’s main concern is getting results. Other leaders focus on relationships, and the leader spends time developing good relationships with staff.

Leadership focused on tasks	Leadership focused on relationships
<ul style="list-style-type: none"> • Task oriented • Getting the job done is most important. 	<ul style="list-style-type: none"> • Relationship oriented • Building staff morale is most important.

Of course there are many leadership styles in between these extreme positions. Where would you place yourself: Are you task-oriented, or relationship-oriented? Does it depend on the situation?

Situational theory argues that good leadership depends on using leadership techniques that match the situation and the people in it. Leaders may have to change their behaviour to suit the circumstances and the people they work with. For example:

- Very experienced and dedicated staff do not need much direction and support from leaders. Delegation works well with such staff.
- Staff who are experienced but not really dedicated need high levels of direction and support. A coaching style works best with such staff.
- Staff who are inexperienced but dedicated need both direction and support. Training staff and telling them what to do might work best.
- Staff who are inexperienced and not dedicated should probably be encouraged to leave teaching!

The situational approach shows that leadership involves more than personal traits. Leadership also involves dealing with other people in actual situations. And it is possible that leaders may

learn to change their styles depending on the situation. Situational theory gives us some possible explanations for why different styles of leadership may work. It does make some sense to explain leadership by situational styles.

Criticisms of situational theory

- There are dangers if we take situational theory too far. The situational approach to leadership emphasises ‘doing things right’ for the circumstances. But what about “doing the right things?”
- Some people argue that situational leadership may in fact be used to manipulate staff. Situational leaders may change their behaviour to get what they want from staff – whether or not what they want is the right thing to do. For example, in a male-dominated society, treating women unequally may get results, but it doesn’t help to bring about gender equality. Good leadership involves morals and values as well.

Theory 3: Leadership is about goals and values (Leaders must be moral; they must do the right things)

This third theory stresses the moral aspects of leadership. Leaders have a responsibility towards those they lead. Leadership involves building shared visions and goals, and acting in ways to achieve these visions and goals. This means that leaders need to base their actions on principles and values, and to lead others towards agreed-upon goals. They need to lead by example, showing the behaviour they want others to follow. They need to influence others to do the right thing.

Criticisms of the “moral” approach

- Not everybody agrees on the same values, and not all values are good. For example, some members of the school community may think that men should be promoted ahead of women. What should the leader do in this case? Leaders need to know how to deal with differences in values.
- The context or situation makes a big difference. It is important for leaders to have as much information as possible, to weigh up different options, and to act wisely. Sometimes the “right thing” may not be the “wise thing”.

Theory 4: Leadership is about power

The fourth way of thinking about leadership is to concentrate on power. This theory argues that to understand leadership you must understand power relationships in society. People who are appointed as leaders, Head teachers and SMC chairpersons, have formal power in schools. They may use their power negatively, for example to enrich themselves, or positively, working for the good of the school and community as a whole.

Power and authority

When thinking about leadership, you need to distinguish between power and authority. Someone has *power* if they are able to get others to do what they want. They can do this by persuading others, or by forcing them. People hold formal *authority* if they are legitimately appointed to a position. If they earn the respect of others, they have personally earned authority. Nelson Mandela no longer holds any elected position but he still has the authority to mediate in conflicts. Authority is power that people recognise as legitimate. People respect that person and trust them to use authority in a proper way.

Think of a new Head teacher who has been formally appointed to his/her position, but is not able to influence others to do things. S/he lacks authority and power. Such a person is certainly not a leader. There may be a powerful person in the school community who does not have

formal authority, but might have personally earned authority. This person may be influential, and persuade members of the school community to follow his/her will, rather than that of the formal authority.

Power and accountability

In a democratic society, the other side of power is accountability. The principle of accountability places particular responsibilities on Head teachers and School Management Committees to run schools according to principles of democracy and human rights, and to be accountable for doing so. They must be prepared to explain their decisions and actions.

Power and gender

Gender relations are an important set of power relations in society. In the past, many people assumed that men are better leaders than women, or that women should learn to act like men when they are leaders. In a society that values equality and human rights, leadership needs to involve both men and women. This issue is particularly important when dealing with leadership in schools. A high proportion of senior staff in schools are women, and these women carry a great deal of the workload and responsibility. Yet they are often not promoted to being Head teachers or senior officials.

