

**EDUCATIONAL ADMINISTRATION AND
MANAGEMENT: A METHODOLOGICAL
HANDBOOK FOR PRIMARY
SCHOOL HEADS IN ZIMBABWE**

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Finally, whatever defects are contained in this book, the responsibility and blame lie with the author.

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March 1995

PREFACE

This Handbook entitled Educational Administration and Management: A Methodological Handbook for Primary School Heads in Zimbabwe is a result of the numerous efforts by the UNESCO Harare Office to assist Member States of the Organisation in the sub-region to improve the quality of their primary education. Through regular channels used by UNESCO, a need was identified to develop a methodological guide for headteachers on educational administration and management. The original intention was to produce a methodological guide or handbook on educational administration and management for use in the Southern African sub-region, i.e. a handbook that would reflect the educational management situation in the countries of the sub-region. Due to limited financial resources, the initial sub-regional objective could not be realised. It was however decided to limit the development of the handbook to the Zimbabwean situation where it was thought that such a document could still contribute to the improvement of the quality of primary education.

The development of the Handbook was facilitated through a consultancy at the University of Zimbabwe. The Handbook was developed on the basis of information collected from the primary school heads, deputy heads, senior teachers, teachers-in-charge and primary school teachers through field research involving interviews, a questionnaire schedule and workshops.

Once the draft Handbook had been produced, UNESCO organised a one-day workshop during which a group of Zimbabwean specialists and practitioners in educational administration and management reviewed the draft Handbook, looking at the relevance, factual correctness and usability in schools, and made suggestions and recommendations for its improvement. The group comprised education officers from both the Ministry of Education and Culture and the Ministry of Higher Education Headquarters, representatives of teachers' colleges, primary school heads themselves and the University of Zimbabwe. An editorial team from among the group was tasked to incorporate the workshop's recommendations and finalised the Handbook. This Handbook is therefore a result of joint efforts by Zimbabwean specialists and practitioners in educational administration and management whose interest is to contribute to the provision of good quality education.

It is hoped that this Handbook will be a useful tool for primary school heads, teachers' colleges and trainers of in-service courses and workshops in educational administration and management. The Handbook should also provide a basis for other countries in the sub-region to develop similar documents relevant for their own use.

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CHAPTER ONE

GENERAL INTRODUCTION

1.1 Introduction

The purpose of this introductory chapter is to outline the main issues contained in the handbook. We would like to state that we are aware that there are several documents in the category of handbooks on administration. Our contribution in this area should be taken as just that: a contribution. In other words we are complimenting what is already in existence. Our main goal is the improvement of primary school administration through the primary school Heads who should find this handbook useful. This handbook is also useful to teachers who are not Heads. At the end of it all, it is hoped, the quality of education at primary school level will be enhanced.

1.2 Purpose of the Handbook

In this handbook, we are not enunciating primary school educational policy per se. This is the prerogative of the Ministry of Education and Culture. The content of this handbook is made up of information from published works, data collected from schools visited and from the writers' personal experience on the subject. We would like to emphasize that the main purpose was to produce a handbook for primary school Heads whose main thrust was on 'how' - that is the methodologies of attaining various administrative and management goals of education at that level.

1.3 Aims And Objectives of the Handbook

The aims and objectives of this handbook are:

- i) to develop a framework for understanding school operations;
- ii) to generate a catalogue of critical management and functions of primary school Heads;
- iii) to provide a guide which primary school Heads can refer to

on the methods they can use in the management and administration of primary schools in Zimbabwe and/or elsewhere in the sub-region;

1.4 Areas Covered

In order to realise the aims and objectives outlined above, it is important to outline the main areas covered in this study. We would like to emphasise that the areas outlined below are broad areas only. Details are contained in the body of the text. The broad areas covered are:

- i) planning;
- ii) general administration;
- iii) communication;
- iv) curriculum issues;
- v) financial management;
- vi) staffing matters;
- vii) supervision;
- viii) the school and the law;
- ix) guidance and counselling;
- x) monitoring and evaluation.

The above areas are discussed in relation to the primary school Head. To illustrate, the above areas would be the primary Head and planning, the primary Head and general administration, the primary Head and communication, the primary Head and curriculum issues, the primary Head and staffing matters, the primary Head and supervision, the primary Head and the management of school finances, and the primary Head and the law. Overall, the aim being administration, management and quality improvement of primary education guided by primary school Heads at that level. In short the primary school Head is at the centre of this study in terms of his administrative and management responsibilities.

1.5 Methodology

This section of the study covers the methods used in the collection of information required to prepare this handbook. The methods used in the collection of information was a combination of: existing documented information from the Ministry of Education and Culture [Head Office], Government Publications for Regulations and Acts, questionnaires, schedules, visits to schools, discussions, observations and workshops.

1.6 Visits to Primary Schools

The collection of information was done by a team. This team consisted of the principal consultant and three assistant researchers. The assistant researchers consisted of three men and one woman. Three were primary school Heads, who were doing the B.Ed. [Primary] degree. This team was composed of people experienced in and knowledgeable about issues that were being investigated.

The team visited more than twenty-eight primary schools in Harare, Mashonaland West, Mashonaland East, and Mashonaland Central Regions. The team interviewed or held discussions with Heads, deputy Heads, senior teachers, teachers-in-charge and assistant teachers. The team also made observations.

1.7 Questionnaire

Questionnaires were used to gather formalised data from the Heads, deputy Heads, senior teachers, teachers-in-charge and assistant teachers. The questionnaire used was divided into three main sections. Section A contained information on the background of the school. This covered the name of the school, region, responsible authority, location, category, enrolment, and staffing. Section B was about the school Head. This covered gender, age, highest academic qualifications, highest professional qualifications, experience as a classroom teacher, experience as Head, academic qualifications being undertaken, professional studies being undertaken and whether the Head was permanent or

acting. Section C covered the main issues under investigation. These were: planning at primary school level, administration, communication, relationships, curriculum issues, supervision, financial management, monitoring and evaluation. The schedule consisted of exactly the same items contained in the questionnaire but participants were requested to summarise problems they encountered in these areas as well as suggesting possible solutions [Refer to appendix].

Information was also collected from the Head Office of the Ministry of Education and Culture. Officials interviewed included Deputy Secretary and Chief Education Officer, Schools; Chief Education Officer, Curriculum Development; Deputy Secretary Administration and Finance; Chief Education Officer, Staffing among several other leading officials.

In terms of actual methodology of data gathering, this was done through face to face interviews. This was the most effective way of data gathering because it was possible to probe into some hidden issues.

1.8 Workshops

Following visits to schools in the named regions, a workshop was held at the University of Zimbabwe's Faculty of Education. This workshop was attended by Heads, deputy Heads, teachers, senior teachers and teachers-in-charge of the schools visited by the team. These teachers came from urban, rural and commercial farming areas. They consisted of former group A, B and C schools. Some were government, rural and urban council schools. In other words, they represented the main types of primary schools found in Zimbabwe.

A second workshop was held at UNESCO Regional Office in Harare which was attended by Ministry of Education and Culture officials from Head Office, Harare Region, selected primary school Heads, Primary Teachers College lecturers and lecturers from the University of Zimbabwe, Faculty of Education. The purpose of

the second workshop was to further scrutinise the draft and make corrections accordingly.

At this workshop it was suggested that a smaller working group be appointed to finalise the draft. This smaller group later met at the University of Zimbabwe for that purpose.

1.9 Issues Covered At the Workshops

The issues covered at the workshop were exactly the same as those contained in the questionnaire and schedule. The only difference was that at the workshop participants were put into groups to discuss issues on: planning, general school administration, communication, curriculum issues, staffing matters, relationship between school and community, supervision, monitoring and evaluation, in-service courses for teachers, and financial management. Participants were requested to highlight problems and possible solutions in these areas. It was heartening and an eye opener to discover the amount of information which these participants had. However, what they lacked was how to utilise the information they had. That was and still is the purpose of this handbook.

1.10 Information Analysis

It was stated that questionnaires and schedules were used. Readers may expect to find tables and rows of statistics. WE AVOIDED THIS. True, the information collected using questionnaires was analysed using numbers and corresponding percentages. But we "destatisticalised" that information by not quantifying it. The reason for this was simple. A handbook is a practical tool which users should be able to use without being confused by statistical jargon. We are satisfied that this was a correct decision to take.

1.11 Problems

Any study has its own problems. This study was no exception. The study began in December 1993. December and January are

not ideal months for such studies. Schools are closed and there are Christmas and New Years' holidays. Added to that were delays in getting permission from the Ministry of Education and Culture to visit schools. On guidance and counselling policy at primary level [Ref to Chapter Nine] we were unable to obtain information. The information made available consisted of documents for the secondary level. Even then these documents did not spell out guidance and counselling policies clearly either. The documents made available were: Guidance and Counselling C/C/203 Proposed Staff Development; Regional Circular Minute No.6 of 1989 C/C/203 for Mashonaland East Region; Circular CH/111 MC for Masvingo Region and Circular Minute No.6 of 1989 for Mashonaland East Region [1990 onwards]. That this study was completed was due to the co-operation and understanding of all concerned.

1.12 Conclusion

The first phase in this study was successfully completed. The subsequent phases that followed were equally important. We got feedback from primary Heads, deputy Heads, senior teachers, teachers-in-charge, education officers and those in positions of authority so that this book could be perfected as much as possible. We produced a handbook that is home grown by those involved in the improvement of the quality of primary education in Zimbabwe. It is hoped that Zimbabweans will rise to this challenge of producing books suitable and relevant to our situations while naturally learning from other countries' experiences.

CHAPTER TWO

THE PRIMARY HEAD AND PLANNING AT SCHOOL LEVEL

2.1 Introduction

What is a plan? A plan is a scheme of action, project or design. It is a way by which one proposes to carry out some proceedings. Planning involves arranging before hand the method one is going to use in carrying out various activities, say at school for the whole year or a given number of years. At school level, planning can be regarded as a checklist whereby goals for the entire school are set. A plan is a broad agreement about the general direction which leaves scope for individual and collective ideas and initiative. In short, planning is a rational approach to setting objectives and selecting means of attaining those objectives.

With primary school enrolments, personnel and expenditure in education witnessing unprecedented increases and expansion, administration and management of education become tasks of formidable magnitude and complexity. Educational planning at school level is not only a necessity but a must. School educational planning is essential for effective and efficient execution of activities at that level. To that effect plans must be formulated at primary school level.

2.2 Aims And Objectives of A School Plan

There are several aims and objectives of a school plan. Among these are:

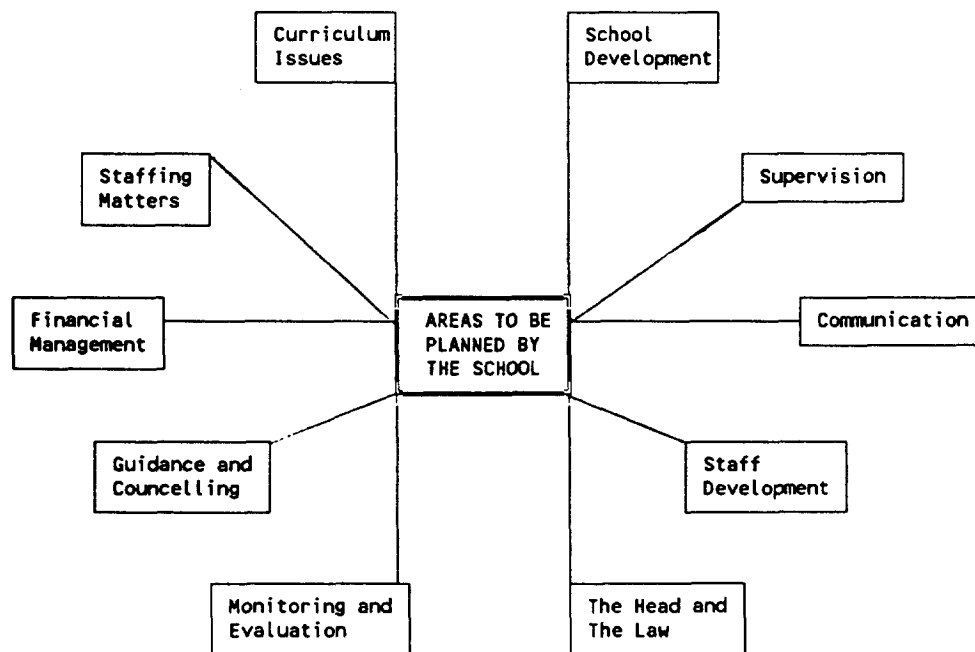
- i) to establish what is to be done at school in a given period;
- ii) to design means of achieving educational goals at school level;
- iii) to design and put in place mechanisms that would minimise or prevent anticipated problems in advance;
- iv) to chart ways and means whereby functions and deliberations at school level are goal-oriented;
- v) to provide a basis and criteria for evaluating school based

- activities that could have been planned;
- vi) to identify and assess school based development-oriented activities and show how they are related to the overall development of the school.

2.3 Areas and Activities to be Planned

Activities within a school level, like in any organisation, must be carefully planned. The aim is to maximise learning and teaching. Among areas that need planning are staffing, in-service courses, curriculum issues, supervision, communication, school construction, financial management, guidance and counselling, monitoring and evaluation [Table 2.1]. An elaboration of these activities is necessary.

Table 2.1: Areas To Be Planned by the School



2.3.1 Staffing Matters

The Head should plan for the demand and supply of teachers at his/her school. This involves knowing the number required and those who may be untrained before the start of each new year. This has to take into account enrolment figures. Teachers' accommodation as well as classrooms for pupils should also be planned for. Information which includes conditions of service, promotion prospects, leave, transfers, discipline and the like should be readily available. Similar information should be made available to non-teaching staff as well.

2.3.2 Curriculum Issues

Each school should have curriculum plans. These plans should include timetables, organisation of resources to support the curriculum, curriculum committees, assessment of pupils, and curriculum development within the school. In-service courses for teachers should form part of the curriculum plans. Teachers need to be in-serviced to enable them cope with the ever changing curriculum issues and to be in line with societal demands. In-service plans should be both short and long term.

2.3.3 School Development Project Plans

School development project plans contain information on school buildings and other facilities. These include: classrooms, teachers' houses, toilets, electrification of the school, boreholes, construction of football and netball pitches and school security (wall/fence). School construction plans tend to be both short and long term. Consequently, periods of possible completion of these projects need to be well-stated. This will assist in the implementation and evaluation of these programmes.

2.3.4 Supervision Plans

Included under this activity are: co-curriculum activities, pupils' academic work, finance, development projects, e.g. agricultural staff [both teaching and non-teaching], buildings, grounds, non-

formal education, examinations, sanitary facilities and staff development programmes. A supervision plan should clearly show how these activities are going to be supervised as well as the frequency of such supervision. If delegation of responsibilities is used, those who will carry out such activities should be informed well in advance.

2.3.5 Financial Management Plan

Without financial resources, it will be difficult to carry out school activities. A financial plan is a MUST. The financial plan should contain information on: sources of funds, methods of collecting this revenue, personnel responsible for financial matters, accounting procedures, auditing and projects to be financed in a given period.

2.3.6 Guidance and Counselling

The school has taken over some of the functions of the family. There is need to give guidance and counselling to pupils as well as teachers. Issues involved in guidance and counselling are complex. The important thing is that the school should have a plan which has information on pupils, teachers and parents who can be called upon to assist with this responsibility. Some guidance and counselling may involve people who are outside the school. A school should have a machinery set up to handle this aspect.

2.3.7 Monitoring and Evaluation

Monitoring and evaluation of school plans are essential. These could be done on a daily, weekly, monthly, termly and yearly basis. The aim [see details ahead] is to ensure that set aims and objectives of school plans are achieved. The school plan must be clear as to the areas to be evaluated, how and at what frequency. We will return later to discuss the methods that primary school Heads can use to evaluate their school plans.

2.4 Planning Procedures

There is no one method suitable for designing plans for a school. Whatever method is used should take into consideration the context in which the school is; and the practical realities obtaining. In addition, the duration of the plans also affect the planning procedures. A plan can cover an hour, day, week, month, year or five years and above. Some people recommend five-year plans as the maximum period for long-term plans.

In terms of planning procedures, the Head can use the centralised or decentralised approach. The Head can plan certain areas which affect him or her only. Individual planning by the Head, where decisions affect the whole school, should be discouraged. Since learning and teaching affect the whole school and is a group activity, the school Head should adopt a decentralised planning procedure which involves the whole staff, deputy Head, department Heads, pupils, parents and other relevant parties or organisations. A committee system is recommended. Under such a system, the school may have:

- i) A committee on School Plans;
- ii) A committee on Financial Matters;
- iii) A committee on Curriculum Issues;
- iv) A committee on Games [Sport]
- v) A committee on In-service Education;
- vi) A committee on Guidance and Counselling;
- vii) A committee on Public Relations;
- viii) A committee on Fund Raising;
- ix) A committee on Open Days;
- x) Social committee;
- xi) Tours committee.

The above outlined committees are just examples. The school can have many more depending on the needs. Some committees may be ad hoc while others may be long term or standing committees. The involvement of all the staff and members of the community ensures the successful implementation of the school plans. It

reduces instances of resistance and makes members feel that their role is valid, valued and respected.

2.5 School Planning Problems

Plans per se do not ensure success. Problems are bound to be experienced. Below are problems likely to be encountered in school plans.

i) Financial Constraints

Planned activities at school level, like any level, run the risk of not being completed because of financial constraints. That is why it is suggested that there be a committee responsible for fund-raising activities.

ii) Resistance

Traditions take long to die. Planning, of necessity involves changes. There may be resistance to change by members of staff because of ignorance or lack of involvement in planning school activities. Efforts should be made to explain the benefits of the planned changes and to involve all the members of staff.

iii) Inadequate Communication

For the successful implementation of primary school plans, effective communication is vital. There must be established communication between the school and:

- District Education Officers;
- Education Officers;
- Regional Office;
- Head Office;
- School Heads and Parents;
- School Heads and school teachers;
- School Heads and pupils;
- Teachers and pupils;

- The general public;
- Responsible Authority;
- Other Instructions.

iv) **Inadequate Supervision**

Inadequate supervision of school plans may adversely affect the implementation and attainment of intended goals. It becomes essential that Heads are abreast of systematic supervision of their schools. In fact, staff-development of Heads in school administration to update themselves with new skills and knowledge would be useful.

v) **Negative Attitudes**

Some primary school Heads are reluctant to involve their staff in planning school activities. They regard school planning as the Head's prerogative. Such an attitude makes some teachers reluctant to participate in implementing school plans they would not have been involved in designing. Hence, team approach is recommended when designing school plans.

2.6 Conclusion

The purpose of this chapter was to outline areas and aspects a school plan should contain. Areas outlined included finance, staffing matters, curriculum issues, supervision, development projects, guidance and counselling. Problems likely to be encountered were also discussed. Emphasis was made on the need to have a team approach in designing primary school plans. This is important to ensure that those concerned with the affairs of the school feel that they are part and parcel of the school plans. This is crucial because these interested parties [teachers, parents and pupils] will be involved in the day to day implementation of the school plans. Unless that is done, school plans will not be as successful as they should.

CHAPTER THREE

THE PRIMARY HEAD AND STAFFING MATTERS

3.1 Introduction

In the previous chapter we examined overall plans of a primary school. One of the areas outlined was staffing. This chapter looks at primary school administration with special emphasis on staffing matters. Issues discussed under staffing matters include: staff projections, orientation of new staff, staff accommodation, class allocation and conditions of service.

3.2 Staffing Projections

The school Head should plan staffing issues well in advance of the new term. It is proposed that by the middle of the each term, the school Head should know his/her staffing needs for the following term. The demand and supply of staff are determined by a number of factors. These are:

- i) anticipated or projected enrolment;
- ii) established official teacher-pupil ratios;
- iii) teachers who applied for leave;
- iv) temporary teachers;
- v) student teachers currently teaching at the school;
- vi) possible repeaters;
- vii) resignations, deaths, retirement, promotion and transfer;
- viii) Special subjects/class.

It is useful that Grade One pupils be registered or enrolled by the end of November of each year at the latest. For this to occur, effective communication between the school and the community becomes vital so that parents who intend to send Grade One pupils for the following year know about this on time.

Having projected the number of teachers that might be required for the coming term, the school Head should transmit that information in each term to the staffing officer. Such a return

assists the staffing officer to deploy teachers taking into consideration the needs of each school. Normally, staffing officers have projection formats that school Heads can use. School Heads should provide information on gender, qualifications, and levels [infants, junior] subject areas or areas of specialisation of the teachers they require. Of course, staffing officers may not meet all the specifications by the Heads but one hopes they do their best.

3.3 Orientation of New Teachers

Having obtained the teachers required, it is the responsibility of the school Head to orient teachers on their responsibilities. This is particularly essential for newly qualified teachers and student teachers. Usually, these teachers visit their new school well before schools open. At times, newly appointed teachers visit their schools only to find that the Head is absent. It is strongly suggested that, as much as possible, school Heads should be at their schools when new teachers make such visits. A practical approach would be that the staffing officer suggests a date when new teachers are likely to visit their schools in the letter of appointment whose copy is sent to the school Head.

The following things can be done by the school Head when a new teacher visits the school for the first time:

- i) the Head must make the new teacher feel he/she is welcome;
- ii) the new teacher must be introduced to all members of staff;
- iii) the school Head, deputy school Head or senior teacher must take the new teacher around the school complex for familiarisation with classrooms, staff houses, toilets, water points, social amenities and other facilities;
- iv) the school Head or school deputy Head should brief the new teacher on the school policy and the Official Secrecy Act. The teacher should sign the document pertaining to this Act.

What the school Head does to a new teacher on the first day that teacher visits a school accounts for the new teacher's first

impression of the school, community and of the prevailing working atmosphere. Cases have been known of teachers seeking transfer before they take up posts at their new schools because of the way these teachers were handled the first day they visited their schools.

3.4 Accommodation

The Head of a primary school, particularly in rural or farming communities, plays a crucial role with regards to teachers' accommodation. The school Head should ensure the adequacy, suitability and maintenance of staff accommodation at acceptable standards. It is common knowledge that the quality of accommodation is a contributing factor towards the quality of staff and its stability at primary schools. This is much more the case where the responsibility for staff accommodation rests with the school and its responsible authority.

When allocating staff accommodation, the school Head must take the following factors into consideration:-

- i) gender;
- ii) marital status;
- iii) family size;
- iv) religion.

Houses require maintenance. Periodically, therefore, the school Head should make visits to staff houses. Breakages or damages by the occupant or his/her dependants should promptly be repaired. Those responsible for such damages or breakages should meet the costs.

3.5 Class Allocation

While it is the responsibility of the school Head to allocate classes, this should be through consultation. This consultation is necessary to balance factors that might affect class allocation. Factors to be considered when allocating classes are:

- i) qualifications - both academic and professional;

- ii) gender;
- iii) experience;
- iv) interests;
- v) competence [if known];
- vi) age;
- vii) health.

3.6 Qualifications

There are several academic and professional qualifications among primary school teachers. Some primary school teachers have Standard Six, Zimbabwe Junior Certificate, 'O' Levels, 'A' Levels and degree academic qualifications. In terms of professional qualifications, there are primary school teachers with Primary Teachers' Lower [PTL], T4, T3, Primary Teachers' Higher [PTH], Certificate in Education [CE], Diploma in Education and B.Ed. degrees. It would be inappropriate to allocate a graduate to a Grade One class while an untrained or student teacher is allocated Grade Seven. These various academic and professional qualifications should assist the Head in allocating classes appropriately.

3.7 Experience

Teachers' experience is an important factor to be considered when allocating classes. This is the case for Grades One and Seven. It is useful to allocate untrained, student teachers and newly qualified teachers to middle grades - three, four, five and six. Experienced teachers should be given Grades One, Two, and Seven.

3.8 Competence And Interests

Together with experience, the school Head should also consider competency and interests of the teacher. Critical grades - that is one, two and seven, should be allocated to competent and interested teachers. Interest, for these grades, should go hand in hand with the person's qualifications, for example, an infant

trained teacher should handle well infant classes - grades one, two or three.

3.9 Age and Health

When allocating classes to teachers, the school Head should be sensitive to the age and health of the teachers. To illustrate, the work demands of Grade One and Grade Seven classes require a dynamic, energetic, healthy and long enduring teacher who can cope with the mental, emotional and physical demands of such grades.

3.10 Approaches when Allocating Classes

The school Head has several approaches at his/her disposal when allocating classes. These are:

- i) prescriptive approach;
- ii) democratic approach;
- iii) voluntary approach;
- iv) consultation approach;
- v) rotational approach.

An elaboration of these approaches is useful.

3.10.1 Prescriptive Approach

Most primary school Heads in Zimbabwe tend to use the prescriptive approach when allocating classes. The school Head decides which teachers will teach what classes. Teachers are then informed in a staff meeting about their classes in the new year. This approach disregards the teachers' interests, emotional and physical considerations. At times, the school Head might use class allocation to settle old scores. Such an approach creates demotivation among teachers because of lack of prior consultation.

3.10.2 Voluntary Approach

The voluntary approach is sometimes known as the democratic approach. This is one of the least used approaches. It involves teachers choosing classes according to their interests. Two classes can be chosen. The problem with this approach is that it is possible that two teachers may choose the same class. That is where the school Heads' skills of persuasion will be called for. But, from the point of view of satisfying the teachers concerned, the voluntary approach is the most effective.

3.10.3 Consultation Approach

The consultation approach is closely related to the voluntary approach. It has already been mentioned that if two teachers choose one class, that is where the Head's skills of consultation will be called for. This approach may involve teachers coming together as a group, to assess the needs of each class and agreeing on a suitable teacher for a particular grade. It may also involve the school Head consulting with each individual teacher before holding a staff meeting, where the final allocation will be made. This approach enables the school Head to motivate teachers to take particular classes and grades. The school Head will be in a position to explain certain problems pertaining to class allocation. If that is done, teachers will feel that they are part and parcel of the decision-making process. That done, teachers will be committed to achieving goals set by the schools. Imposing the school Head's wishes may produce the opposite results.

3.10.4 Rotation Approach

The rotation approach is carried out to avoid a situation whereby some teachers may teach the same class or grade every year. It involves a systematic movement of teachers through grades/classes from year to year. This can be done horizontally by grades or vertically by classes. Horizontal rotation discourages fixation of teachers to a particular grade and class. To illustrate, a teacher can be allocated a grade Three A/Blue/East class and is kept at the same class level for two or three years. Horizontal rotation

would ensure the movement of the teacher across all the three grade three classes. There are some disadvantages of this approach. If a primary school has say four streams, it means theoretically and sometimes practically that the teacher will spend four years teaching the same grades of different streams. This may create resentment and antagonism. At times one hears of complaints of favouritism levelled against school Heads. In some instances, the horizontal approach exempts specialist teachers, such as those involved in practical subjects or special classes. Whether this is an advantage or disadvantage, is difficult to say. It would seem correct to suggest that such exemption is inevitable.

In the vertical approach, teachers move from one grade to the next. A grade one teacher takes his/her grade to grade two in the following year, or say up to grade three in the third year [infant teachers]. A junior teacher can move from grade four to seven. This approach has the advantage of making teachers accountable to pupils' progress in terms of continuity. It also enables the teacher to broaden his/her experience while at the same time concentrating on pupils with specific problems. In reality and practice a 'sharp' school Head should be able to use both approaches. Such a school Head would limit the time [years] spent during the horizontal movement so that a vertical approach can also be effected. This approach has disadvantages as well for example, a teacher incompetent in one area or aspect disadvantages the pupils for all those years.

3.11 Conditions of Service

In Zimbabwe, there is a tendency to take for granted that newly qualified teachers know about their conditions of service. This assumption is based on the relatively long teaching practice patterns during which, it is hoped, these student teachers were told about their conditions of service. Whether or not these teachers were told their conditions of service as student teachers, when they assume permanent duties they need to know about their conditions of service and a copy of the regulations should be made available to the new teachers.

The school Head should complete and submit to the staffing officer an assumption of duty form once a new teacher has reported for duty at his/her new school. Failure to do so results in the new teacher not getting his/her salary on time. In addition, the new teacher should be familiarised with the school policy, the Official Secrecy Act, Public Service Regulations which include Misconduct Regulations. It is important to make the new teacher sign the Official Secrecy Act to show that he/she is aware of these regulations.

3.12 Conclusion

This chapter discussed issues such as staff projections, orientation of new teachers, accommodation, class allocation and various approaches that can be used to allocate classes, and conditions of service. Experience has shown that some Heads do not pay attention to some of these things with the result that newly qualified teachers taking up their permanent posts for the first time get frustrated. To avoid such a situation, the school Head should pay particular attention to such issues discussed above for the smooth running of his/her school.

CHAPTER FOUR

THE PRIMARY HEAD AND CURRICULUM ISSUES

4.1 Introduction

'Curriculum', as a concept, is open to a variety of definitions and interpretations. The broadly held definition is that it is a plan for learning. Such a plan embodies instructional materials, content units, methods and all that happens by way of learning experiences for which the school is responsible. In the Zimbabwean context, the curriculum can be defined using the following:

- i) the intended curricula or syllabi;
- ii) instructional materials used by teachers and learners in realising the syllabi;
- iii) teaching-learning activities initiated and carried out in class;
- iv) original, substitutes or modifications from the syllabi;
- v) learners' personal experiences related to activities carried out in class;
- vi) the outcome of using the intended curriculum on the levels of mastery of curricular objectives.

4.2 Curriculum Development

'Development' means a fuller disclosure or working out of details of the intended programme or syllabus as a plan or scheme. Such details are worked out in the light of needs of a particular school or obtaining contexts. This involves the introduction of new programmes in addition to existing or even intended programmes. The school Head, staff and community draw up schemes or programmes which may include culture, music, dance, first aid, soccer, netball, volleyball, athletics, hockey, etc. as dictated by the different and varied contexts of the schools. Curricular development at school level also involves the function of designing instructional materials, drawing up schemes of work and plans to suit the particular school and learners' needs. Such activities are based on and derived from the intended syllabi or programme which form the basis.

The school Head, as an instructional and institutional leader, is expected to be conversant with the various syllabi in the primary school so as to offer guidance to teachers. He or she should utilise expertise of members of staff in their respective subject areas.

4.3 Curriculum Planning

In Zimbabwe, because of the centralised nature of the curriculum, primary school Heads and their teachers are not meaningfully involved in curriculum design and planning. This is tightly controlled by the Curriculum Development Unit [CDU]. But experience has shown that where teachers and Heads of schools are involved in curriculum planning, implementation of that curriculum is more effective than where and when they are not involved. It is hoped that time will come when Heads and their teachers can design and plan the primary school curriculum together with CDU.

4.4 Planning Curriculum Implementation

The school Head is expected to take the lead in curriculum implementation. This involves putting into action the intended plan, curriculum or syllabi. It is the sum-total of the teaching-learning experiences. Implementation of the curriculum at primary school level involves a number of planning strategies:

4.4.1 The Establishment of the School Curriculum Infrastructure

The school Head, takes the final decisions arrived at through consultation of all involved, as to what subjects and activities are going to be taught. Thus, for this to be realised, the Head should be knowledgeable about government and Ministry of Education and Culture's policies, regulations and the hidden curriculum which embodies student behaviour, rules and regulations. The school Head, in consultation with the staff and parents, should formulate a clear school policy, school goals and mission statement derived from national educational and political goals.

4.4.2 Time Management

Time management involves deciding what time length is allocated to different subjects and activities. Subject time allocation is derived from recommendations made by the Ministry of Education and Culture in terms of hours per subject per week. This includes sporting activities, co-curricula activities and remedial education.

4.4.3 Timetabling

Timetabling goes hand in hand with time allocation. Timetabling is done on the basis of subject time allocation. There are various approaches to timetabling. Whichever approach is used, the school Head is ultimately responsible. The following strategies can be adopted:

- a) the school Head can draw up a master timetable himself/herself from which class teachers derive their class time tables;
- b) the school Head can delegate timetabling to the deputy Head and senior teacher. These then come together and draw up the master time table;
- c) the school Head can appoint a Time Table Committee from among experienced teachers on the staff to carry out the task;
- d) the school Head can ask each class teacher to draw up individual timetables and submit them to him/her. These individual timetables are then used by the school Head, his/her deputy or committee to draw up a school master timetable.

When drawing up timetables, school Heads should take into consideration the following factors:

- a) availability of material resources;
- b) the number of streams;

- c) the number of sessions;
- d) availability of physical structures;
- e) the nature of subjects offered.

4.4.4 Class Allocation

The allocation of classes to teachers is the responsibility of the school Head. Certain key factors are a must. These include:

- a) experience;
- b) specialisation;
- c) competence;
- d) academic and professional qualifications;
- e) interests;
- f) age;
- g) sex
- h) health.

4.4.5 Procurement of Material Resources and Facilities

This is needed to implement the learning plan. This involves development of physical structures, buying necessary textbooks, stationery and equipment for use by pupils and teachers. This function requires thorough planning. The school Head should review textbooks available on the market in order to choose the best suited to implement the syllabi and to satisfy the cultural background and needs of the pupils. The Head, as per Statutory Instrument 87. of 1992, should establish a Procurement Committee [Refer to Management of Finance ahead] to assist in this function. Most importantly the school Head should execute orders in advance of the actual teaching-learning sessions so that pupils and teachers are not disadvantaged when learning and teaching are supposed to take place.

4.5 Approaches to Planning

Several approaches can be used to realise planning activities at primary school level. These include:

- i) the prescriptive approach;
- ii) the administrative executive approach;
- iii) the committee approach.

Let us look at these more closely.

4.5.1 The Prescriptive Approach

Under this approach, the school Head decides, single-handedly, what is to be done and how, in all spheres pertaining to curriculum planning at implementation level, at the primary school level. This is handed down to teachers as a recipe or prescription to be followed. While this method is less time consuming, it belittles or devalues the teacher's role, professional status, efforts and enthusiasm leaving the teacher demotivated. It destroys the teachers' initiative and creativity as has happened between primary teachers and the CDU. Where the school Head has to dictate, it must be done tactfully by raising teachers' consciousness to the existence of the problem and enter into dialogue with them concerning available alternatives. Motivation must be kept high to ensure implementation of the plan otherwise teachers may be alienated and dissociate themselves from the plan or activities.

4.5.2 The Administrative Executive Approach

The administrative executive approach consists of the school Head, deputy, teacher-in-charge or senior teacher. These sit down together to plan curriculum activities. Their decisions or resolutions are spelt out to teachers for implementation. The disadvantages of the administrative executive approach are similar to those of the prescriptive approach. Teachers receive a package worked out by the administrative executive without their participation. Teachers may feel left out and resentful of what they are supposed to implement.

4.5.3 The Committee Approach

The committee approach seems to be the most democratic. It involves establishing various committees at school. These

committees would be responsible for different activities to be planned. Examples would include: Sports Committee, Procurement Committee, Health Committee, Education Committee, Timetable Committee, different subjects committees [per level and grade], and so on. Each committee would make up a plan which is then presented to and debated in a general staff meeting chaired by the school Head. Amendments, modifications or additions are made before final adoption.

After the various plans have been presented, debated and adopted, they are put together to form part of the master plan for the school for that year. Although time consuming, this approach has the highest level of teacher participation. Decisions reached are binding for all the teachers. Teachers are accountable to the success or failure of such plans.

4.6 Curriculum Implementation

The school Head, the teacher and parents are key players in the implementation of the curriculum.

4.6.1 The School Head

The school Head is an instructional leader at primary school level. He/she should create, develop and take interest in teaching and children's learning. Consequently, all school Heads are expected to teach each class at one time or another [Refer to Communication ahead]. Non-classed school Heads in big schools are not 'non-teaching'. They should prepare or plan for a few lessons a week and teach. As a leader of the flock, the preparations and lesson teaching should be done in an exemplary manner. This affords the school Head the opportunity to know the pupils, evaluate the progress of different classes and appreciate, from practical and personal experience, problems faced by teachers in the implementation of the curriculum. Sadly, the majority of primary school Heads have abandoned teaching altogether.

The school Head should facilitate learning and teaching by ensuring provisions needed, supervising the teachers, supervising the pupils' work, supervising different committees and staff duties for the smooth implementation of the curriculum. It is vital for the school Head to adopt an advisory and motivating stance when supervising curriculum implementation. Structures created and posts of responsibility delegated to members of staff and committees should be used to supervise the implementation of the curriculum.

4.6.2 The Teacher

The teacher's task is to study, interpret and implement the official syllabi and design strategies for putting them into practice in line with learners' experiences. From the syllabi, the teacher draws up schemes of work in the form of teachable units. When planning individual lessons, the teacher adds further and finer details of the topic content and actual pupil experiences guided by anticipated outcomes. The actual teaching and learning experiences or lessons culminate in implementation. Scheme and plan content should satisfy or tally with subject or activity time allocation. Maintenance of various records by the teacher assists him/her in the implementation of the curriculum. These include: progress record, attainment record, test record, reading record, remedial record, extension record, plans, schemes and so on.

Teachers also take assembly duties on a roster basis, where rules, regulations, morals, punctuality and other social issues are raised. Assemblies are used to remind the staff and the pupils about the mission, goals and objectives of the school.

Teachers also train and supervise pupils in extra-mural activities where they are developed in self-discipline, physical and moral development.

4.6.3 The Parents

Parents own the children. The school teaches children on behalf of the parents and society. But parents are partners and players

in the educative processes of their children. Parents provide the school with financial and material as well as human resources. They supplement books and help pupils with their homework by way of supervision at home. This is only possible when there is close co-operation and communication between the school Head, staff and the community [See Communication ahead]. Parents' meetings and open days can be used by the school Head to inform parents of the school's mission, goals, objectives and expectations. Prize giving days, consultation days and general meetings afford the Head the opportunity to draw parents closer into partnership with the school in fostering pupils' learning and progress. In all this, the school Head is the motivating factor.