In your view, do men and women have equal access to power in the school?
Do you respond differently when women exercise power?

Criticisms of “Leadership is about power” theory

- Power is an important in leadership, but if you concentrate on the power theory, you should not forget other aspects of leadership. For example:
- Moral issues: Power may be used badly. Leaders have a responsibility to do the right thing.
- Situational issues: Power depends on context. It is important for leaders to do the wise thing in the situation.
- Personal issues: Personal power may influence a whole country.

This leads us to our final theory about leadership: that more than one person may exercise leadership.

Theory 5: Leadership involves more than one person

Many of the theories of leadership assume that there is one central person who is the leader. But this need not be so. Leadership often exists through a group of people working together closely. There are different kinds of leadership positions and these can be spread through the school. In a very small school it would be possible for every teacher to assume some form of leadership role.

Of course, Head teachers have leadership functions as part of their jobs. They are appointed into formal leadership positions. But many other people in schools may also have leadership roles. If you think about leadership only in terms of one person or group of people, you may miss many other opportunities for leadership in your school. By broadening your theory of leadership you will see that leaders don't have to do everything themselves. They don't necessarily have to be the ones who set the goals, or formulate a vision for the school. However, they must ensure that this task is done. Leaders don't have to take all the decisions themselves, but they must ensure that the necessary decisions are taken. Sometimes “leading from behind” may be very effective.

Delegation and responsibility

When thinking about group leadership, it is important to include the matter of delegation – which means passing power on to other people. A Head teacher he may delegate one member to do a particular task (e.g. maintaining the cashbook in the school), and another member to do another task (e.g. look after the administration of admissions in the school). Of course, the Head teacher must ensure that the delegated members have a clear understanding of what is expected of them. The Head teacher keeps ultimate responsibility and accountability, so s/he must make sure that the work is done properly.

If things go wrong with a delegated task, who is to blame? If money went missing from the school funds, who would have to replace it – the Head teacher or the delegated person?

Criticisms of group leadership include:

- Spreading leadership between a group or team is an important principle. But groups and teams also need leadership – otherwise nothing might get done. Spreading leadership through the school still means that someone needs to take responsibility for setting directions and achieving goals.
- Teams don't necessarily work. You need to pay attention to building effective teams, and this sometimes requires special skills.

A Concluding Thought

So far you have discussed only a few of the different approaches to leadership. Each approach emphasises different aspects of leadership. Each has something to offer, and each has its limits. But, actually, you can enhance your understanding of leadership by using all of the theories. Still, you may find that some of these theories give a better explanation than other theories. Which of these five theories do you prefer?

TOOL 5.2—DOS AND DON'TS OF AN APPRAISAL MEETING



Content/Process:

THE DO'S AND DON'TS OF AN APPRAISAL MEETING
(Ministry of Public Service, December 2002)

In conducting the appraisal interview/meeting, there are practices that should be encouraged and at the same time there are those that should be discouraged. Those good practices that should be encouraged are referred to as the Do's of the appraisal and those bad practices that should be avoided are called the DON'Ts" of the appraisal. The practices require both the appraiser and the appraisee to be conscious of them in order to obtain an effective appraisal discussion. The purpose of the appraisal is to:

- Analyze what happened in the past and plan for what should happen in the future.
- Analyze how an employee performed against set objectives by considering what factors affected performance.
- Identify the key objectives of the following year and to figure what support and development you will need to achieve them.

DOs of the appraisal on the side of the appraiser

DO set objectives which are SMART i.e. specific, measurable, achievable, relevant, time bound. These must be recorded as actual agreement reached with the appraisee and forms a kind of contract between the appraiser and the appraisee.

DO Prepare

Prepare properly and give time to the appraisal process. A week or so is adequate time for you to prepare for the appraisal meeting. Rushing an appraisal because of time constraint is a sure way to demotivate the appraisee for subsequent appraisal. Give the appraisee time to prepare properly so that you do not put him/her under unnecessary pressure or disrupt the performance of his/her job. Complete your part of the paper work expeditiously.

DO Provide for privacy

Allow for privacy: privacy is important because appraisal often involves the discussion of personal and sensitive issues. Therefore if you allow interruptions during the meeting, it sends a message of no respect, which implies that the manager considers some other matters more urgent and important than the appraisal he/she is conducting.