Where sound communication, information dissemination and relations exist, some parents with particular skills or knowledge will offer their services as resource persons in areas such as religious studies, moral education, social studies, cultural matters and health education.

4.7 Staff Development For Teachers

Every administrative, managerial or leadership position has staff development as one of its most significant facets. Curriculum matters are in the forefront since education is dynamic. This is done to improve upon the production or implementation of the curriculum. In-service or staff development of teachers involves ways and means by which the school Head realises staff performance needs. Such programmes [staff development] aim to improve the qualitative and quantitative contributions of the staff to the overall goals of the school. In-service programmes should aim at enabling individuals within the school to be more effective in performing their work or preparing individuals for greater and more challenging responsibilities. In-service courses at school level may take two forms: short-term and long-term courses.

4.7.1 Short Term Courses

Short-term courses take one hour to a week or two. The level normally determines the duration. School-based courses can take

up to two hours at most while cluster or district based courses take up to a day. Such courses concentrate on specific aspects of the curriculum, such as feedback papers from high levels, conferences or workshops.

Where a new syllabi is being introduced, it may involve residential courses of two, three or four days up to a week or two. The course content determines the duration.

4.7.2 Long-Term Courses

Long-term courses can take a term to years to complete. These involve further studies at registered institutions leading to an award of a certificate. Such studies can be taken on full or part-time basis. The Head should strive to improve the quality of his/her staff by encouraging and motivating staff to undertake further academic and professional studies. Further studies enhance teachers' chances of promotion.

4.7.3 Types of In-Service Staff Development Programmes

For convenience, in-service courses have been put into four categories.

i) Type One: Orientation

The first type of the in-service programme aims at correcting certain deficiencies within the system, for example, teachers appointed into schools systems that are different from the one they are used to or teachers coming into different or new socio-cultural systems. This can be considered as part of an orientation programme. The more a foreign recruit or new teacher knows about the new system, through formal in-service programmes, the more effective he/she can become as a teacher.

ii) Type Two: New Curriculum

The second type of in-service staff development course is one which enables the teachers to face challenges resulting from new

or changes in the syllabi or school curriculum. Examples in this category in Zimbabwean primary schools include the interpretation and implementation of the Music, Home Economics, New Primary English and Environmental Science syllabi. When such new curricular is introduced, it becomes imperative to in-service primary school teachers in the new approach and its implications for pupils. This is an updating process aimed at equipping teachers with the latest development in the content and methodologies of the new subjects.

iii) Type Three: Courses For Untrained Teachers

The third type is aimed at untrained teachers. Considering the number of untrained teachers as a result of unprecedented expansion of the primary school system, the induction of primary untrained teachers is paramount. This is at school and national levels. In Zimbabwe, the Associate Teacher Programme would be a good example.

iv) Type Four: Formal Long Term Courses

The fourth type of in-service programme is aimed at professionally trained primary teachers to acquire higher qualifications for more responsibilities and status within the primary school system. In Zimbabwe this category would include: the two-year part-time Diploma in Education, the Bachelor of Education [Primary], and the Bachelor of Education [Planning, Policy and Administration]. For such courses and other professional and academic courses, primary teachers can form study groups to assist and encourage each other.

4.7.4 Target Groups

Staff development programmes should be designed to meet particular needs of given categories, groups or individuals within the school. Target groups could include:

- i) untrained teachers;
- ii) student teachers;

- iii) underqualified senior teachers;
- iv) trained teachers;
- v) Heads of schools;
- vi) remedial special teachers;
- vii) infant and junior teachers
- viii) grade teachers;
- ix) individual teachers.

4.7.5 Planning Staff Development Programmes

Programmes for staff development, like any other activity in the school need thorough planning [Table 4.1].

Table 4.1: Staff Development Programme

DATE & TIME	TOPIC	VENUE	SOURCE OF TOPIC	RESOURCE PERSONS	TARGET GROUP	COMMENTS
10/03/94 2:00-4:00p.m	Cyclic Reading Approach	Room 6	Teachers	Ms R. Doro	All teachers	
19/03/94 2:00-3:00p.m	Drawing up Schemes of Work	Room 4	Head	Head	All teachers	
29/03/94 2:00-4:00p.m	Pre-Formal Learning	Room 1	Grade 1 Teachers	Ms O. Mbeva Mr W. Wega	Grad 1 & 2 teachers	
05/04/94 2:00-3:00p.m	Discipline Based Art	Zonal Centre Dembe School	Ministry	Mr F. Ndara (D.E.O.) Mr E. Murefu (Art Teacher)	Zonal Art Subject teachers	

The planning process for staff development courses consists of:

- i) recognition or identification of the problem;
- ii) collecting data relating to the problem;
- iii) identification of alternative approaches;
- iv) analysis of information relating to alternative approaches;
- v) choosing the best solution from alternative approaches;

- vi) implementation of decisions relating to the selected alternatives;
- vii) evaluation of the effectiveness of the plan.

4.7.6 Possible Areas for Coverage in Staff Development

Some of the specific areas that a school can consider for staff development are outlined as follows:

- i) syllabi interpretation;
- ii) teaching methods;
- iii) drawing up schemes of work;
- iv) planning of lessons;
- v) problems of scheme-cum plans;
- vi) record keeping;
- vii) testing and measurement;
- vii) reading and teaching methods;
- ix) phonics and reading;
- x) remedial teaching;
- xi) coaching in sports;
- xii) guidance and counselling;
- xiii) teaching children with special needs;
- xiv) making and using class displays;
- xv) carrying out class projects;
- xvi) conditions of service;
- xvii) academic and professional advancement;
- xviii) report writing.

The list is endless.

4.7.7 Sources of Staff Development Topics

The school Head can suggest topics for staff development. Such topics arise from the observations made during lesson supervision, spot checks, queries from within and without the school etc. Topics can also arise from evaluations and report meetings of the administrative executive - that is the school Head, deputy school Head, Teacher-In-Charge [T.I.C.] or Senior Teacher.

i) Teachers

Individual teachers may see the school Head on problems they encounter during their teaching as individuals. The school Head can plan a staff development session for that individual teacher. If the problem is common among the teachers, then all the teachers should be involved.

Grade teachers can also identify a problem or need as a group. Staff development from such a source can either be targeted towards the respective group or the whole teaching staff if all members are going to benefit.

ii) Research Reports

Sadly, some primary school teachers do not involve themselves in research. One source of staff development programmes should be information obtained from research carried out by the teachers. In addition, there are research findings found in local journals and magazines such as Zimbabwe Journal of Educational Research, Teacher in Zimbabwe, and the Zimbabwe Bulletin of Teacher Education, among others.

iii) Periodic Evaluations and School Reports

Periodically, the staff meet to review progress against initial plans or goals under the chairpersonship of the school Head. Of course some schools do not do this. All schools are encouraged to review initial plans or goals. Staff members objectively review their success and failures, identifying problems and possible solutions. It is in such discussions that members suggest areas or topics for discussion in staff development sessions.

4.7.8 Resource Persons

School based staff development programmes need resource persons. These may include Subject Committee Members, specialist teachers, the school Head and invited guests. Here, elaboration is necessary.

i) Subject Committee Members

Subject committees should be established at each primary school. These can sit down to plan for a session or sessions based on needs assessed according to respective subjects. One or more teachers are then chosen to deliver a paper or demonstration lessons.

ii) Specialist Teachers

A specialist teacher, with special training in a particular area, for example, Home Economics, Reading For Beginners, Remedial/Special Education, can give papers or demonstration lessons in his/her respective area of specialisation.

iii) The School Head

The School Head can present papers or feedback reports after attending School Heads' Workshops at cluster, district, regional or national levels. As a leader and model, the Head must be competent, well versed and resourceful enough to offer help or handle certain topics where teachers feel they are not competent. In that regard, it is advisable for the school Head to keep a Head's Resource File for staff development. At times, school Heads demotivate their staff because of their ignorance about issues that should be covered under staff development. In fact, such school Heads do not encourage their teachers to undertake in-service courses on a long-term basis for fear that such teachers would be more qualified than the school Heads.

iv) Invited Resource Persons

Invited resource persons can be District Education Officers, Education Officers, college lecturers, University lecturers, specialists from other ministries, Curriculum Development Unit Officers, local villagers, teachers and school Heads from neighbouring schools.

Book publishers can only be invited if they confine themselves to their published materials. There are some Heads who are more comfortable with book publishers than educationists. Matters concerning the curriculum should be addressed by CDU and other relevant educationists.

4.7.9 Frequency of Staff Development Sessions

Frequency of staff development sessions vary from school to school as per felt needs. However, it is advisable to hold staff development sessions at least once per month or whenever necessary. Staff development sessions should not be held for the sake of it. They must be purposeful.

4.8 Evaluation of Curriculum Issues at School Level

Curriculum evaluation at school level, like at any level, entails passing value judgements on all the activities that take place in that area [curriculum] in the school. It involves looking at the merits of existing and intended programmes with the view of improving the quality of output or products. The process of curriculum evaluation takes place at every level - that is planning, implementation and end product.

4.8.1 Planning Research

The moment the school starts planning what programmes should be carried out in the area of the curriculum, who will sit on the subjects committees, resources available, resource persons needed, planning research evaluation is not only implied but has started. Searches carried out in an effort to answer these queries, and answers that come out of this is what is termed planning research in terms of financial, material and human resources.

4.8.2 Formative Evaluation

Once curriculum implementation has started - staff development, actual teaching in the classroom, developing teaching materials - formative evaluation, is automatic. It is on-going monitoring of

programmes during the process of implementing the curriculum aimed at correcting and redirecting the programme. The school Head, through his/her supervision, observation and administrative judgements; the teachers, through their daily, weekly and monthly evaluations, meetings held during and for staff development; are all a wealth of formative evaluation information which a school can use.

4.8.3 Summative Evaluations

Teachers mark pupils' books. They give pupils daily, weekly, monthly, termly and yearly tests and examinations. All these taken together are summative evaluations. These are weighted against initial aims, goals, and objectives of curriculum programmes to determine the success or failure in achieving them [Refer to Monitoring and Evaluation ahead for more details].

4.9 Conclusion

Curriculum development at school level is a critical issue. There is a mistaken belief that curriculum issues are a prerogative of the C.D.U. This is wrong. The school is a wealth of information on curriculum matters. The school is where the curriculum is put into actual practice. True, what is taught should take cognisance of national education aims and objectives. But it is the school, through the school Head and the teachers which ensures that structures and mechanisms for the actual implementation of education are in place. In addition, the school Head and his/her team carry out curriculum evaluation on a daily, weekly, monthly, termly and yearly basis. This information lies idle in the schools because there is no machinery set up to utilise that information for the benefit of education. The C.D.U. should change its strategies to include information which schools have, which can be used for the benefit of improving the curriculum nationally.

CHAPTER FIVE

THE PRIMARY HEAD AND SCHOOL SUPERVISION

5.1 Introduction

As a concept and practice, supervision varies. It is an administrative tool, as well as a process of monitoring educational standards. It can be conceptualised in relation to administration, management, the curriculum, leadership, instruction and human relations. It involves assessment of proper implementation of policy, correction of identified weaknesses, direction and redirection of defects for the attainment of stated aims, objectives and goals of an education system at a given level. As an administrative tool, school Heads cannot function effectively without it.

5.2 Areas that Require Supervision

All the activities carried out at primary school level need to be supervised. Consequently, the areas that require supervision may include, among others, the following:

- i) lessons [Lesson] observation;
- ii) scheme and plan books;
- iii) record books;
- iv) pupils' exercise books;
- v) registers;
- vi) equipment and stationery;
- vii) sanitary facilities - toilets, rubbish pits, water points;
- viii) building and construction projects;
- ix) grounds and school garden;
- x) finance;
- xi) examinations and tests;
- xii) school committees;
- xiii) co-curricula activities;
- xiv) adult and early childhood education;
- xv) staff development;
- xvi) discipline.

5.3 Types of Supervision

There are several types of supervision. Among these are:

- i) general supervision;
- ii) spot checks;
- iii) random checks;
- iv) clinical supervision;
- v) formative supervision;
- vi) summative supervision.

It will be noticed that the type of supervision depends on the use and purpose to which that supervision is put. An explanation of some of these types of supervision would be useful.

General Supervision

This is a routine type of supervision whereby the school Head goes around the school to see whether everything is in order. During such supervision, the school Head may find that some children are still coming to school after stipulated starting time. This lateness may include teachers as well as general workers.

Spot Checks

Spot checks are carried out by the school Head for example during the morning when he/she makes quick observations around the school. He/she may be checking classrooms, grounds, toilets, rubbish pits, and so on. He/she might also want to check teacher presence. Once teachers, pupils and general workers know that the school Head is in the habit of carrying out spot checks, they maintain punctuality.

Random Checks

Random checks go hand in hand with spot checks. They are unannounced. In other words, the school Head can go into a class at any time or day as a follow up to activities that should or have

been recommended to be carried out. Random checks tend to be unpopular with a lot of primary school teachers.

Clinical supervision

Clinical supervision is problem-solving. This is usually used in curriculum implementation. The school Head and the teacher may sit down together and plan a lesson. The planning of the lesson is mutual and educational to both the teacher and the school Head. The teacher then teaches the lesson under the guidance and supervision of the Head. After lesson delivery, the two sit together again to discuss strengths and weaknesses of the taught lesson. A follow up after the first lesson is recommended. The most important feature of this type of supervision is that it is open and there is no hide and seek.

Formative Supervision

This is a broad term encompassing what goes on when, say, a new curriculum supervision is being carried out. It is on-going, developmental, cooperative, collaborative, non-judgmental, coaching, counselling-oriented and directed at improving teacher performance. It is usually restricted to classroom and class performance on the part of the teacher.

Summative Supervision

This type of supervision is judgmental, comparative, adjudicative and final. It is meant and designed to make a decision about the worthiness of a teacher. This type of supervision is one of the commonest and one open to abuse. This is particularly the case when school Heads supervise their teachers for accelerated salary advancement.

5.4 Who Supervises Who?

It is generally agreed that the school Head is responsible for supervision at his/her school. There is a saying that the school is

a reflection of its Head. There are several approaches that can be used in determining the personnel for supervision. These are:

- i) the school Head carries out all the supervision;
- ii) a team-approach based on personnel from that school;
- iii) a team-approach consisting of personnel from clustered primary schools;
- iv) allocation of supervision duties among the school Head, the deputy school Head, teacher-in-charge and senior teachers.

It is useful to elaborate on the above.

5.4.1 The School Head Carries Out All the Supervision

In some schools, there are some Heads who monopolise school supervision. They do not involve their administrative subordinates. Under such circumstances, supervision carried out may not be as effective as it should be. This is because educational activities are complex such that it is virtually impossible for one person to do justice to the duties that should be carried out.

5.4.2 Team Approach

Team approach is at two levels: the school level and the clustered school level. At the school level, the Head can form a strong team consisting of the himself/herself, the deputy school Head, teacher-in-charge and the senior teacher. Each of the mentioned personnel would be allocated classes and/or grades to supervise. It is used in Zimbabwe for accelerated salaries whereby the school Head, the deputy and teacher-in-charge supervise teachers for that purpose. The idea is that several people are likely to be more objective than one person.

At the cluster level, supervision can involve a number of schools. Heads of such schools come together to form a supervisory team. This approach is time-consuming but can be effective. It is recommended that school-based supervisory approaches be practical, realistic and effective.

Lesson supervision in Zimbabwe is commonly known as lesson observation. To start with, there must be a basic format which serves as a guideline. This guideline will be used when teachers are observed teaching. Teachers who are observed teaching must be familiar with the supervision guidelines so that when they deliver their lessons, they do this within the context of the format. The format may be in the form of a schedule which is not complicated to fill when the teacher is being observed. It must be recognised, however, that the assessment that comes from such observation is subjective, since it depends on what the supervisor purports to have observed. Arrangements can be made such that different people [Head and deputy Head of school, senior teacher, teacher-in-charge] visit the teachers concerned. Supervisors can use schedules such as that contained in Table 5.1.

Table 5.1: Criteria For Supervision of Teachers

<u>BACKGROUND</u>	
<u>DATE:</u>	<u>TIME:</u>
<u>NAME OF TEACHER:</u>	
<u>E.C. NUMBER:</u>	
<u>HIGHEST PROFESSIONAL QUALIFICATIONS:</u>	
<u>HIGHEST ACADEMIC QUALIFICATIONS:</u>	
<u>GENDER:</u>	
<u>GRADE TAUGHT:</u>	
<u>NUMBER OF PUPILS IN CLASS:</u>	
<u>SUBJECT OBSERVED:</u>	
Teacher's Dress:	
<hr/>	
<hr/>	
<hr/>	
<hr/>	
Teacher's Tidiness:	
<hr/>	
<hr/>	
<hr/>	
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TEACHER PROFESSIONAL DOCUMENTS AND COMMENTS

SCHEMES:

Statement of Broad Aims

Variety of Sources

Content Adequacy

Evaluation

PLANS:

Regular Planning

Specific Objectives

Planning Sequence

Content Sequence

Content Coherence

Content Adequacy

Content Appropriateness

Evaluation

RECORDS:

Individual Record Book

Progress Test Record

Remedial Record

Marking Register

Marking Exercise Books

LEARNING AND TEACHING AIDS:

Relevance to Lesson Objectives

Utilisation of Variety of Aids

Neatness and Clarity of Aids

CLASSROOM MANAGEMENT

Seating Arrangement

Neatness or Tidiness

Teacher Displays

Children's Displays

CLASS MANAGEMENT

Lesson Introduction

Lesson Development

Use of Group Work

Teacher-Pupil Interaction

Pupil-Pupil Interaction

Questioning Techniques

Class Control

Mastery of Content

Written Work Given

Discovery Method Used

Role Play

Individual Pupil Attention

Language and Communication

Voice Clarity and Modulation

Expression

Lesson Summary/Conclusion

GENERAL COMMENTS AND RECOMMENDATIONS

5.5 Contents of the Criteria for Supervision of Teachers

The supervision schedule contains sections on schemes, plans, exercise books, record books, registers, material provisions for the class, and background information on the teacher observed. An elaboration on some of this information is necessary.

5.5.1 Background Information

The school Head must enter background information of the teacher observed. This information includes: gender, highest academic and professional qualifications, number of pupils in class, Grade taught, subject observed, date, time, teacher's dress and employment code number, (known in Zimbabwe as the "E.C. Number").

5.5.2 Schemes and Plans

Under this section, the supervisor could look for statement of broad aims, and variety of sources in the schemes. In plans, the school Head may examine regular planning, specific objectives, planning sequence, content segments, content coherence, content adequacy, and content appropriateness. In both schemes and plans, the supervisor should examine whether the teacher

evaluates. In Zimbabwe, problems have been encountered in scheming and planning. Some schools follow what is locally known as 'scheme-cum-plan' which is supposed to be a combination of schemes and plans. But during their training, student teachers are taught to scheme and plan separately. When they go into schools, they are faced with a new system. Even those who started this scheme-plan are themselves not sure of what they are doing. The Ministry of Education and Culture should re-visit this area to avoid possible confusion among the school Heads as well as the teachers.

5.5.3 Records

Supervisors should assess teachers' records using a schedule or checklist (Table 5.2). The number of records differ from school to school. Basic records include exercise books, the register, remedial and extension work record, progress test record, individual pupil record, among others.

Table 5.2: PUPILS' EXERCISE BOOK INSPECTION SCHEDULE

A. BACKGROUND INFORMATION

DATE:

NAME OF TEACHER:..... GENDER:.....

E.C. NUMBER:

HIGHEST PROFESSIONAL QUALIFICATIONS:.....

HIGHEST ACADEMIC QUALIFICATIONS:.....

GRADE TAUGHT:.....

NUMBER OF PUPILS:.....

BOOK QUANTITY:

ITEMS		SCORING			
		NOT SATISFACTORY	SOMEWHAT SATISFACTORY	MORE SATISFACTORY	MOST SATISFACTORY
B.	OUTSIDE APPEARANCE				
1.	Covering				
2.	Labelling				
3.	Cleanliness				
C.	INSIDE APPEARANCE				
4.	Frequency of work				
5.	Lettering/Figuring				
6.	Amount of work				
7.	Originality of work				
8.	Work layout/orderliness				

9.	Neatness of work				
10.	Underlining work				
11.	Level of work (taxonomy levels)				
12.	Correction work				
13.	Extension work				
14.	Accuracy of work				
D.	TEACHER'S MARKING				
15.	Economic use of space				
16.	Neatness of diagrams & illustrations				
17.	Diagnostic				
18.	Size of ticks				
19.	Neatness of ticks				
20.	Award of marks/grades				
21.	Teacher's comments				
22.	Accuracy				

E. General Comments and Suggestions

.....

.....

.....

.....

.....

Teacher's Signature:..... Head's Signature:

With regards to the register, the school Head can be assisted by a school attendance summary register. This should be given to every teacher to balance vital statistics needed at the end of each term [see Table.5.2]. Exercise books should be examined in terms of the amount of work given to the pupils, marking and tests given to the pupils. Marking is vital because it shows the progress or lack of it, of the pupils. At times school Heads just put their stamps and sign without thorough supervision of the pupils' exercise books. Once teachers know that their Head is not thorough, they cut corners. That adversely affects the effectiveness of the work these teachers are supposed to carry out.

Table 5.3: School Attendance Summary Register

DATE:

CLASS	PUPILS ENROLED			NUMBER PRESENT			NUMBER ABSENT			NAMES OF ABSENTEES
	B	G	T	B	G	T	B	G	T	
Grade 1	20	22	42	18	21	39	2	1	3	
Grade 2	18	20	38	18	20	28	0	0	0	
Grade 3	20	20	40	15	18	33	2	2	7	
Grade 4										
Grade 5										
Grade 6										
Grade 7										
TOTAL	58	59	140	51	59	110	7	3	10	

Key: **B** - **Boys**
 G - **Girls**
 T - **Total**

5.5.4 Learning And Teaching Aids

During class supervision, the school Head or his/her representative should examine learning and teaching aids in terms of relevance to lesson objectives, utilisation of a variety of aids, clarity of aids, neatness and utilisation of local teaching aids. As for utilisation of local aids, the tendency among teachers is to use

ready-made teaching aids from the Audio Visual Services or cuttings from magazines. Utilisation of locally relevant aids demands imagination and creativity on the part of the teacher. In addition, the supervisor should be satisfied that the learning and teaching aids used are relevant to the stated objectives in the lesson plans.

5.5.5 Classroom Management

There is an old saying which states that cleanliness is next to godliness. This saying applies to classroom management. In supervising teachers in this area, attention should be paid to seating arrangements, neatness or tidiness of the classroom, teachers' and children's displays. The outlook of a classroom speaks volumes about what is taking place in teaching and learning.

5.5.6 Class Management

Class management is at the centre of learning at primary school level. Aspects to be supervised include lesson introduction, lesson development, use of group work, teacher-pupil interaction, pupil-pupil interaction, questioning techniques, class control, pupil participation, written work given in class, remedial work in class, discovery method used, role play used, individual pupils' attention, mastery of content, language, communication, voice clarity, expressions and voice modulation. It will be noticed that some of these activities are routine while others are 'high orders'. Those which may be classified as routine include class control, questioning technique, pupil participation, teacher-pupil interaction and pupil-pupil interaction. High order skill related activities include remedial work in class, discovery method, role play and individual pupil attention. When observing a teacher teaching, the supervisor should be able to group such activities making sure that there is a balance in terms of utilisation of these different teaching methods. More often than not, teachers use the lecture method even to primary school children. This is borrowed from their own experiences at college. This should be discouraged. Having observed a teacher teaching, the supervisor should then sit down

with the teacher to discuss weak as well as strong points. The supervisor should not act as an assessor. He/she is a supervisor whose main objective is to improve upon the teaching skills of the teacher.

5.5.7 Co-Curricula Activities

At times, co-curricula activities are known as extra-mural activities. Co-curricula activities is an embrative term that covers sports and cultural activities. In a well organised set up, there may be a sports master/mistress assisted by a committee. Not only should the school Head rely on reports from the Sports Committee or Cultural Committee but he/she must participate in some of these activities. Participating in some of these activities gives the school Head a full picture of what is going on and the improvements that might be needed.

5.5.8 Sanitation

For a developing country such as Zimbabwe, and all countries those in Southern Africa or the African continent, sanitary facility supervision is not only a necessity but a must. Outbreaks of diseases such as cholera, typhoid and dysentery have been experienced now and again. Sanitary facilities include:

- i) toilets;
- ii) water points;
- iii) rubbish pits;
- iv) rubbish bins.

i) Toilets

In Zimbabwe, schools have been closed by the Ministry of Health due to inadequate toilets. Once the Ministry of Health has approved these toilets, it is the school Head's duty to supervise their use and maintenance. This can be done through a committee on Sanitary Facilities. On this committee, pupils should be members. The school Head should ensure that there are enough toilet papers, handwashing facilities, water, and brooms in

the toilet. It is advised that the school Head should have a report book of the state of toilets kept by the teacher-in-charge. The school Head should have access to this book on demand so that he/she can compare what the book contains with what he/she would have seen during routine or random checks. There must be a duty roster on cleaning of toilets.

ii) Water Points

The majority of primary schools in Zimbabwe do not have running water. Be that as it may, each school has some source of water. Some schools have boreholes. It is the responsibility of the school Head to see to it that the machine or device used to pump that water is fully operational. A committee can be set up to see to the maintenance of the water point, especially where the school shares the same water point with the community.

iii) Rubbish Pits

It is essential that the school establishes two rubbish pits. One is for papers or articles that easily decompose and the other for tins, bottles, etc. In these days of environmental care, it may be useful not to burn paper or destroy bottles. There are companies that reuse these articles. The school Head should get in touch with these companies so that they collect used paper and other disposals. Where it is not possible for companies to collect used paper, these must be burnt. Those articles that cannot be burnt should be covered with soil. The surroundings of rubbish pits should be properly cared for.

5.5.9 Building and Construction Projects

Existing buildings need constant monitoring by the school Head. These buildings include classrooms, teachers' houses, toilets, libraries, halls and the like. Buildings need monitoring to check the following:

- i) cleanliness;
- ii) damage;

iii) wear and tear.

Admittedly, this is a specialist area. If the school Head is not knowledgeable about some of the issues pertaining to buildings, the best thing is to have a committee in charge of buildings. Such a committee may have members from the School Development Committee [SDC] or the School Development Association [SDA]. If damages occur, whoever has caused that damage should be held responsible. The important thing to note is that the school Head should have documented information on the state of buildings which may be required by the SDA, or SDC, the responsible authority, or the Ministry of Education and Culture.

Projects being constructed also need monitoring and supervision. Before these are constructed, a needs assessment is carried out for feasibility. In construction this includes building plans. In Zimbabwe, building offices of the Ministry of Education and Culture are involved to ensure that these buildings, for example toilets, comply with the laid down requirements and standards. It is the school Head's responsibility to monitor the use of building materials, such as cement, frames and bricks, otherwise they get stolen and the construction is delayed.

5.5.10 School Grounds

The appearance of the school gives a lot of information with regards to the efficiency and possibly effectiveness of the teaching that goes on in that school. It also gives information about the school Head. The supervision of school grounds involves making necessary plans for car parks, flower beds, paths, soccer and netball pitches and so on. Once these are in place, they must be kept clean. Hence objects such as grass, bottles, paper or any litter should be removed.

5.6 Areas of Concern In Supervision

Supervision is fast becoming complex. While the school Head is responsible, there is no way that he/she can carry out all these responsibilities alone. Some of these responsibilities have to be

delegated. It is important to highlight some of the problems school Heads are likely to come across in their supervisory responsibilities.

5.6.1 The Role of School Development Committees/Associations

In Zimbabwe, SDAs and SDCs play an important role in the development of the primary schools. But at times they takeover the supervisory responsibilities of the school Head. This is particularly the case with Group A schools which were formerly [before independence] for whites. Because they control the funds, they end up controlling the school Head to the extent that he/she may not be free to initiate or launch those programmes he/she feels are a priority without fearing what the SDAs will say. The Ministry of Education and Culture in Zimbabwe seems not clear on the practical relationship between the school Head and the SDAs. The question is: who supervises who?

5.6.2 Lack of Expertise

The school Head is in charge of the overall supervision of the school. But he/she may not be knowledgeable about all the supervision that should be carried out at the school. There are some school Heads who pretend that they know everything but end up with disastrous administrative supervision. This situation requires a democratic approach whereby there is maximum delegation of responsibilities and the use of various committees that include personnel outside the school.

5.6.3 Inadequate Resources

Resources - financial, material and human - limit what any school Head can do in supervision. It has been established that some school Heads cannot supervise as effectively as they would like due to lack of resources. This is particularly the case in rural and commercial farming schools. At times, the school Head, as a resource that should guide the school in supervision, is itself a problem. On material and financial resources, fund raising becomes imperative.

5.7 Conclusion

This chapter looked at various areas that require supervision. It should be noted that the list provided is not exhaustive. It is for illustration purposes only. In addition, the main emphasis has been on the methodology of supervision. Again what has been discussed is not exhaustive. Paramount in this discussion is the fact that supervision at primary school level, like at any level cannot be the preserve or monopoly of the school Head. A team approach consisting of various committees would be the most effective.

CHAPTER SIX

THE PRIMARY SCHOOL Head AND COMMUNICATION

6.1 Introduction

Communication is a two way process. It is intended to convey a message, information, instruction, advice, feelings, facts and opinions currently and accurately. This information is from one person to the other or group of people. At school level, the process of communication within and outside that school should be well planned for it to be effective. This is important because the larger the number of people involved, the more complex are the lines of communication.

6.2 Communication Activities And Targets

In a school set up or context, communication involves giving notices about activities, events, decisions and tasks which affect pupils, parents, teachers and visitors to the school, Government or non-government officials. The mode of communication depends on the origin, nature and purpose of the information to be conveyed. Communication can be verbal, written, sign or symbolic. Symbolic communication embodies uniforms, school logo and motto, etc.

6.3 Communication at School Level

6.3.1 The School Head And the Teachers

6.3.1.1 Circulars

In schools, circulars are becoming a common form of communication. To that end, the school Head should have a "circulars book" which contains messages or information conveyed or to be conveyed with dates and target groups clearly defined. When circulars are sent out to the teachers, each teacher should sign acknowledging receipt of the circulars. Circulars can be taken

to each teacher by a messenger, pupil or one of the teachers. Where there are pigeon holes, circulars can be put in each teacher's pigeon hole. Circulars can also be used by various committees or departments to disseminate information among the teachers.

6.3.1.2 The Notice Board

Information can also be communicated through the notice boards of the schools. This information might consist of reminders on the school calendar, duties and responsibilities, and examination timetables. Such notices should be precise, clear, legible and to the point. The notice board itself should be centrally positioned and secure. It can be either in the main staff room, school office or administration block. Outdated notices should be removed. New information should be displayed on time. Examples are Head Office or Regional Office vacant posts notices. It has been found that some school Heads do not put such notices on time such that by the time they are put on the boards, deadlines for their action would have expired or passed. This frustrates those teachers who would have wanted to apply for the vacant posts.

6.3.1.3 Formal Staff Meetings

Formal, general or departmental staff meetings are a crucial and permanent feature in the school calendar. These address issues pertaining to policy, general concern and the day to day running of the school. Such meetings are chaired by the school Head, deputy school Head, Teacher-In-Charge [T.I.C.] or other delegated members of staff. They provide the right setting or platform for issues that require debate, discussion and resolutions. Proceedings of such meetings should have an agenda given to staff members well in advance. Minutes of the meetings should be taken and filed for future reference.

6.3.1.4 Informal Staff Meetings

Informal staff meetings are usually held before or after assembly, during or after tea break or lunch. They serve to communicate urgent matters that cannot wait for full general meetings.

6.3.1.5 One To One Interviews

The school Head should allow individual consultations by teachers. Issues that can be discussed range from professional to personal matters. It is during such sessions that counselling is done. The school Head should have known times he/she can attend to individual matters. By the same token, the school Head can summon individual teachers when the need arises.

6.4 The School Head and the Pupils

6.4.1 Notice Board

The Notice Board provides an essential mode of communication between the school Head and pupils. Such information as timetables, sporting houses, clubs, examination dates, parents' meetings and consultation days can be pinned up on the notice board.

6.4.2 School Assembly

Assemblies provide a platform for the school Head to address the whole pupils' body on issues relating to moral education, school regulations and announcements.

6.4.3 School Bell, Whistle or Intercommunication System

The bell, whistle or intercommunication system are used to reinforce the timetable. The school Head should devise a set of bell sounds or types to communicate, for example, lesson

change, assembly or emergency. The system should be well understood by both pupils and teachers.

6.5 The School Head and Supervision Reports

Supervision reports are a means of communication between the school Head and the teacher on professional as well as personal matters. Supervision reports show strengths, weaknesses, suggestions, recommendations resulting from lesson observations, book inspections and other teacher performances. The supervision criteria should be clearly laid out, and the language used should be persuasive, constructive and non-offending. Such reports provide feedback on teacher and pupil performance. A post-supervision conference should be arranged to consolidate and complement the written report. It may so happen that a teacher, who all along has been performing very well, suddenly deteriorates. The school Head should discuss this with the teacher to establish the basis for this sudden deterioration. That teacher might have personal problems that affect his/her work.

6.5.1 Teaching

The school Head is a teacher. Sometimes she/he is referred to as the Head teacher. Whether classed or non-classed, the school Head should take some time to teach different classes in the school. There is nothing like "non-teaching" school Head. Teaching enables the school Head to get in touch with the world of reality in the teaching field. It enables him/her to assess, practically, not through other people, the performance of pupils in the school and it helps him/her to appreciate problems encountered by pupils and teachers. In short, through such forms of practical communication, the school Head will know both pupils and teachers better.

6.5.2 Pupils' Progress Reports

The school Head assesses the performance of children through school reports submitted by class teachers. He/she makes summary comments on these reports. The reports are sent to

parents. Thus communication is effected between the school and the parents with regards to the pupils' performance. Such reports may lead to meetings of the school Head, the class teacher, the pupil and parent or guardian in an effort to try and assist the pupil.

6.6. The School Head and the Parents

Pupils are sent to school to learn. Communication between the school and the parent contributes to pupils' learning. Effective communication channels should be established between the school and the parents or the school and School Development Committees and School Development Associations. The Head should communicate with School Development Associations and School Development Committees on matters pertaining to parents' contributions in cash and kind. Regular meetings should be held between School Development Committees/School Development Associations and the school authorities. These are the meetings where parents are told about projects that need development and financing. Budgets, and accounting procedures are discussed at such annual meetings.

6.6.1 Consultation Days

Consultation days involve parents coming to the school on a given day to have a look at their children's work and talk to teachers about the progress, performance and problems encountered by their children. Such days can be held once per term. During these visits, the school Head should set aside times to attend to individual parents and their problems. Parents can be invited to the school Head's office to discuss requirements pertaining to children's performance. One of the most important issues for this exercise to succeed is to encourage parents to attend. Some parents, particularly in the rural and farming areas, do not see the importance of coming to such gatherings.

6.6.2 Open and Prize Giving Days

On open and prize giving days, parents have a chance of seeing activities in the school. This assists them to appreciate the work done by pupils and teachers. The award of prizes acts as motivation for parents, pupils and teachers in terms of their educational inputs. At times it may be too much for parents to come to open days as well as consultation days. Some schools may combine these two. This depends on the size of the school and the amount of preparations that have to be done.

6.6.3 Verbal And Written Messages to Parents

It is common practice, among the majority of school Heads in Zimbabwe, to use verbal messages and circulars as forms of communication with parents. These are given to pupils. Verbal messages should be brief, otherwise they end up being distorted in the process. Written messages should be given to pupils at the end of the school day.

6.7 The School Head And Other Schools [Inter-School Communication]

From time to time communication takes place between school Heads. This facilitates exchange of ideas, knowledge, materials and information on sports or cultural activities. Inter-school sporting activities in themselves are a form of communication. Other areas include National Association of Primary Heads meetings and Cluster School Staff Development workshops. Arrangements for activities affecting clustered schools or schools in the neighbourhood can be done through letters, circulars and telephones. Inter-school communication promotes co-operation between and among the schools.

6.8 The School Head And the Ministry of Education and Culture

There is a lot school Heads should learn with regards to communication with the Ministry of Education and Culture. In the majority of cases school Heads communicate with the Standards

Control and Staffing Officers. The school Head is expected to respond to circulars and returns. The majority of the Heads do not communicate with other important sections such as the Curriculum Development Unit [C.D.U.]. The school Head should communicate with C.D.U. because it is the school which implements and evaluates the syllabuses that come from C.D.U. The school Head, basing his action on reports from his professional staff, should communicate problems and achievements that are experienced when implementing the curriculum. The attitude that primary teachers passively receive what comes from the C.D.U. as "golden manna from heaven" is as old fashioned as it is anti-educational. Curriculum matters are a two-way system - from the C.D.U. to teachers and from teachers to the C.D.U. - and the lines of communication must be kept clear and open.

6.9 The Head. and Responsible Authorities

Basically the methods of communication used between the Head and the Ministry of Education and Culture apply when dealing with Responsible Authorities. It is important that the Head communicates with the Responsible Authority because they own the school. This can be done through circulars, letters, reports, meetings (formal and informal) and verbal means.

6.10 The Head and Non-Teaching Staff

Non-teaching staff includes clerical staff, groundspersons, kitchen and hostel staff, bursars, among others. Communication with non-teaching staff includes verbal means, circulars, letters, notices, meetings (formal and informal) and face to face individual or group encounters. However, where workers committees exist, the Head must ensure that proper channels of communication exist and are clearly defined.

6.11 The Head and Other Agencies

A school is not an island. It is part of the wider community. This community consists of important agencies such as Non-governmental organisations, foreign Embassies, the business

community and other government ministries. Such agencies may have interest in the activities of the school. The Head should create a school image that makes the wider community interested in the activities of the school.

This can be achieved through the creation of proper communication channels. Examples may include prize giving and open days, school project proposals, fund raising functions, circulars, etc.