DO Provide a conducive climate for the appraisal meeting

Conducting the appraisal at the manager's desk is not recommended because it is over formal, but most important, because it reinforces the superior/subordinates relationship and so tends to work against openness and empowerment. Provide a setting, which is comfortable, informal and one, which guarantees constructive discussion.

DO Make the appraisal a positive experience

Make the appraisal process a positive experience for appraisees. Any damage to the appraisee's self-image reduces the probability of improved performance in the future. Throughout the appraisal therefore the appraiser must take pains to build the employee's self image wherever possible. If this is done, it will create a greater sense of self worth and confidence, which will result in getting and achieving of higher and more challenging objectives.

DO Attack problems, not the appraisee

Obviously problems and under the performance have to be discussed but they must be discussed in such a way that the appraisee is not assumed to be an integral part of the problem. The discussion should be conducted on the assumption that both the manager and the appraisee want to solve the problem, so try to isolate the problem objectively by providing a joint attack on it to arrive at a solution.

DO 80% of the listening (Be a good listener)

Make sure that the appraisee does 80% of the talking so that you get valuable information from the appraisee. Involve the appraisee to contribute actively during the discussion. The Japanese have an elegant management philosophy. Which reads ‘productivity happens where the job is’ it is the job holder who knows more about the peculiarities of his/her job and therefore when you involve the appraisee. It sends the message that you respect his/her views and he/she will own the out come of the appraisal meeting and be committed to meeting them.

DO Use the completed self assessment to start the dialogue

It is important that the appraiser completes his/her part in filling the appraisal forms before the appraisal meeting.

DO Seek the appraisal input

Make the appraisal meeting more participatory so that you get to know the inefficiencies and blocks to productivity/performance. If you want to know what innovations would really turn around performance and increase productivity, a good place to start looking for ideas is with those employees who operate the system. Therefore seek the employee’s input for the very reasons that they know more about the day to day realities of their job than you do. If this is done, the appraisee will release the hidden talents in order to do a good job.

DO Agree on the action plan with the appraisee

Involve the appraisee in arriving at the action plan for the next appraisal period. Similarly provide measures, which you believe, will be appropriate for each objective set. Prioritise these objectives/targets and any support and development you think will be necessary e.g. training, coaching or assistance in removing blocks to performance.

DO continuously monitor performance through out the year

Appraisal should be continuous throughout the year. Identify and correct the appraisee where performance tends to deviate from the set performance standards. There should be no surprises when carrying out appraisal by just mentioning the weak side of the appraisee when you should have pinpointed it at the time you identified the problem.

An appraiser should ensure that he/she makes a follow – up on the action plan, especially those areas which are critical, followed by those which are desirable but not vital and lastly those objectives that could be sacrificed first if it becomes obvious that the appraisee does not have sufficient resources to achieve all the objectives (a simple way of ranking objectives is as follows:-

- Mission critical – (high)
- Desirable but not vital – (Medium)
- Those that can be sacrificed in case of insufficient resources – (Low)

DO provide constructive feedback

To appraise effectively, you must also spot performance problems, provide meaningful constructive feedback and take action to improve performance.

Measuring and managing performance are two of the most difficult issues a manager faces under modern management.

Four characteristics of performance management

- Explore the causes of performance problems
- Direct attention to the causes of the problems
- Develop an action plan and empower workers to reach a solution
- Direct communication at performance and provide effective feedback

Appraisers tend to blame the appraisee when they observe poor performance, while appraisees tend to blame extra factors. This tendency is called '**Actor/ Observer bias**'

DO help the appraisee to improve performance by

- Providing the employee with job skills
- Providing adequate support in the workplace
- Identifying causes of performance e.g. ability, effort and support
- Document employee performance by keeping in record of performing indicators
- Soliciting employee input before a final judgement is made.
- Focusing on behaviours not personality. Remember that people are okay but their behaviours can be a problem' Behaviours can be re-oriented but personality is difficult to change

DO Provide immediate feedback on performance.

- Be timely and specific in your feedback
- Feedback is only useful if it arrives in time to alter performance and if it is direct
- Inform the appraisee of any deficiencies throughout the appraisal period so that there are no surprises when the formal appraisal is done.

DO Follow-up

Follow-up to make sure that what each of you agreed on is being done.