6.12 Conclusion

This chapter outlined methods the school Head can use when communicating with teachers, pupils, parents and the Ministry of Education and Culture Officials. Communication at school level is an educative process aimed at improving learning at that level. In this process, a synergistic effect takes place when important information dissemination is coupled with the capacity to communicate effectively with all concerned. This [communication] can be used positively and consciously in a well planned manner to contribute towards meeting stated educational and learning needs of the pupils at primary school level.

CHAPTER SEVEN

THE PRIMARY SCHOOL HEAD AND MANAGEMENT OF SCHOOL FINANCES AND ASSETS

7.1 Introduction

No school can function effectively without financial resources to back up its programmes. Educational expenditure continues to rise due to rapid expansion of the system and the ever-rising costs of resource materials and equipment. Hence it is imperative that primary schools should have effective financial management if they are to realise their educational goals. But financial management differs with the type of school. Some schools, in fact the majority, do not have bursars. The school Head is responsible. Where there are bursars, they together with school Heads are expected to account for monies for the benefit of school programmes.

7.2 Aspects of Financial Management

Financial management within the school context involves:

- i) the receipt of finances earmarked for providing resources and facilities in the school. Such finances are obtained from within the school, community, well-wishers and the government;
- ii) the production of annual income and expenditure plans or budgets which are subjected to debate in keeping with local and government policy;
- iii) utilisation of the funds in purchasing usables and putting up infrastructure or undertaking educational programmes and administration;
- iv) accounting for finances.

7.3 Sources of Primary School Revenue

- i) Within the schools, sources may include:
 - cake sales;
 - sponsored spelling;
 - civic days; civies/civvies;
 - raffles;
 - grass cutting;
 - poultry or rabbit sales;
 - garden produce sales;
 - cotton picking;
 - tuckshop;
 - jumble sales.
- ii) From the community, sources may include:
 - fees - for example General Purpose Fund;
 - levy;
 - school fees.
- iii) Well wishers who may contribute include:
 - donor agencies;
 - charitable organisations;
 - individuals, such as business people;
 - companies;
 - former students.
- iv) Government contribute in the form of:
 - per capita grants;
 - school development fund;
 - vote-allocation.
- v) Local Authorities contribute in the form of:
 - construction funds;
 - book funds;
 - material funds.

7.4 Financial Accounting Systems in Government Schools

In Zimbabwe, the Ministry of Education and Culture has produced manuals that school Heads can use in their accounting systems. Among these are:

- i) Treasury instruction;
- ii) Accounting Procedure Manual;
- iii) Handbook on Financial And Administrative Matters;
- iv) Accounting Guides [Mainly Circulars that explain accounting Officers' instructions];
- v) Accounting Officers' instructions;
- vi) Administration and Finance Circulars [which are higher than accounting guides].

Despite these documents being available at the Head Office of the Ministry of Education and Culture, some school Heads do not have them. It is important that all primary school Heads have copies of the documents.

7.4.1 School Accounts

Accounts maintained by most government primary schools are mainly:

- i) the General Purpose Fund Account;
- ii) Semi-official account; e.g. Tours funds, social club;
- iii) Voted account.

7.4.2 School Finance Accounting System

The General Purpose Fund Account is the main account of the school. Most of the activities in the school administration depend on this account. This account is created with a bias towards co-curricula activities. The Finance Committee for this account may consist of the school Head, deputy school Head and a teacher. The committee authorises disbursements from this account. Signatures of members of the committee should be appended to

all vouchers to indicate their authorisation. The Finance Committee is expected to meet once every month to:

- i) authorise proposed expenditure;
- ii) approve all payment and sign vouchers and invoices;
- iii) confirm minutes and expenditure incurred since the last meeting;
- iv) make sure that the bank account is kept in credit;
- v) carry out other financial activities that are within the scope of the fund.

The bank account is opened on application by the school Head through the Head Office. The panel of signatories should consist of the members of the Finance Committee. All cheques should be signed by the chairman and any other member of the committee.

7.4.3 Banking

The school Head must ensure that all the money received is deposited into a bank. Money received should not be left to accumulate at the school or in the school Head's office, however safe it may appear. Preferably, this could be done at the end of each month. But the amount of money should determine how often money can be banked.

7.4.4 Depositing Receipted Money

The Head should check that actual cash on hand [to be banked] equals the total receipted in the cash book since the last recorded banking. Bank deposit slips should be prepared in duplicate, giving a breakdown of coins, notes or cheques to be deposited. The person responsible for banking should acknowledge receipt of the money by signing in the register. Details of all bank deposits must be kept in the cash book.

7.4.5 Cheque Books

Cheque books are obtained from the bank where the school fund account is kept. As soon as a cheque book is obtained from the

bank, all cheque forms must be stamped 'NOT NEGOTIABLE'. When cheque books are received from the bank, the first and last numbers of the book must be recorded in the Cheque Book Register. This is an important security measure. In addition, cheque books must be kept in a safe.

7.4.6 Payments From Bank Accounts

All purchases must be made from the school fund account. School Heads should make sure that cheques are drawn in numerical sequence. Cheques drawn from the school fund account must be signed by two members of the authorised panel of signatories. Under no circumstances may bank cheques be signed in advance. If that is done, this may be subjected to abuse. Alternatives to a cheque must be signed for in full by all the authorised signatories. If a cheque is cancelled, it must be crossed clearly and the words "CANCELLED" written across that cheque. The cancelled cheque should be secured and affixed to the counterfoil and retained in the cheque book for audit inspection.

It is important to note that the school fund account should not be used for private transactions. In addition, school money should not be lodged in a private account, nor any private money be lodged in the school fund account. There should be reconciliation of the school fund account and the statement received. The bank statement received must be compared at the end of each month with the transactions in the cash book and a reconciliation statement drawn up. It should be stressed that the school bank account must always be kept in credit. Overdrafts are prohibited. If they occur, school Heads may be personally liable for the bank interest charges resulting from accounts being overdrawn.

7.4.7 Receipt Books

At government primary schools, only prescribed receipt books may be used. These are obtained from the Department of Printing and Stationery. Receipt books in stocks at schools have to be kept at a minimum to facilitate easy checks and controls. On receiving new receipt books, the school Head should check the receipt of all

the books recorded on the advice note. It is vital to also check against defects, and defective books should be returned to the Department of Printing and Stationery by registered mail with a covering letter indicating the number of books returned. The school Head should record these details in the 'Remarks' column of the Receipt Book Register. Heads are reminded on the importance of master and subsidiary receipt books. [refer to 7.4]

7.4.8 Receipting

No money should be accepted from anyone without the immediate issuing of an official receipt. Each person from whom money is received should be issued with a separate receipt. Entries in both words and figures entered on a receipt, may not be altered, deleted or erased. Where errors have been made, the receipt and its copy must be cancelled and endorsed "CANCELLED" and a fresh one issued. The original copy of the cancelled receipt must be retained in the receipt book for subsequent audit examination. Receipts should be made in ink or ball point pen, NOT in pencil. Carbon paper should be correctly inserted to reproduce all details including the signature. Original ink or ball point entries are not permitted on duplicate copies of receipts.

7.4.9 Cash Books

The cash books are an important asset for the school and school Head. These should have at least fourteen columns across two pages. The cash book should contain the following data:

- i) transactions on money received, banked or paid out;
- ii) receipts, including cancelled receipts entered in the cash book;
- iii) errors made in the cash book crossed out by ruling a single line in ink through the incorrect entry and inserting the correct entry immediately above;

It is also important to note that erasing or overwriting is not allowed. The same applies to patching, tearing out, pasting in part or whole of the cash book.

7.4.10 Payments

When payments are made, the cheques including cancelled cheques, must be entered in numerical order in red ink in the cash book. Where amounts from more than one column are paid by one cheque, the total of the columns concerned must agree with the amount shown in the "Total Payment" column.

7.4.11 Long Outstanding Cheques

When a cheque from a school fund account has not been presented to the bank within three months after issue, the payee should be contacted and requested to present it to the bank as soon as possible.

7.4.12 Stale Cheques

A cheque becomes stale property after six months. If such a cheque has been drawn on the school fund account and the payee cannot be traced, the following entries should be made in black or blue ink on the receipts side of the cash book in a single line:

- i) the words 'unpresented cheque';
- ii) the cheque number on column 1;
- iii) the amount of the original cheque under column 4 Headed "Total Receipts" and also in the same analysis account column as that from which the payment was made, and finally in the 'Bank' deposit column.

7.4.13 Lost Cheques

When a payee reports the loss of a cheque drawn from the school fund account, the following must be done before replacing the lost cheque:

- i) the bank statement must be checked to make sure that the cheque in question was not presented to the bank;
- ii) obtain stop payment order notices from the bank. These must be completed in duplicate and submitted to the bank.

- The bank will stamp and return one copy to the school which should be filed and retained for audit purposes;
- iii) after (i) and (ii) above have been done, then a replacement cheque can be issued.

7.4.14 Month-End Balancing of the Cash Book

The school Head must satisfy himself or herself that all the receipts and payments for the month have been entered. On the last day of the month, the cash book must be balanced. A 'Bank Reconciliation' statement must be prepared at the end of each month with the aim of reconciling the final balance as per bank statement with the bank book balance. All items in the bank statement that do not appear in the Cash Book and were not added on the supplementary Cash Book, should feature in the reconciliation.

7.4.15 Retention of Records

All financial documents should be retained by the school for at least three years from the date of the last audit. After that they may, with the exception of the Cash Book, be destroyed by an auditor. Completed Cash Books remain in the school for ever.

7.5 Financial Accounting Systems in Non-Government Schools

Authority for proper management of financial matters in non-government schools in Zimbabwe is derived from:

- i) the 1991 Education Act No. 26;
- ii) the Education School Development Committees [Non-Government Schools] Regulations of 1992 known as Statutory Instrument 87 of 1992.
- iii) the 1992 Secretary's Circular No.2.

7.5.1 School Development Committees

School Development Committees are established in terms of Section 29A of the Education Amendment Act 1991, Section 29A

(i) which states:

The responsible authority of every registered school to which a grant is made in terms of section twenty-nine shall establish a committee to be known as a School Development Committee.

This Statutory Instrument 87 of 1992 states that the membership of the School Development Committees will be made up of:

- i) five persons elected by parents of pupils at the school;
- ii) the Head and deputy Head of the school;
- iii) a teacher at the school appointed by the Secretary;
- iv) a councillor appointed by the local authority.

7.5.2 Functions of the School Development Committees

The School Development Committee is responsible for the control of the financial affairs of the school for which it is established.

7.5.2.1 Administration of School Fees

Even though the control of all financial affairs of the school is vested in the school development committees, the responsible authority will have the overall responsibility for fees charged to and collected from the parents. Any tuition fees given to the District Council or other local authorities may not be used for purposes other than that of buying books and other educational materials. School development committees must account for all the amounts sent to responsible authorities. It has been experienced that some local authorities use tuition funds for things other than educational materials and books.

7.5.2.2 Establishment of School Fund Accounts

A school development committee must open a current account in the name of the school with a commercial bank. Money collected at the school should be deposited into this account. Individual

schools should open separate accounts and school fees should not be deposited in the responsible authorities' General Banking Account.

7.5.2.3 Collection of Revenue

The transactions in respect of the school fund should be accounted for through the school fund account taking into consideration:

- i) all tuition boarding fees received;
- ii) all building fees received;
- iii) all examination fees received;
- iv) all practical subject fees received;
- v) any sports fees which may be charged;
- vi) any money received from whatever source.

7.5.2.4 Expenditure

The Finance Committee of the school is responsible for expenditure and payment by cheque drawn from the school's current account. The cheques are signed by the school Head and one other member of the Finance Committee. The Finance Committee is not allowed to sign blank cheques in advance. As in the case of government schools, alterations should be signed in full by the signatories. Cancelled cheques must be retained in the cheque book for audit purposes.

Where school fees have been collected and the fund is managed by the responsible authority, such as council, the school Head must draw a cheque to the full amount collected in favour of the responsible authority. The school Head must be issued with a receipt and should ensure that the money has been deposited into the school account maintained by the council.

7.5.2.5 Purchase of School Requisites.

The nature and qualities of books and other requisites to be bought are determined by the school Head with the assistance of the Finance Committee. Books should be purchased from

suppliers on the approved list of suppliers held by the government. It is the duty of the Procurement Committee to choose the booksellers. The procurement committee should be made up of five or six teachers chosen from representative departments of the primary school. Once the books have been chosen, it is the school Head who orders these books or goods from the approved suppliers. But before the school Head sends orders to the suppliers, requisitions should first be submitted to the District Education Officer to ensure that items ordered are for the benefit of the school and children.

7.5.2.6 The Finance Committee

The Finance Committee is a sub-committee of the School Development Committee. It is responsible for the following:

- i) authorization of expenditure concerned with curriculum and co-curricular activities in the school; such authorization as under (i) above should be recorded;
- ii) ensuring that there are no debts, overdrafts or orders placed in anticipation of fees not yet collected or receipted;
- iii) approving payments made from the school fund by signing invoices or vouchers signed by all members of the committee;
- iv) confirming expenditure incurred since the last meeting;
- v) investing money which is not required for immediate use or money being accumulated for a specific purpose. Such investment can be either short or long term;
- vi) arranging co-curricular activities in the light of uncommitted funds available for these purposes.

7.5.2.7 Finance Committee Meetings

Finance Committee meetings should be held once every month during the year. The timing of such meetings depends on circumstances obtaining at each school. But to allow for payment of accounts and checking the cash book, it is strongly recommended that meetings be held at the beginning of each month. Business requiring the Finance Committee's authority

should not be carried out unless sanctioned by the Finance Committee itself. The minutes of all committee meetings should be recorded in a minute book. At each meeting, minutes of the previous meeting must be read by the secretary, confirmed and signed by the chairperson and other committee members. These minutes should be kept up to date and made available for examination whenever required.

7.5.2.8 Receipting

Money received has to be receipted at all times. This is done immediately after payment, showing the individual's name from whom it has been received and the purpose of that money.

7.5.2.9 Banking

As is the case with government schools, a cash book must be maintained at non-governmental schools as well. In addition, money received should be banked regularly and should not be left to accumulate. Banking must be done by the school Head or other responsible person answerable to the Finance Committee and the school. Deposit slips should be in duplicate showing a breakdown of the money into coins, notes, etc. Monthly reconciliation should be drawn up in the cash book to compare bank statements with transactions in the cash book.

It is important to ensure that items such as cash, cheques, cash books, receipt books, cheque books, postal and money orders, rubber stamps, requisition books and other financial records are kept under lock and key in a safe at all times when these are not being used. This is a safeguard against possible abuse.

7.5.2.10 Per Capita Grants

Per capita grants can be disbursed direct to School Development Committees where these have been established and approved by the Ministry of Education and Culture or Regional Directors. These grants should be receipted and banked like any other money. Bank charges cannot be drawn from the per-capita grant.

The school should ensure the existence of adequate money in the account to cater for bank charges like ledger fees.

7.5.2.11 Employment of Staff

At the time of writing [1994], one of the biggest problems facing non-government primary schools is staff for financial management. A school can hire or engage staff through the approval of the School Development Committee to serve the needs of the school. Such staff should be paid by the School Development Committee. Councils are not allowed to impose staff on a School Development Committee because the Committee has the right to refuse to pay or may fail to raise money for salaries. The staff that can be employed by the school ranges from extra teachers, clerks to grounds persons and night-watch persons.

7.6 Petty Cash Management

All schools operate a petty cash account. Like all school finances there is need for proper accounting procedures following guidelines laid down by the Ministry. This includes proper receipting, commitment and expenditure.

7.7 Security At School

On the whole the school must be secure. The school should endeavour to have a security fence or durawall, security guards, burglar bars, lockable doors, window-panes, security safe, security alarms, to mention a few. Only the school Head should have access to the security safe key. The duplicate key should be deposited with a commercial bank, to be used in case of an emergency.

7.8 Handover - Takeover

Heads get transferred, promoted, demoted, resign, get involved in accidents or die. Under such circumstances handover - takeover of resources become crucial. Under normal circumstances the outgoing Head should explain to the new Head crucial issues which

the new Head should know about. These may include the state of the school finances, assets, staff and the general state of the pupils, committee members (SDA's and SDC's).

In the event of an accident or death of the Head, it is inevitable that the Deputy Head acts until the Head's resumption of duty or appointment of a substantive Head. Under both circumstances the Deputy Head should be knowledgeable about how the school is run. Where the Head has died, the Deputy Head should consult the Police, District Education Officer, and the Responsible Authority who should act as witnesses to the state of assets and financial matters.

7.9 Retention of Records

Accounting records cannot be destroyed without authority from the Ministry of Education and Culture.

7.10 Conclusion

Financial management is a complex aspect of primary school administration. However, the school Head is answerable here, even in Government schools where bursars, clerks and secretaries are employed by the government. The school Head should make an effort to familiarise himself/herself with relevant Acts, Statutory Instruments and Accounting Procedures prescribed by the Ministry of Education and Culture. The school Head should be knowledgeable about supervision in the area of finance since he/she is held accountable. The Ministry of Education and Culture should ensure that school Heads and their immediate subordinates are trained in financial management through in-service courses. This should be done for all school Heads irrespective of responsible authority since, at the end of the day, the bulk of the money used by any school comes from the government.

CHAPTER EIGHT

THE PRIMARY SCHOOL HEAD AND THE LAW

8.1 Introduction

The previous chapter established that school administration cannot be done by one person. The school Head co-operates with and relies upon colleagues, other authorities, school staff, parents, pupils and the general public. In short, the school is not an island. Given such a context within which school administration is practised, the need for a working knowledge of the law on the part of the school Head and his/her team is vital.

8.2 The School as an Institution

In most communities in Zimbabwe, the school is the centre of all knowledge. In rural areas, parents rely on the school Head for guidance and enlightenment, even on legal matters affecting them. Questions arise with regards to land settlement, stream bank cultivation or witchcraft. These issues have legal implications. The school Head should be in a position to assist. Hence the need for basic legal knowledge.

Globally, child abuse has been condemned. Cases of child abuse involving school Heads, teachers and parents are on the increase.

The school Head, given his/her role, responsibilities and status, should protect the rights and privileges of the child. It should be understood that being a child is no less than being a human being in terms of dignity and human rights.

There is an increased knowledge and specialisation within the wider community, hence the need for the school Head to have and be conversant with legal frameworks of operation. The school Head should understand the basics of the constitution, the Education Act, the Audit and Exchequer Act, the Education Amendment Act, the Labour Relations Act and a couple of

Ministry of Education and Culture circulars containing details of procedures.

8.3 The School Head and the constitution

The constitution, as a legal document, largely deals with the way a country is ruled. Although the document as a whole may not necessarily be of direct relevance to the primary school Head, there are certain sections that need his/her attention. This is because school administration involves dealing with people, such as parents, teachers, children and other officials. The rights of these individuals are enshrined in the constitution. The declarations of the constitution guides the school Head on the methods, ways and means of treating these people.

There are a number of "freedoms" and "protections" which the school Head should understand. For example, in terms of religion, a minor or any person attending any place of education is not required to receive religious instruction, or take part in or attend religious ceremonies or observance of that institution without his/her concern, or, without the consent of his/her parents or guardians. Other freedoms relate to conscience, expression, assembly, association, movement, discrimination and so on. The school Head should understand these provisions and their implications for the school as a whole and his work as Head of the institution of learning in particular.

8.4 The School Head and the Education Act

The Education Act is a legal document which should be made available to every school, to be referred to when the need arises. The school Head should be well versed in the provisions of the operating Education Act in general and those specific sections that relate to primary education. In this regard, both the 1987 Education Act and the 1991 Education Amendment Act should be studied closely.

Among the many provisions of these Acts are pertinent issues such as:

- i) The fundamental rights and objectives of education in Zimbabwe which specify the child's right to school education, admission to any school irrespective of race, colour, religion, creed, place of origin, political opinion, social status of the parents, the compulsory nature of primary education for every child of school going age and the parents' duty to ensure that such a child attends primary school. In addition, the general duty of local authorities is to establish and maintain such primary schools as may be necessary for all children in the area under their jurisdiction;
- ii) Classification of schools and the right of access to school education in relation to:
 - a) enrolment at the nearest school to the place of ordinary residence and enrolment at alternative school if the nearest school is fully enrolled.
- iii) Government Schools:
 - a) establishment, maintenance and closure of government schools and hostels;
 - b) prescription of fees at government schools;
 - c) establishment of the general purpose funds.
- iv) Non-Governmental Schools:
 - a) registration of non-government schools ;
 - b) fees payable at non-government schools;
 - c) conditions of service for teachers;
 - d) general issues.

These general issues include medium of instruction from grade one to three. The main languages of Zimbabwe, namely Shona, Ndebele, and English, have to be used in all primary schools as follows:

- a) Shona and English in all areas where the mother tongue of the majority of the residents is Shona;
- b) Ndebele and English in all areas where the mother tongue of the majority of residents is Ndebele. From the fourth grade, English shall be the medium of instruction provided that Shona and Ndebele shall be taught as subjects on an equal-time allocation basis as the English language. In areas with minority languages, the minister may authorise the teaching of such languages in primary schools.

8.4.1 Health In Schools

There are regulations on health in schools that safeguard the health of pupils or students attending such education institutions. That is why several schools have been closed due to inadequate sanitary provisions. These regulations include:

- i) entry and inspection of schools;
- ii) closing of schools on grounds of health;
- iii) exclusion from schools of pupils who suffer or have recently suffered from a communicable disease or have contact with a persons suffering from such a disease, or who are found to be verminous or whose parent fails or refuses to produce satisfactory proof that the pupils have been successfully vaccinated.

8.4.2 Discipline in Schools

The Education Act is the core for school administration. Consequently, the school Head should closely study its provisions. To illustrate, the Act is clear that no child shall be beaten [caned] by the teacher. That is done by the school Head. Yet this is one of the most abused and flouted regulations.

At the same time, the Supreme Court ruled that caning is inhuman and barbaric. In other words, caning is banned. Being the Supreme Court ruling, it automatically becomes part of the

constitution which overrides any regulation. In short, caning is forbidden in school or home, in whatever form.

8.5 The School Head and The Child Protection and Adoption Act

The school Head is expected to understand the legal framework which governs the welfare of children. Some teachers, parents or even school Heads, may abuse children in a number of ways. The school Head must be in a position to detect such misdemeanours or identify those pupils displaying signs of having been abused. Here the school Head is assisted by his/her staff members since he/she is not with the children all the time. Corrective measures ought to be taken where such anomalies have been detected.

The school Head can also teach or inform parents about the rights of children because the majority of parents may be ignorant about this. Parents also need to know that they can be prosecuted for abusing their own children. Unfair practices like child beating, sexual abuse, child labour among others are punishable by law. In short, the dignity of the child should be upheld.

8.6 The School Head And The Public Service Act

Since most of the teachers are under the Public Service, there is need for the Head to have an understanding of the regulations that govern members of the Public Service. These regulations pertain to conditions of service, pensions, establishment of associations among others. As civil servants, teachers should also be staff developed [see chapter on curriculum issues]. During meetings the provisions of the Act can be made known to the teachers. The following can be used by the school Head:

- i) The 1992 Public Service Disciplinary Regulations;
- ii) The 1992 Public Service General Regulations.

8.7 The School Head and the Audit and Exchequer Act

8.7.1 Government Schools

The Head of a government school is expected to be knowledgeable on the content of the Exchequer Act, especially the following documents which derive from it:

- i) The Treasury instructions;
- ii) Accounting Procedures Manual;
- iii) Handbook on Financial and Administrative Matters part A;
- iv) Accounting guides;
- v) Accounting officers' instructions;
- vi) Administration and finance circulars.

[The reader should refer to the chapter on financial management.]

Since the school Head is the principal accounting officer at the school, the above cited regulations need to be consulted because government school financial administration is largely dependant on the procedures outlined in these documents.

8.8 The School Head and the Education Amendment Act

8.8.1 Non-Government Schools

The authority for proper administration and management of financial matters in non-government schools is derived from the following documents which should readily be available in the school Head's office.

- i) The Education Amendment Act number 26 of 1991;
- ii) The Education [School Development Committees-non-government schools] regulations or Statutory Instrument 87 of 1992;
- iii) Secretary's circular No.2 of 1992;
- iv) The Education Amendment Act of 1991 section 29 [A] [I].

8.9 The School Head and the Labour Relations Act

The School Head represents the employer at primary school level. That being the case, there is need for the school Head to have some knowledge about labour relations. The 1985 Labour Relations Act defines the fundamental rights of employees, unfair labour practices and provides for the prevention of trade disputes. Given the Zimbabwe situation, where teachers are governed by the Public Service Act, the Labour Relations Act may not directly be relevant in general terms. In this context, however, the Labour Relations Act spells out the rights of employees and employers and school Heads should acquaint themselves with some of its major provisions.

8.10 Other Regulations

There are several regulations that are, from time to time, issued by the Ministry of Education and Culture. In fact, most school Heads know about some of these circulars more than the Acts from which they are derived. Some of these important documents are:

- i) Secretary's minute No.4 of 1993 on disciplinary procedures for students on teaching practice A/126/3C;
- ii) Suspension from duty [1993]-cases involving financial prejudice A/126/3C;
- iii) Profomas on charges of misconduct and suspension order A/126/72 1992;
- iv) Statutory Instruments 65/1992 on Public Service Disciplinary Regulations :Determination of Allegations of Misconduct;
- v) Circular P19 on Fire Precautions and Procedures B/30/119-1991;
- vi) Circular P21 on Civil Defence Procedures in private and government schools and institutions, C/1490/1c;
- vii) Secretary's circular No.2 of 1992: The Disbursement, Utilization and Administration of school fees paid by parents and education grants given to schools falling under

- the jurisdiction of the urban, rural and district councils
J/171/Ic.
- viii) Circular P35 Discipline, Suspension, Expulsion, Exclusion,
in Primary and Secondary schools;

8.11 Conclusion

The Ministry of Education and Culture has all the documents relating to the school Head and the law. Unfortunately, for unknown reasons not all schools have these documents. The reason is that school Heads do not properly file these regulations. Worse still, teachers who may be affected by these regulations are left in the dark. It is time school Heads gave talks to both pupils and teachers on the main provisions of the constitution and the law that might affect their schools. Where the school Heads have difficulties, an outside expert should be called upon as a resource person. More importantly, the Ministry of Education and Culture should seriously think of offering law as part of the general paper at primary school level and as a fully fledged subject at secondary school level.

CHAPTER NINE

THE PRIMARY SCHOOL HEAD : GUIDANCE AND COUNSELLING

9.1 Introduction

One of the most important services primary schools should offer is guidance and counselling to its pupils, staff and parents. The availability of opportunities to consult and seek advice is paramount, especially in a school setting. This means that guidance and counselling are some of the school programmes or activities to be planned for.

9.2 Guidance

Guidance is that educational service which has a direct positive influence on the life of the pupil. It is a process which assists pupils to develop their potential through the recognition and use of their inner sources and set goals. It enables them to make plans, work out their problems and suggest solutions at home and at school. These activities can only be achieved under the proper guidance, whether at home or at school.

9.3 Counselling

Counselling, on the other hand, is a one-to-one process whereby pupils, teachers and parents are given advice on the direction they should follow on various aspects of life. Counselling should take place in a friendly atmosphere and should centre on pupils' teachers', or parents' personal problems in an effort to help them cope.

9.4 Goals of Guidance and Counselling

There are several goals of guidance and counselling. These are:

- i) to provide each individual pupil with meaningful tasks that are within the levels of his/her accomplishment;
- ii) to activate the positive within the individual pupil by calling

- upon attention to what that pupil has done well. This motivates him/her and others to continue along the same lines, set goals, or specific standards to be achieved;
- iii) to detect difficulties or unfavourable conditions that interfere or may interfere with pupils' achievement or personal development;
 - iv) to help pupils correct and cope with difficulties they encounter at school or at home;
 - v) to provide opportunities for pupils to discover and develop their special interests and abilities;
 - vi) to develop acceptable work habits and appreciation of constructive work;
 - vii) to develop early a sense of social responsibility and conception of the relationship between one's personal development and the public welfare.

9.5 Areas of Guidance and Counselling

There are areas which require guidance and counselling. Among these are:

- i) discipline;
- ii) morals;
- iii) careers;
- iv) social relations;
- v) personal problems;
- vi) educational matters.

9.6 Guidance and Counselling Personnel

At primary school level, several people can be involved in guidance and counselling. These are:

- i) the school Head;
- ii) the deputy school Head;
- iii) the teacher-in-charge;
- iv) the senior teacher;
- v) the school counsellor;
- vi) the psychologist;

- vii) the social worker;
- viii) the psychiatrist;
- ix) youth advisers from the Child Spacing and Family Planning Council;
- x) community nursing sister;
- xi) aunts and uncles from the locality;
- xii) the teacher;
- xiii) the parent.

9.7 Methods of Identifying Areas that Need Guidance and Counselling

Helping pupils develop their emotional, physical, social and intellectual potential is not an easy task. Counsellors have to know first where the children are and then lead them where they should go. The following are a number of methods of achieving the above:

i) Observation

Observation is an indispensable tool for all those working with pupils. The school Head, deputy school Head, senior teacher, teachers-in-charge and teachers should be observant with pupils. They should be alert on what, how and when to observe children's behaviour and be able to describe them in concrete terms. This is so because social, psychological and emotional problems manifest themselves in behaviour. Teachers, as a team, should be able to identify strategies, weakness and difficulties among their pupils. Records relating to pupils' behaviour should be well documented and kept where they are easily accessible when required for counselling purposes. Such records will give insight into the individual pupils' attitudes and behaviour which may reveal unconventional patterns. Any anti-social or unconventional behaviour is an indicator of a problem which requires immediate investigation and addressing. Such problems can be found in members of the school staff and even parents in relation to the pupils or school affairs. While teachers should observe pupils, the school Head should observe pupils as well as school staff and parents.

Rating Pupils' Behaviour

Hand in hand with observations are scale and checklists for rating pupils' behaviour. They assist by serving as guides and summarised information of the teacher's observations. Items to be observed should be carefully chosen so that the teacher's attention is directed at the behaviour that is important in the development of the child. The scale should be a combination of items concerning problems and good behaviour of the pupils. Table 9.1 contains information that might be included.

Table 9.1 Rating Scale of Pupils Behaviour

ITEMS	RATING SCALE						
	0	1	2	3	4	5	6
Keeps goals constantly in mind							
Completes what is started							
Prefers to do own planning							
Works with minimal supervision							
Works without outside stimulation							
Interested in his/her work							
Has long interest and attention span							
Usually makes an effort							
Interested in games							
Likes music							
Easily discouraged							
Seldom completes the job							
How child relates to other people							

Information contained in Table 9.1 can be expanded to include other items. Zero means the lowest (no score) and six is the highest score. This simple table can be adopted by any teacher as a guide that summarises pupils' behaviour and from the results obtained, counselling can be carried out.

ii) **Formal and Informal Meetings**

During formal and informal meetings teachers and/or parents may raise problems emanating from their different classes or villages. If such problems are found to be common, then there is need for guidance and counselling sessions with the target group or pupil concerned. The discussions in such meetings should be given enough debate concerning possible causes of such problems and possible solutions or strategies of counselling. Such issues can be raised at staff, departmental or parents' meetings.

iii) **Reports**

Verbal or written reports are another method of identifying areas that need to be the subject of guidance and counselling sessions. Such reports can be received from parents, teachers, non-teaching staff, prefects and/or other pupils. However, reports of this nature should be received cautiously and it is important for the school Head to scrutinise and verify issues raised before acting on them.

iv) **Pupils' performance**

Academic and field performance of pupils is a way of behaviour identification. For example, the conduct and/or attainment of children in a written, oral or practical test may render the school Head or teacher some indicators of aspects that need guidance and counselling of the pupil concerned. Guidance and counselling in academic aspects is just as important. Examples are detection of remedial cases, emotional instability or mere negligence and lack of

study or practice effort. Such indicators may necessitate an audience with conference between the teacher, school Head and parents of a pupil.

v) **Research findings**

Research findings and developments in society are sources of areas for guidance and counselling of pupils, teachers and the school community. Current examples are discoveries of illnesses related to Acquired Immuno Deficiency Syndrome (AIDS), the cholera and dysentery epidemics. Aspects of this nature can end up being incorporated into the curriculum.

vi) **Background Information about the Child**

Parents interviews, social records, medical records.

9.8 Approaches to Guidance and Counselling

Guidance and counselling are not easy. They require thinking, tact and patience. Unfortunately, the majority of primary school teachers in Zimbabwe are not trained in these fields. Few have undergone some inservice courses in these areas. The methods that can be used in guidance and counselling are, interviews, discussions, role play, group work, religious youth associations and services, assemblies, local talks and class teaching. An elaboration on these approaches is necessary.

i) **Interviews**

There are two main features of interviews. Interviews should be strictly confidential. The purpose of the interview is that the interviewer and interviewee share information, thoughts, attitudes and feelings on a problem. At the end of such an exercise, the two parties should arrive at the same common ground or understanding. Equally true is that the two should be open minded and candid on issues discussed.

ii) Discussions

Discussions usually involve groups. Groups of pupils, parents or teachers may discuss issues of interest under the guidance or chairmanship of the counsellor. In this case the counsellor might be the school Head, deputy Head, teacher-in-charge or senior teacher. The counsellor has to constantly intervene and tactfully correct, direct, probe and sum up the discussions.

iii) Role play

Role play involves acting out or dramatising plays or stories that have specific messages for the pupils. This approach provides intensive and vivid messages on experiences or issues of common concern. Every participant or character feels the real, the part they are playing, by becoming emotionally involved. Besides the messages portrayed to the audience, drama can be therapeutic to the actors. Drama can be class-based or school-based. Possible themes or topics are:

- welcoming a new pupil to the class;
- contracting, symptoms and effects of e.g. cholera, dysentery, malaria and H.I.V related diseases;
- taking turns on the playground equipment;
- going to the school health centre, doctor or nurse;
- class discipline problems with unidentified original characters.

Besides being educational, role playing is a source of entertainment at functions and gatherings.

iv) Guidance through groups

Guidance can also be achieved through small and/or large groups. The following groups or clubs can be set up within the school and one afternoon per week can be set aside for them:

- Young Farmers' Club;
- Boy Scouts;
- Girl Guides;
- Brownies/Clubs;
- Red Cross;
- Boys' brigades;
- Girls' brigades;
- Scripture Union;
- Culture Club;
- School choir.

v) Church youth associations and services

Pupils can receive guidance and counselling by attending church services and youth conventions such as 'Sunday school' or Sabbath school ' for young children where emphasis is on morals and 'Living together'. The school can time table such church services. The different church groups can have their activities such as good speeches, at different times of the day.

vi) Assemblies

Assemblies may form one of the best platforms for the school Head to address the whole school. Issues on school regulations, discipline, morals and disease outbreak, among several others, can be discussed during this time.

vii) Aunt and Uncles Discussion

Aunts and uncles from the local villages can be invited to talk to groups of pupils on issues relating to children's growth, and culture.

viii) Class Teaching

Class teaching provides another form of group guidance. Lessons such as Social Studies, Environmental and

Agricultural Science, English and so on can have their focus on occupations, economic and social issues.

9.9 Other Groups

Besides pupils, teachers and parents also need guidance and counselling.

9.9.1 Teachers

Teachers may need guidance and counselling on their day-to-day professional and academic work, duties and responsibilities, personal problems and so on. The school Head and his/her executive administrative team should be able to assist.

9.9.2 Parents

Family relations and home background often explain pupils' classroom behaviour. Teachers therefore should collect as much background information as possible on the pupils they teach. This will enable the teachers to advise and counsel not only the pupils but parents as well with regards to their children's behaviour. The parents should be given guidance and counselling on factors that influence the learning of their children.

Panel discussions can be arranged where common problems identified among the people can be discussed. Teachers should be able to take a lead in these panels. In addition, parents can be invited to school to discuss items such as understanding children and youth, goals of education, possible careers for children as they grow up, intellectual, physical, social and emotional problems. During such sessions, misconceptions can be clarified. In fact, a well planned programme may include plays and films on guidance and counselling.

9.10 Conclusion

In Zimbabwe, guidance and counselling have tended to be neglected. This is particularly the case at primary level. Parents surrender a big fraction of their authority to teachers in the belief that it is the teacher who knows the needs of the child. The other reason is that for the average parent, especially in the rural areas, some of the activities that take place at school are beyond their comprehension. It therefore becomes imperative for every primary school to have a programme on guidance and counselling.

CHAPTER TEN

THE PRIMARY SCHOOL HEAD : MONITORING AND EVALUATION

10.1 Introduction

Education, in the context of this handbook, should be looked at as a system. It is the rational arrangement of resources or inputs such as funds, technical skills, expendable and non expendable materials and time, in a sequential programme. Though organised, it has certain operational constraints such as the scarcity of resources, political options and inadequate coherence in stated aims, goals, purposes and objectives. The education system is cannibalistic in that the system consumes its resources for the purpose of yielding a finished product. This finished product is a 'trained' primary school pupil capable of proceeding with that system of education at a higher level, namely the secondary school level. One of the elements of the education system is monitoring and evaluation to strengthen the learning/teaching process for the benefit of the pupil learning.

10.2 Monitoring

Monitoring is a continuous surveillance. It may be of physical design or implementation process of an activity which seeks to ensure that input deliveries, work schedules, targeted outputs and other needed actions are proceeding according to plan. It allows for appropriate corrective action in the case of deviations and shortfalls. Monitoring bears a close relationship and resemblance to on-going evaluation and in most cases it is a pre-condition for it. As a matter of fact, monitoring is one of the least acknowledged, yet it is one of the most commonly practised evaluations. Systems already in place, such as primary school education are monitored from time to time. This includes periodic checks for compliance with policy, tracking implements delivered and re-examining the needs of the programme as per original design. The school Head checks whether he/she has enough chalk, exercise books, pens, pencils; and whether pupils

and teachers are punctual. The activities to be monitored are numerous.