Don't DON'TS OF THE APPRAISER

- Become emotional and argumentative during the appraisal meeting
- Use stereotype judgement
- Dominate the appraisal meeting; do the 20% of the talking
- Use the appraisal interview to 'get at' your subordinate.
- Be afraid to draw attention to shortcomings but do it at a constructive way
- Rush the process, by treating it as an unwanted chore.
- Take the easy way out, and rate everyone as 'average'
- Delay in completing the paperwork.

Do THE DO'S OF THE APPRAISEE

- Prepare properly for the appraisal interview
- Complete your part of the paperwork expeditiously.
- Make sure you understand what your job is, where it fits into the organisation, and what is expected of you.
- Draw to the attention of the appraiser any obstacles to performance.
- Fully participate in the interview and get out of it what you want
- Ensure that an action plan to improve performance is drawn up and followed through.
- Accept justifiable criticism
- Satisfy yourself that the assessment is generally fair before signing off the document.

Don't DONT'S OF THE APPRAISEE

- Be defensive unnecessarily
- Be driven by emotions
- Be rude (accept constructive criticism)
- Delay paper work
- Fear to seek for support from your appraiser
- Be dishonest with yourself

Concluding thoughts

The primary goal of any appraisal is performance improvement. To manage and improve employee's performance, managers must explore the causes of performance problems direct manager and employee attention to those causes, develop action plans and empower workers to find solutions and use performance focussed communication.

TOOL 5.3—OVERVIEW OF THE NEW PERFORMANCE APPRAISAL SCHEME



Content/Process:

AN OVERVIEW OF THE NEW PERFORMANCE APPRAISAL SCHEME FOR THE PUBLIC SERVICE (Ministry of Public Services, December 2002)

1.0 INTRODUCTION

Performance Appraisal is a management tool for establishing the extent to which the employees meet set targets within the overall goals of the organization. The employees (staff) cannot perform to their full potential unless they are told how well they are doing and are helped to improve performance.

2.0 OBJECTIVES OF STAFF

- To identify performance gaps and the development needs of each appraisee.
- To offer an opportunity to the Appraisee to dialogue and obtain a feedback on performance.
- To provide an opportunity to identify potential of individual officers (skills and competences). This enriches the human resource development plan.
- In a nutshell, performance Appraisal aims at increasing motivation, developing staff potential and improving performance.

3.0 CURRENT APPRAISAL SCHEME

- For many years, the Public Service employees had to rely on a closed system of assessing individual performance – Annual Confidential reports (ACRs).
- This instrumental of managing performance fell far below the requirement of modern concept of performance management.
- The assignment of work to Public Officers was not clearly specified in measurable units.
- The form did not adequately address the training needs, staff development and achievement of efficiency in the delivery of services.
- The shift to Result Oriented Management has necessitated the introduction of a New Performance Appraisal Instrument that encourages continuous assessment and focuses on achievement of set targets in line with ROM principles.

4.0 METHODOLOGY

- Established a working group.
- Consulted Stakeholders.
- Piloted the scheme.
- Sensitization and training of Public Officers is an on-going process.
- Establishment Notice No. 1 of 2002 on implementation issued.

5.0 PRINCIPLES OF THE NEW PERFORMANCE APPRAISAL SCHEME

The performance targets and outputs against which the individual is to be assessed must be specific, measurable time bound and must be jointly agreed between the appraiser and the appraisee.

The appraisal system should be open and participatory giving the appraisees an opportunity to assess their own performance. There should be continuous monitoring of performance through dialogue, constant guidance and provision of constructive feedback on performance to employees.

6.0 COMPARISON BETWEEN THE OLD AND NEW STAFF PERFORMANCE APPRIASAL INSTRUMENT

	OLD INSTRUCTIONS (ACR)	NEW INSTRUMENT (OPEN APPRAISAL INSTRUMENT)
1.	Strictly confidential	Open dialogue between Apraiser and Apraisee.
2.	Lacked transparency	Transparent (no malice)
3.	Lacked dialogue between appraiser and appraisee	Participatory and encourages self-evaluation and improves work relations.
4.	Lacked standard, measures and indicators of performance (was subjective)	Has indicators of measurement of performance using agreed targets (SMART)
5.	System concentrated on personal traits than actual performance	Concentrates on key performance areas
6.	No mediator in disagreements	Provides for mediation in case of disagreement between the appraiser and appraisee.
7.	No immediate feedback on performance	Provides immediate feedback through appraisal meeting
8.	No guidelines for both appraiser and appraisee	Guidelines available for users

7.0 IMPLEMENTATION GUIDELINES

7.1 Period of Assessment

For confirmed officers and those on contract terms, performance assessment will be at the end of each financial year.