10.3 Evaluation

Evaluation is as old as mankind. Mothers taste food to see if there is enough salt. Tea is tasted to see if there is enough sugar. Teachers correct pupils' exercise books and give marks. School Heads write annual reports on the perceived performance of their teachers. Teachers give daily, weekly, monthly, termly and yearly tests to their children. All these activities constitute evaluation. Evaluation is a process which attempts to determine as systematically and objectively as possible the relevance, effectiveness and impact of educational activities in the light of their goals, aims, and objectives. It is the determination of the extent to which an enterprise achieves its goals. It provides decision makers and implementors with information on the effects of various strategies and it indicates a range of options. It is an investigation of the worth or merit of an education system at various levels. Evaluation involves assessing the effectiveness of school activities.

Thus there are three main types of evaluation. They are planning research, done at the design stage; formative or on-going, done during the implementation; and summative, done at the end of a process or programme to judge impact. At times we speak of internal evaluation done by teachers who evaluate their own programmes, or external evaluation done by people from outside the school. There are other evaluation related functions. These include appraisal, monitoring, inspection and audit.

10.4 Areas that Need Evaluation at Primary School Level

It must be categorically stated that all the activities outlined in the preceding chapters are the ones that should be evaluated. This is because they constitute what the school Head and his/her team should do for the realisation of learning among primary pupils at school. Broadly the areas that need evaluation are:

- i) planning at school level;
- ii) staffing;
- iii) school supervision;
- iv) communication and school community relations;
- v) financial management;
- vi) curriculum issues;
- vii) the school and the law;
- viii) guidance and counselling.

In other words, all those major areas discussed under different chapters must be evaluated by the school through the leadership of the school Head. The question is how? Before this question is answered, it is useful to outline certain specific aspects the school might want to concentrate on in its evaluation. These issues may include building or development projects, learning and teaching, pupil performance, which includes examinations, staff development, curriculum, among others.

10.5 Methods of Evaluation at Primary School Level

In evaluation, there are general and specific methods that may be used. General methods include administrative judgements, informal, formal and routine monitoring, experiments and extensive research studies. But it must be clearly noted that no two situations are similar. The level of development a country's education system has reached and the conditions in which schooling is provided vary from province to province and even within each province from one district to another. The difficulties affecting the position in rural areas is affected by geographical and human factors and the attitudes of both the teachers and pupils towards education. On the other hand, the problems of urban schools could be the scarcity of well situated land and the high mobility of children of school going age. These factors should be borne in mind when evaluating at primary school level. The methods that Heads can use to evaluate at school level are planning research, formative evaluation, summative evaluation and monitoring. It should be noted that these are methods as much as they are types of evaluation.

10.5.1 Planning Research or Needs Assessment

In discussing planning at school level, we advocated the use of a variety of committees which can be used to arrive at the schools' intended plans that could be accomplished within a specific time. At this stage evaluation also takes place. Members of various committees bring their plans for discussion by all the staff. The discussion on each submission should be able to answer such questions as: is the proposed plan feasible, what material is needed, who will do it, how much time will be devoted to such activities? Answers given to such questions constitute planning research evaluation. **THIS IS AT THE PLANNING STAGE OF THE SCHOOL PROGRAMME.**

10.5.2 Evaluation of the School Plan After Implementation

A school plan should be viewed as a projection, scheme of arrangement, design or procedure. In essence, planning is an organized, conscious and continued attempt to select the best available alternative, specific goals and strategies. That being the case, such plans should be evaluated systematically and thoroughly. As noted earlier, planning research evaluation has to be done by all the team members that constitute various school committees. The same applies to the evaluation plans that have run for say one year. All the committees - cultural, staffing, curriculum, sports etc - should meet to discuss reports that should have been produced by those committees. This discussion will be chaired by the primary school Head. The reports from each committee should clearly show the following:

- i) the area the committee was tasked to implement;
- ii) specific activities to be accomplished;
- iii) actual targets;
- iv) quantitative achievements;
- v) qualitative achievements;
- vi) problems encountered;
- vii) recommendations for future action plan.

For evaluation of, say, development projects, the primary school Head could use a schedule [Table 10.1].

Table 10.1: Evaluation of Development Project For Primary Schools

	Not Achieved	Somewhat Achieved	More less Achieved	Completely Achieved
5 classroom blocks				
3 Teachers' houses				
4 Blair toilets				
Staff development				
Fencing of the school				
Self-help projects				
Invitation of guest speakers				
Target contributions by parents				
Employment of extra- teachers				
Textbooks for each pupil				
Exercise books for each pupil				
New netball pitch				
Repair of football pitch				
Coming first in athletics in the zone				

The above is just an example. More items could be added on to the table. The most important thing is that at the end of the deliberations when various committees report back, the primary school will have information on:

- i) what was achieved in the year;
- ii) problems experienced;
- iii) basis for the school plan for the coming year or years.

After evaluating the school plan in general, we now turn to how specific issues can be evaluated.

10.5.3 Evaluation of School Supervision

Supervision consists of a variety of activities. Since all the teachers will be involved at the planning stage of the school activities, inbuilt mechanisms for self-evaluation and general evaluation should be part and parcel of these plans.

10.5.4 Teachers Reports and Evaluation

The school Head should encourage teachers to make summary reports at the end of each year. These reports may include information on pupils' overall performance, material provisions, state of classrooms, provision of textbooks, exercise books, problems encountered and suggested solutions. If every teacher produced such reports, these would be valuable evaluation information that can be used by the school to improve upon education at primary school level. It will also contribute towards the school plan for the following year.

10.5.5 The School Head and Evaluation

The school Head, his/her deputy, senior teacher or teacher-in-charge, are responsible for the evaluation of supervision in the classroom. It is imperative that when these people go into the classroom to supervise teachers, they have a schedule with specific items they will be looking for.

10.6 Classroom Provisions

Under this section, the school-based evaluators may want to establish how satisfactory key inputs are in the classroom. This is crucial because it has been proved beyond doubt that without

certain key inputs teachers are rendered ineffective. A section of the schedule that can be used for this aspect of the classroom evaluation is contained in Table 10.2.

Table 10.2: Items Used to Evaluate Classroom Inputs

	Not Satisfactory	Somewhat Satisfactory	More Satisfactory	Most Satisfactory
Classroom				
Classroom structures				
Classroom windows				
Desks for pupils				
Chairs for pupils				
Table for the teacher				
Chair for the teacher				
Chalkboard				
Exercise books for pupils				
Textbooks for pupils				
Availability of register				
Availability of plan book				
Availability of scheme book				

The school may add more items to be evaluated by the school Head or his/her representative when visiting classes to evaluate teachers. Having evaluated inputs necessary for teaching, the evaluator then systematically evaluates the teaching process in terms of its being effective, such that learning among pupils is taking place. Items under this section include scheming and planning. Table 10.3 contains issues that may be systematically

evaluated under this section. This part of the schedule should contain aims, objectives, content and evaluation. These items will form the guidelines to enable the evaluator to advise the teachers accordingly.

Table 10.3: Items Evaluation Under Schemes And Plans

	Not Effective	Somewhat Effective	More Effective	Most Effective
Schemes				
Statement of broad aims				
Variety of sources				
Sequencing				
Evaluation				
Plans				
Regular planning				
Specific aims				
Specific Objectives				
Planning sequence				
Content coherence				
Content adequacy				
Content appropriateness				
Relevance of plan to objectives				
Evaluation				

In Zimbabwe, some schools use what is locally known as scheme-cum plans. However, some scheme-cum plans are just plans renamed scheme-cum plans. It would be useful if the Ministry of Education could come up with clear guidelines on scheming and planning which can be used by all primary schools.

10.6.1 Records

The school Head should evaluate records. These records include exercise books, register, remedial record, test record, individual record among others [Table 10.4]. As in the case of schemes and plans, the school Head should evaluate the effectiveness of these records using a schedule [Table 10.4].

Table 10.4: Evaluation Schedule in Records

	Not Effective	Somewhat Effective	More Effective	Most Effective
Appearance of pupils' exercise books				
Marking exercise books				
Remedial record				
Test record				
Individual record				

The records contained in Table 10.4 serve as examples. Some schools have more. Care should be taken that records used are relevant to pupils' learning. As far as marking pupils' exercise books is concerned, there is no effective learning if the teacher does not mark children's work. Marking reflects the amount of work given, it provides useful feedback for both the child and the parents of that child.

10.6.2 Teaching And Learning Aids

At primary school level, teaching and learning aids are crucial. This is because pupils are at their tender ages. They require pictorial as well as verbal illustrations. The school Head should strive to ensure that in his/her evaluations of teachers' teaching, this area is assessed [Table 10.5]. The aspects that can be evaluated under teaching and learning aids include relevance of aids to lesson objectives, utilisation of a variety of aids, utilisation of local teaching aids, neatness of aids, and clarity of aids. Again

more relevant items could be added depending on circumstances. The school Head should pay special attention to the relevance of aids to lesson objectives. All too often teachers use teaching aids which have little or no relevance to stated lesson objectives. Equally important is the use of local teaching aids. This is particularly the case with primary schools situated in rural or commercial farming areas. These schools are situated in areas rich with local teaching aids. Yet, at times, teachers prefer ready made teaching aids with which pupils are not familiar. Children learn more effectively using items they are familiar with than with unfamiliar ones.

Table 10.5: Evaluation Schedule On Teaching And Learning Aids

	Not Effective	Somewhat Effective	More Effective	Most Effective
Relevance of aids to lesson objectives				
Utilisation of a variety of aids				
Utilisation of local teaching aids				
Neatness of aids				
Clarity of aids				
General usage of aids				

10.6.3 Classroom And Class Management

Classroom management covers issues relating to the appearance of the classroom in terms of seating arrangements, neatness and displays. Class management on the other hand, covers issues such as lesson introduction, lesson development, interaction, questioning techniques, class control, pupil participation, remedial work in class, written work given in class, discovery method used, role play, individual pupil attention, mastery of content, language and communication, and voice clarity [Table 10.6].

Table 10.6: Evaluation Schedule For Classroom and Class Management

	Not Effective	Somewhat Effective	More Effective	Most Effective
Seating arrangements				
Neatness of classroom				
Teacher displays				
Children displays				
Lesson introduction				
Lesson development				
Use of group work				
Teacher-pupil interaction				
Pupil-pupil interaction				
Questioning technique				
Class control				
Pupil participation				
Remedial method used				
Written work given				
Discovery method used				
Role play used				
Individual pupil attention				
Language and communication				
Voice clarity				
Use of chalkboard				

It will be appreciated that class management is the core of the actual teaching that is evaluated. In addition, the items used in Table 10.6 are a combination of those that require "high order skills" and those that can be tackled by an average teacher.

Among the high order skills items are remedial work given in the class, discovery method, role play method and individual pupil attention. The school Head should be able to identify teachers who are average and excellent performers using these items.

10.6.4 Personal Qualities

There is an old saying which states that cleanliness is next to godliness. This applies to teaching as well. Teachers should set an example in terms of their dress and general tidiness. This is because children copy from the teachers. At any rate, it is the duty of every teacher to advise children to be clean. They cannot do this effectively if they themselves [teachers] are not smart and presentable. During the evaluation of the teacher's performance, the school Head should also assess these items.

10.7 Frequency of Evaluation

It would be unrealistic to prescribe how often the school Head should evaluate his/her teachers and the school in general. Ideally, a major evaluation of the teachers' performance can be done once per term. But it is common knowledge that some Heads evaluate their teachers less than once per year. In fact they do not do this for the whole year. They rely on the deputy school Head, the senior teacher or teacher-in-charge.

Schemes of work may be assessed three times per term, that is, at the beginning, middle and end of each term, while plans can be evaluated every week. Record books can be evaluated every two weeks. Above all, the school Head should establish the frequency of evaluation of the school programmes. All teachers should know how many times they are likely to be evaluated.

10.8 Evaluation and Supervision

Because of the similarities between the two, it is essential to outline similarities between these as well as pointing out differences so that the Heads will know which one they are

involved in when they carry out their duties. The similarities between supervision and evaluation are:

- i) both monitor progress;
- ii) both assess;
- iii) they are corrective;
- iv) they direct and redirect;
- v) both are concerned with the attainment of goals;
- vi) they are systematic;
- vii) one person can wear the same hat - that is one can be an evaluator and supervisor;
- viii) they are tools of administration;
- ix) they are difficult to separate.

Even though evaluation and supervision are similar, it is vital to know where they differ so that school Heads can use them appropriately. The differences between these two are:

- i) evaluation influences policy while supervision is concerned with proper implementation of policy;
- ii) supervision tends to be authoritative in that it is prescriptive and in some extreme cases dictatorial and autocratic whereas evaluation is not;
- iii) in spite of the fact that both are corrective, evaluations tend to be more judgemental;
- iv) evaluations have definite stages [planning research, formative, summative] whereas there are no strictly corresponding stages in supervision;
- v) evaluation is more specialised than supervision;
- vi) supervision in schools ends with issuing grades while evaluation does not;
- vii) evaluation] suggests alternative courses of action for improvement.

Table 10.7: Programme Evaluation Model

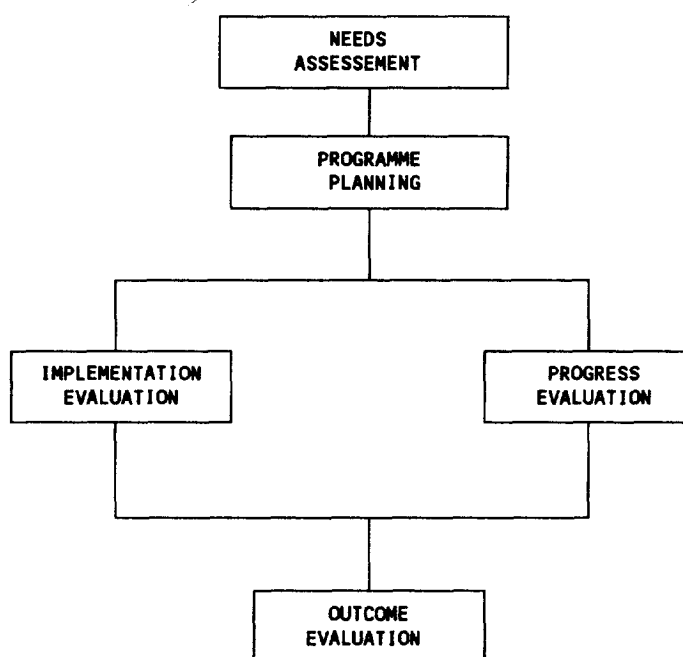


Table 10.8: Schedule For Monitoring and Evaluating School Activities

	Not Effective	Somewhat Effective	More Effective	Most Effective
1.0 PROJECTS 1.1 5 Classroom blocks 1.2 3 Teachers' houses 1.3 4 Blair toilets 1.4 Staff development 1.5 Fencing of the school 1.6 Invitation of guest speakers 1.7 Self-help projects 1.8 Target contributions by parents 1.9 Employment of extra teachers 1.10 Textbooks for each pupil 1.11 Exercise books for each pupils 1.12 New netball pitch 1.13 Repair of football pitch 1.14 Coming first in athletics in the zone 1.15 School bus 1.16 Library block				
2.0 CLASSROOM INPUTS 2.1 Classroom 2.2 Classroom windows 2.3 Desks for pupils 2.4 Chairs for pupils 2.5 Tables for the teachers 2.6 Chairs for the teachers 2.7 Chalkboard 2.8 Exercise books for pupils 2.9 Textbooks for pupils 2.10 Availability of registers 2.11 Availability of plan books 2.12 Availability of scheme books 2.13 Stationery				

	Not Effective	Somewhat Effective	More Effective	Most Effective
3.0 SCHEMES AND PLANS 3.1 Schemes 3.2 Statement of broad aims 3.3 Variety of sources 3.4 Sequencing 3.5 Evaluation 3.6 Plans 3.7 Regular planning 3.8 Specific aims 3.9 Specific objectives 3.10 Planning sequence 3.11 Content coherence 3.12 Content adequacy 3.13 Content appropriateness 3.14 Relevance of content to objective				
4.0 RECORDS 4.1 Appearance of pupils' exercise books 4.2 Marking of exercise books 4.3 Remedial records 4.4 Test records 4.5 Individual records 4.6 Class requisition books 4.7 Reading records 4.8 Attendance Registers				
5.0 TEACHING AND LEARNING AIDS 5.1 Relevance of aids to lesson objectives 5.2 Utilisation of a variety of aids 5.3 Utilisation of local teaching aids 5.4 Clarity of aids 5.5 General usage of aids				

	Not Effective	Somewhat Effective	More Effective	Most Effective
6.0 CLASSROOM AND CLASS MANAGEMENT				
6.1 Seating arrangements				
6.2 Nearness of classroom				
6.3 Teacher's displays				
6.4 Children's displays				
6.5 Lesson introduction				
6.6 Lesson development				
6.7 Teacher pupil interaction				
6.8 Use of group work				
6.9 Questioning technique				
6.10 Class control				
6.11 Pupil participation				
6.12 Remedial method used				
6.13 Written work given				
6.14 Discovery method used				
6.15 Role play used				
6.16 Individual pupil attention				
6.17 Language and communication				
6.18 Voice clarity				
6.19 Use of chalkboard				
6.20 Class excursions				
6.21 Class rapport				

10.9 Conclusion

Evaluation is an essential component of primary school management and administration. Consequently, it should be carried out at every level and stage of the primary school. Primary school programmes should be monitored and evaluated on a continuous basis, that is, at the initial stage [planning research], implementation stage [formative] and at the end [summative] (Table 10.7). School Heads or their representatives should have tools such as schedules which they use when evaluating school programmes (Table 10.8). This is a systematic way of gathering information that can be used to correct, direct, develop and plan school activities in an objective and realistic way.

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APPENDIX ONE: QUESTIONNAIRE I

SCHOOL HEADS AND DEPUTY SCHOOL HEADS - PRIMARY

The purpose of this questionnaire is to collect information that will be used for designing a handbook for primary school administration. Kindly give honest answers in the spaces provided. No individual names are required since the information you give is strictly confidential. We would like to thank you for your cooperation.

SECTION A

1.0 Name of school

2.0 Region

Mashonaland West

☐

1

Mashonaland East

☐

2

Matabeleland North

☐

3

Matabeleland South

☐

4

Masvingo

☐

5

Harare

☐

6

Midlands

☐

7

Manicaland

☐

8

Mashonaland Central

☐

9

3.0 Responsible Authority

Government

☐

1

Rural District Council

☐

2

Private-High fee paying

☐

3

Private-Mission

☐

4

Commercial Farmer

☐

5

Other - state which

4.0 Location of School

High Density Urban	<input type="text"/>	1
Low Density Urban	<input type="text"/>	2
Rural	<input type="text"/>	3
Commercial farming area	<input type="text"/>	4
Small town	<input type="text"/>	5

5.0 Category of School

Former Group A	<input type="text"/>	1
Former Group B	<input type="text"/>	2
Former Group C (rural)	<input type="text"/>	3

6.0 Enrolment and Staffing

6.1 Total number of pupils	<input type="text"/>
----------------------------	----------------------

6.2 Number of teachers by category

	MALE	FEMALE	TOTAL	
Trained teachers	<input type="text"/>	<input type="text"/>	<input type="text"/>	1
Student teachers	<input type="text"/>	<input type="text"/>	<input type="text"/>	2
Untrained teachers	<input type="text"/>	<input type="text"/>	<input type="text"/>	3
TOTALS	<input type="text"/>	<input type="text"/>	<input type="text"/>	4

SECTION B**The School Head****7.0 Gender**

Male	<input type="text"/>	1
Female	<input type="text"/>	2

8.0 Age

10-25	<input type="checkbox"/>	1
26-30	<input type="checkbox"/>	2
31-35	<input type="checkbox"/>	3
36-40	<input type="checkbox"/>	4
41-45	<input type="checkbox"/>	5
46-50	<input type="checkbox"/>	6
51 and above	<input type="checkbox"/>	7

9.0 Highest academic qualifications

Standard Six	<input type="checkbox"/>	1
Z.J.C.	<input type="checkbox"/>	2
'O' Level	<input type="checkbox"/>	3
'A' Level	<input type="checkbox"/>	4
B.A./B.Sc.	<input type="checkbox"/>	5

10.0 Highest professional qualifications

P.T.L./T4	<input type="checkbox"/>	1
P.T.H.	<input type="checkbox"/>	2
T3	<input type="checkbox"/>	3
T2	<input type="checkbox"/>	4
C.E.	<input type="checkbox"/>	5
B.Ed.	<input type="checkbox"/>	6
Others (specify)		

11.0 Experience as a classroom teacher

Less than 1 year	<input type="checkbox"/>	1
1 - 2 years	<input type="checkbox"/>	2
3 - 4 years	<input type="checkbox"/>	3
5 - 6 years	<input type="checkbox"/>	4
7 - 8 years	<input type="checkbox"/>	5
9 - 10 years	<input type="checkbox"/>	6
11 years and above	<input type="checkbox"/>	7

12.0 Experience as school Head

Less than 1 year

1 - 2 years

3 - 4 years

5 - 6 years

7 - 8 years

9 - 10 years

11 years and above

	1
	2
	3
	4
	5
	6
	7

13.0 Academic studies being currently undertaken

None

Z.J.C.

'O' Level

'A' Level

B.A.

Others - state which

	1
	2
	3
	4
	5

14.0 Professional studies being currently undertaken

None

Diploma in Education

B.Ed.

Others - state which

	1
	2
	3

15.0 Indicate whether substantive or acting

Acting

Substantive

	1
	2

SECTION C

16.0 Planning

Under normal circumstances schools have a school plan. Indicate what your school puts in the plan.

a) _____

b) _____

- c) _____
- d) _____
- e) _____
- f) _____
- g) _____
- h) _____
- i) _____
- j) _____
- k) _____

State how you arrive at your plan

17.0 Administration

Below are some documents which may be used at primary schools. Indicate which ones are in use at your school. Be honest please.

	1 NOT USED	2 SOME- WHAT USED	3 MORE USED	4 MOST USED
School Log Book				
Admission Register				
Inventory/Stock Register				
Class Requisition Book				
Cash Register				
Commitment Register				
Receipt Book				
Order/Requisition Book				
School Files				
Teachers' Personal files				
Staff Meeting Minutes Book				

SDC/SDA Minute Book				
Subject Committee Minute Book				
Current Account/Cheque Book				
School Archives				

18.0 Communication

The following are some means of communication. Indicate from your experience, the effectiveness of these by ticking under the appropriate boxes.

KEY: Not Effective = 1
 Somewhat Effective = 2
 More Effective = 3
 Most Effective = 4

	1	2	3	4
Staff meetings				
School circulars				
Sending pupils				
School messenger				
Telephone				
School bell/whistle				
One to one encounter				
Informal meetings at break-time				
Pupils' school report				

19.0 Relationships

In this section the school Head is requested to rate the degree of seriousness of problems faced when dealing with the following groups of people/organisations.

KEY: Not Serious = 1
 Somewhat Serious = 2
 More Serious = 3
 Most Serious = 4

	1	2	3	4
Pupils				
Teachers				
Ancillary Staff				
Parents				
Responsible authority				

Ministry of Education

Other Ministries

N.G.Os. and Donor agencies

Curriculum Development Unit

Neighbouring/cluster school

Local leadership

20.0 Assess the effectiveness of the following in the development of your school.

KEY: **Not Effective** = **1**
 Somewhat Effective = **2**
 More Effective = **3**
 Most Effective = **4**

Parents

Responsible authority

School Development Committee

Donor agencies

Other government ministries

Curriculum Development Unit

Book publishers

Examinations Branch

1	2	3	4

21.0 Indicate how often you hold the following functions at your school per year.

KEY: **Less than once** = **1**
 Once = **2**
 Twice = **3**
 Thrice or more = **4**

Parents General Meetings

Consultation days

Prize Giving days

Annual Play and Open days

Fund Raising Fete

1	2	3	4

Sponsored spelling

Sponsored walk

Tree planting

Dinner dance

Cake sale

Jumble sale

Raffles

Disco shows

Civic day

1	2	3	4

22.0 Assess how beneficial the following fund raising activities have been to your school.

KEY: Not Beneficial = 1
 Somewhat Beneficial = 2
 More Beneficial = 3
 Most Beneficial = 4

Tuckshop

School fete

Cake sale

Garden sale

Plantation sale

Sponsored walk

Sponsored spelling

Dinner dance

Jumble sale

Raffles

Street collection

Civic days

1	2	3	4

23.0 Assess the involvement of parents in the supervision of children's homework.

KEY: Not involved = 1
 Somewhat involved = 2
 More involved = 3
 Most involved = 4

1	2	3	4

24.0 Curriculum Issues

Indicate the involvement of your school in the following:

KEY: Not involved = 1
 Somewhat involved = 2
 More involved = 3
 Most involved = 4

Curriculum Design at National level

Curriculum Design at School level

Implementation workshops by C.D.U.

Workshops at cluster level

Workshops at school level

Review of current syllabi

Evaluation of syllabi

1	2	3	4

25.0 Assess the effectiveness of the following committees in your school

KEY: Not Effective = 1
 Somewhat Effective = 2
 More Effective = 3
 Most Effective = 4

Subject Committees

School Development Committee

Finance Committee

Procurement Committee

Sports Committee

1	2	3	4

Disciplinary Committee

Library Committee

Health Committee

Fund Raising Committee

Examinations Committee

Grounds Committee

Garden and Plantation Committee

Educational Tours Committee

Cultural Committee

1	2	3	4

26.0 Indicate how often you refer curriculum problems to the following

KEY: Nil = 1
Once Per Term = 2
Once Per Year = 3
More than once per year = 4

Subject committees

Cluster committees

District Education Officer

Book Publishers

College Lecturers

Zimba

Curriculum Development Unit

Examinations Branch

1	2	3	4

27.0 Indicate your satisfaction with the availability of the following in your school.

KEY: Not Satisfactory = 1
 Somewhat Satisfactory = 2
 More Satisfactory = 3
 Most Satisfactory = 4

	1	2	3	4
Classrooms				
School library				
Pupils textbooks				
Teachers resource books				
Syllabuses				

	1	2	3	4
Pupils exercise books				
Chalkboard				
Chalk				
Dusters				
Pupils' classroom furniture				
Teachers' classroom furniture				

28.0 Indicate the usefulness of the following factors when staffing at school level.

KEY: Not Useful = 1
 Somewhat Useful = 2
 More Useful = 3
 Most Useful = 4

	1	2	3	4
Experience				
Age				
Academic qualification				
Professional qualification				
Gender				
Interest				
Relationship with school Head				

Teacher competence and performance

Health

Dress/presentation

29.0 Cases of teacher-indiscipline handled by the school Head in 1993.

None		1
Once		2
Two times		3
Three times		4
Four times		5
Five times and above		6

30.0 Supervision

Indicate the number of times you personally as school Head has supervised staff in the following areas per term.

	LESS THAN ONCE	ONCE	TWO TIMES	THREE TIMES	FOUR TIMES	FIVE TIMES
Pupils' social background records						
Pupils' Test Records						
Pupils' Attainment Records						
Remedial and Extension Records						
Actual teaching/lesson observations						
Exercise book inspection						
Attendance Registers						
Schemes of works						
Lesson Plan Books						
Scheme-cum-plan						
Buildings						
Grounds						

Sanitation facilities						
Co-curricular activities						
Presence & Punctuality of staff						
Examinations						

31.0 State problems you have encountered in the supervision of teachers in your school.

32.0 Financial Management

Rate the usefulness of the following sources of funds in the running of your school.

KEY: Not Useful = 1
 Somewhat Useful = 2
 More Useful = 3
 Most Useful = 4

	1	2	3	4
School -levy				
Per-capita grant				
Building fund				
General purpose fund				
Sports fee				
Donations				
Tuckshop				
Garden sales				
Civic days				
Sponsored walk/spelling				

Others - State which _____

33.0 Indicate amount paid per year per *child/family (* delete inapplicable)

	\$ 1-\$3	\$ 4-\$10	\$11-\$20	\$21-\$30	\$30-\$50	\$50 plus
School Levy						
Building Fund						
G.P.F.						
Sports fee						

34.0 Indicate how often school financial reports are made to parents per year

Nil		1
Once		2
Two times		3
Three times and above		4

35.0 Indicate when your school financial books were last audited by auditors

Nil		1
1993		2
1992		3
1991		4
1990		5
1989 and before		6

36.0 Indicate the action your school takes on those who do not pay school funds and fees.

Expulsion		1
Beating the pupil		2
Taking the parent to court		3
Referring parents to Social Welfare Department		4

37.0 Evaluation

Indicate who in your school evaluates the year's master plan and briefly explain how.

38.0 From your experience, briefly outline problems you have encountered in primary school administration.

THANK YOU

APPENDIX TWO: QUESTIONNAIRE II

TEACHERS

This questionnaire is designed to collect information that will be used in the writing of a handbook on primary school administration. It is divided into three sections; A, B, and C.

SECTION A: SCHOOL BACKGROUND INFORMATION

1.0 Name of School

2.0 Region

- | | | |
|---------------------|--------------------------|---|
| Mashonaland West | <input type="checkbox"/> | 1 |
| Mashonaland East | <input type="checkbox"/> | 2 |
| Matabeleland North | <input type="checkbox"/> | 3 |
| Matabeleland South | <input type="checkbox"/> | 4 |
| Masvingo | <input type="checkbox"/> | 5 |
| Harare | <input type="checkbox"/> | 6 |
| Mashonaland Central | <input type="checkbox"/> | 7 |
| Manicaland | <input type="checkbox"/> | 8 |
| Midlands | <input type="checkbox"/> | 9 |

3.0 Responsible Authority

- | | | |
|---------------------------|--------------------------|---|
| Government | <input type="checkbox"/> | 1 |
| Rural District Council | <input type="checkbox"/> | 2 |
| Private-High fee paying | <input type="checkbox"/> | 3 |
| Private-Mission | <input type="checkbox"/> | 4 |
| Commercial Farmer | <input type="checkbox"/> | 5 |
| Other - state which | | |

4.0 Location of School

- | | | |
|-------------------------|--------------------------|---|
| High Density Urban | <input type="checkbox"/> | 1 |
| Low Density Urban | <input type="checkbox"/> | 2 |
| Rural | <input type="checkbox"/> | 3 |
| Commercial farming area | <input type="checkbox"/> | 4 |
| Small town | <input type="checkbox"/> | 5 |

5.0 Category of School

Former Group A

☐

1

Former Group B

☐

2

Former Group C (rural)

☐

3

SECTION B: INFORMATION ABOUT TEACHERS**6.0 Gender**

Male

☐

1

Female

☐

2

7.0 Highest Academic Qualification

5 'O' Levels

☐

1

'A' Level

☐

2

B.A.

☐

3

Other (state) _____

☐

4

8.0 Highest Professional Qualification

Pre-service

☐

1

In-service

☐

2

Other (state) _____

☐

3

9.0 Age

18-23 years

☐

1

24-28 years

☐

2

29-33 years

☐

3

34-38 years

☐

4

39 years and above

☐

5

10.0 Teaching Experience

Less than 1 year

☐

1

1 - 2 years

☐

2

3 - 4 years

☐

3

5 - 6 years

☐

4

7 - 8 years

☐

5

9 - 10 years

☐

6

11 years and above

☐

7

11.0 Marital Status

Married	<input type="checkbox"/>	1
Single	<input type="checkbox"/>	2
Divorced	<input type="checkbox"/>	3
Separated	<input type="checkbox"/>	4

12.0 Type of Training

ZINTEC	<input type="checkbox"/>	1
Four-Year Conventional	<input type="checkbox"/>	2
Three-Year Conventional	<input type="checkbox"/>	3
Others, (state which) _____	<input type="checkbox"/>	4

13.0 Grade Taught

Grade 1	<input type="checkbox"/>	1
Grade 2	<input type="checkbox"/>	2
Grade 3	<input type="checkbox"/>	3
Grade 4	<input type="checkbox"/>	4
Grade 5	<input type="checkbox"/>	5
Grade 6	<input type="checkbox"/>	6
Grade 7	<input type="checkbox"/>	7

14.0 Number of Pupils in Class**15.0 Promotion since completing initial training**

Teacher-in-charge	<input type="checkbox"/>	1
Head of Department	<input type="checkbox"/>	2
Deputy School Head	<input type="checkbox"/>	3
Senior Teacher	<input type="checkbox"/>	4
School Head	<input type="checkbox"/>	5
Nil	<input type="checkbox"/>	6

16.0 Further academic studies currently being undertaken

None	<input type="text"/>	1
'O' Levels	<input type="text"/>	2
'A' Levels	<input type="text"/>	3
B.A. or B.Sc.	<input type="text"/>	4

17.0 Further professional studies being currently undertaken

None	<input type="text"/>	1
Diploma in Education	<input type="text"/>	2
B.Ed.	<input type="text"/>	3
M.Ed.	<input type="text"/>	4

SECTION C: SCHOOL ADMINISTRATION

18.0 Indicate how many times you have been observed actually teaching in 1993 by the

Key:	Nil	-	1
	Once	-	2
	Two Times	-	3
	Three Times	-	4
	Four Times	-	5
	Five Times	-	6
	Six Times	-	7
	Seven Times and above	-	7

	1	2	3	4	5	6	7
School Head	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Deputy school Head	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Teacher-in-charge	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Senior teacher	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
District Education Officer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

19.0 Indicate how often you submit the following documents for inspection by the school Head per term

Key:	Nil	-	1
	Once	-	2
	Two Times	-	3
	Three Times	-	4
	Four Times	-	5
	Five Times	-	6
	Six Times and above	-	7

	1	2	3	4	5	6	7
Schemes							
Plans							
Scheme-cum							
Remedial Record							
Progress Record							
Individual Record							
Register							
Pupils' Exercise Books							

20.0 Indicate how often you refer curriculum problems to the following per year

	NIL	ONCE	TWO TIMES	THREE TIMES	FOUR TIMES & ABOVE
Subject committee					
Same grade teacher					
Cluster committee					
Book Publishers					
College Lecturers					
Zimba					
C.D.U.					
Examination Branch					

21.0 Indicate your satisfaction with the availability of the following at your school.

KEY: Not Satisfactory = 1
 Somewhat Satisfactory = 2
 More Satisfactory = 3
 Most Satisfactory = 4

	1	2	3	4
Classrooms				
School Library				
Pupils' textbooks				
Teachers' Resource Books				

	1	2	3	4
Syllabuses				
Pupils' Classroom Furniture				
Teachers' classroom Furniture				
Teachers' Accommodation				
Sporting Equipment				
Chalk				
Dusters				
Chalkboard				

22.0 From your experience, assess the effectiveness of the following committees in your school.

KEY: Not Effective = 1
 Somewhat Effective = 2
 More Effective = 3
 Most Effective = 4

	1	2	3	4
Subject committee				
Sports committee				
Library committee				
Health committee				
Examination committee				
Garden and Plantation committee				
Grade Teachers' Committee				
Educational Tours' Committee				
Cultural Committee				

23.0 Indicate how you rate your acquaintance with the contents of the following documents:

KEY: Not Satisfactory = 1
 Somewhat Satisfactory = 2
 More Satisfactory = 3
 Most Satisfactory = 4

Official Secrecy Act

Acts of Misconduct and General Regulations

School Policy Document

1	2	3	4

24.0 Indicate how often your school carries out staff development programmes per term.

Nil

Once

Two Times

Three Times

Four Times

Five Times and above

	1
	2
	3
	4
	5
	6

25.0 Assess the involvement of the following as the main sources of staff development topics in your school.

KEY: Not involved = 1
 Somewhat involved = 2
 More involved = 3
 Most involved = 4

School Head

Deputy Head

Teacher-in-charge

Subject Committee

Grade Teachers

Members of Staff

1	2	3	4

26.0 In your view, who is the most dominating in staff development programmes in your school.

KEY: Not dominating = 1
 Somewhat dominating = 2
 More dominating = 3
 Most dominating = 4

	1	2	3	4
District Education Officer				
School Head				
Deputy Head				
Senior Teacher				
Grade Teachers				
Members of Staff				
Invited Guests				
Curriculum Development Unit				

27.0 Indicate how often you refer curriculum problems to the following per year

	1	2	3	4
	NIL	ONCE	2x	4x AND ABOVE
Subject Committees				
Cluster				
District Education Officers				
Book Publishers				
College Lecturers				
Zimba				
Curriculum Development Unit				
Examination Branch				

28.0 Outline problems you encountered as a result of the administration.

THANK YOU

APPENDIX THREE: SCHEDULE FOR SCHOOL HEADS

In this section summarize administration problems you have under the headings:

1. School Plans

2. School Administration

3. Communication

4. Curriculum Issues

5. Staffing Matters

6. Relationship between School and Community

7. Supervision

8. Monitoring and Evaluation

9. In-service Courses for Teachers

10. Financial Management

APPENDIX FOUR: SCHEDULE FOR SCHOOL HEADS

Indicate the activities you would like to carry out but which you are not doing at your school.

1. School Plans

2. School Administration

3. Communication

4. Curriculum Issues

5. Staffing Matters

6. Relationship between School and Community

7. Supervision

8. Monitoring and Evaluation

9. In-service Courses for Teachers

10. Financial Management

APPENDIX FIVE: SCHEDULE FOR SCHOOL HEADS

Indicate the activities you would carry out at your school under the following headings:

1. School Plans

2. School Administration

3. Communication

4. Curriculum Issues

5. Staffing Matters

6. Relationship between School and Community

7. Supervision

8. Monitoring and Evaluation

9. In-service Courses for Teachers

10. Financial Management

APPENDIX SIX: SCHEDULE FOR SCHOOL HEADS

In this section briefly suggest solutions to the problems you identified under these headings:

1. School Plans

2. School Administration

3. Communication

4. Curriculum Issues

5. Staffing Matters

6. Relationship between School and Community

7. Supervision

8. Monitoring and Evaluation

9. In-service Courses for Teachers

10. Financial Management