For officers on probation, performance assessment will be carried out twice a year with effect from the date of assumption of duty.

For the Teaching Service, performance assessment will be at the end of every calendar year.

7.2 The Appeal System

In case of disagreements between the Appraisee and the Appraiser an appeal mechanism has been provided for.

7.3 Number of Copies

Each Appraisee fills two copies. One copy to remain in the Ministry/Department and another copy to the Ministry of Public Services.

A record of the completed performance appraisal documents must be securely kept in the confidential performance appraisal file of each individual staff and should be accessed only by authorized persons.

7.4 Who Qualifies to be an Appraiser

- Immediate Supervisor.
- An Officer who closely works with the Appraisee.
- Support staff – Salary scale U6 and above.
- Other Public Officers – Salary Scale U5c and above.

7.5. The Role of the Appraisee

- To fill the Performance Appraisal Form.
- To attend the Appraisal interview.
- To talk openly about performance problems.
- To propose solutions or ideas for performance improvement.

7.6 The Role of the Appraiser

- Preparing for the Appraiser meeting.
- Conducting the Appraisal meeting.
- Completing the Appraisal form.
- Setting objectives which are SMART.
- Provide a conducive atmosphere for the appraisal meeting.
- Continuously monitor performance.
- Provide constructive feedback.
- Agree on action plan with Appraisee.

8.0 CHALLENGES

- Provision of Appraisal Instrument to all staff.
- Management of transfers.
- Adhoc assignments.
- Inadequate and unpredictable resources.
- Inter and intra linkages of key players.
- Changing attitudes and the culture of Public Officers.
- Learning to recognize exemplary performance of individual Public Officers.
- Sensitization of Public Officers.

9.0 CONCLUSION

As we implement the New Performance Appraisal System in the Public Service, there is need for massive training and sensitization of all the users. There is also need for a cultural and managerial shift from the way managers have been carrying out performance appraisal using the ACR to using an open approach, which encourages dialogue between the Appraiser and Appraisee.

TOOL 5.4—THE STRATEGIES OF A LEADER



Content/Process:

The Strategies of a Leader (By Larry Lashway)

Geologists tell us that every few hundred thousand years or so the earth's magnetic field flips over; compasses that today point north will some day point south. Something similar happens in school leadership, though the cycles are measured in mere decades.

Ten years ago, principals were asked to become "instructional leaders," exercising firm control by setting goals, maintaining discipline, and evaluating results. Today they are encouraged to be "facilitative leaders" by building teams, creating networks, and "governing from the centre."

Lynn Beck and Joseph Murphy (1993) observe that the metaphors of school leadership have changed frequently over the years; no sooner have school leaders assimilated one recommended approach than they are seemingly urged to move in a different direction.

What Strategies Can Leaders Use?

Such rapid shifts in philosophy can be frustrating for practitioners, especially if they are searching for the "one best way" to lead. However, a different perspective emerges when contrasting approaches are viewed as complementary strategies rather than competing paradigms.

As defined here, a *strategy* is a pattern of behaviour designed to gain the cooperation of followers in accomplishing organizational goals. Each strategy views the school through a different lens, highlighting certain features and favouring certain actions.

At present, school leaders can choose from at least three broad strategies: hierarchical, transformational, and facilitative. Each has important advantages; each has significant limitations. Together, they offer a versatile set of options.

How Do Leaders Use Hierarchical Strategies?

Historically, schools have been run as bureaucracies, emphasizing authority and accountability. Hierarchical strategies rely on a top-down approach in which leaders use rational analysis to determine the best course of action and then assert their formal authority to carry it out.

Terrence Deal and Kent Peterson (1994) refer to this as "technical leadership," in which the principal acts as planner, resource allocator, coordinator, supervisor, disseminator of information, and analyst.

Hierarchical strategies provide a straightforward, widely accepted way of managing organizations, offering the promise of efficiency, control, and predictable routines. However, Deal and Peterson also point out that hierarchy tends to diminish creativity and commitment, turning the employee-school relationship into a purely economic transaction.

Moreover, the act of teaching doesn't march to administrative drums. Joseph Shedd and Samuel Bacharach (1991) note that teachers' roles are extraordinarily complex, requiring instruction, counseling, and supervision of students who are highly variable in their needs and capacities. Teaching involves great unpredictability, calling for sensitive professional judgment by the person on the scene rather than top-down direction by a distant authority.

How Do Leaders Use Transformational Strategies?

Transformational strategies rely on persuasion, idealism, and intellectual excitement, motivating employees through values, symbols, and shared vision. Principals shape school culture by listening carefully for "the deeper dreams that the school community holds for the future." In the process, they play the roles of historian, poet, healer, and "anthropological detective" (Deal and Peterson).

Kenneth Leithwood (1993) adds that transformational leaders foster the acceptance of group goals; convey high performance expectations; create intellectual excitement; and offer appropriate models through their own behaviour.

Transformational strategies have the capacity to motivate and inspire followers, especially when the organization faces major change. They provide a sense of purpose and meaning that can unite people in a common cause.

On the other hand, transformational strategies are difficult, since they require highly developed intellectual skills (Leithwood). Moreover, an exciting, emotionally satisfying workplace does not automatically result in the achievement of organizational goals (Deal and Peterson).

How Do Leaders Use Facilitative Strategies?

David Conley and Paul Goldman (1994) define *facilitative leadership* as "the behaviours that enhance the collective ability of a school to adapt, solve problems, and improve performance." This is accomplished by actively engaging employees in the decision-making process; the leader's role is not to solve problems personally but to see that problems are solved.

Like transformational leadership, facilitative strategies invite followers to commit effort and psychic energy to the common cause. But whereas transformational leaders sometimes operate in a top-down manner (Joseph Blase and colleagues 1995), facilitative strategies offer teachers a daily partnership in bringing the vision to life. The leader works in the background, not at the centre of the stage.

Conley and Goldman say principals act facilitatively when they overcome resource constraints; build teams; provide feedback, coordination, and conflict management; create communication networks; practice collaborative politics; and model the school's vision. Facilitation creates a collaborative, change-oriented environment in which teachers can develop leadership skills by pursuing common goals, producing a democratic workplace that embodies the highest American ideals (Blase and colleagues).

However, facilitative strategies may create ambiguity and discomfort, blurring accountability and forcing employees to adopt new roles and relationships. Facilitation takes time, frustrating administrators who are constantly being pressured to act immediately. It may create great excitement and high expectations, unleashing multiple initiatives that stretch resources, drain energy, and fragment the collective vision (Conley and Goldman).

How Should Leaders Choose Strategies?

Although much of the current literature seems to advocate transformational and facilitative approaches, the limited research evidence does not permit strong conclusions about which strategy is "best" (Edward Miller 1995).

Some researchers urge leaders to use multiple strategies. Deal and Peterson argue that effective principals must be well-organized managers and artistic, passionate leaders. Robert Starratt (1995) says principals must wear two hats – leader and administrator. As leaders, principals nurture the vision that expresses the school's core values; as administrators, they develop the structures and policies that institutionalize the vision.

We know relatively little about how principals make strategic choices, but some basic guidelines can be inferred from the literature.

1. *Leaders should use strategies flexibly.* Thomas Sergiovanni (1994) suggests that organizations, like people, exist at different developmental levels. A school that has traditionally operated with strong top-down decision-making may not be ready to jump into a full-blown facilitative environment.
2. *Leaders should balance short-term and long-term needs.* For example, Miller cites research suggesting that principals who act hierarchically can often implement major changes quickly but that shared decision-making, while time-consuming, is more likely to gain teacher acceptance. Conversely, he notes that teachers sometimes tire of shared decision-making and yearn for a responsive principal who will simply consult them and decide. The leader may have to choose between short-term teacher satisfaction and long-term organizational development.
3. *Strategic choices must serve institutional values.* At times, attractive ideas like empowerment must take a back seat to school goals. One usually democratic principal says, "My responsibility as a principal really is to the children, and if I see areas that are ineffective, I've got to say that we're not effective here and that we have got to change" (Blase and colleagues).
4. *The same action can serve more than one strategy.* Deal and Peterson urge principals to develop "bifocal vision" that imbues routine chores with transformational potential. Bus supervision, for example, serves an obvious hierarchical purpose, but it also presents an opportunity for greeting students, establishing visibility, assessing the social climate, and reinforcing key school values.

In short, running a school does not seem to require all-or-nothing strategic choices. Effective leadership is multidimensional.

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