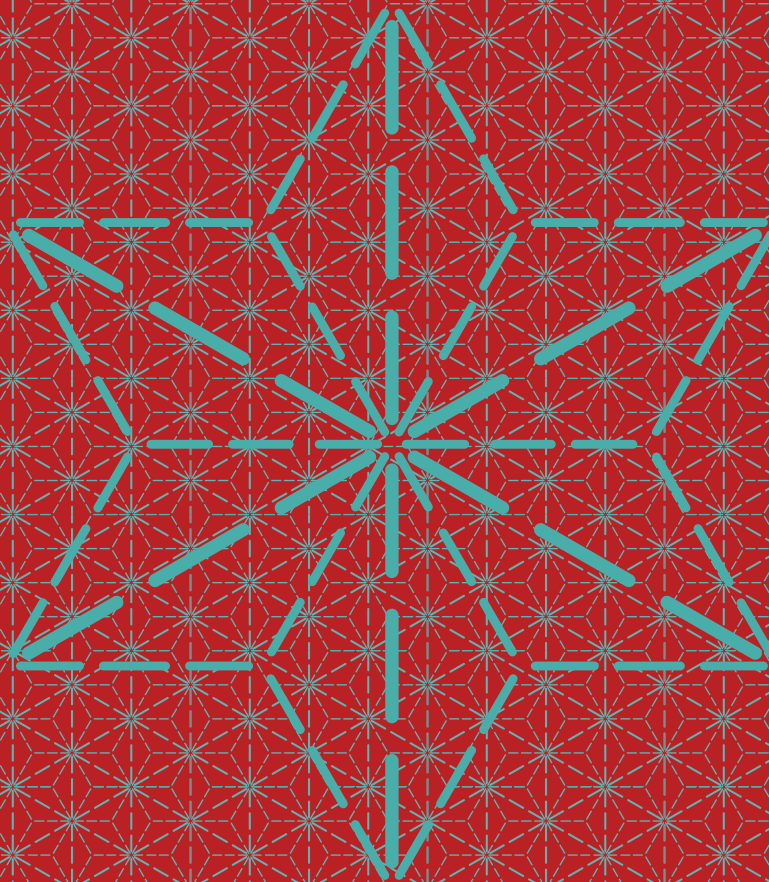


# School Management

WINDOWS ON PRACTICE GUIDE

B.Ed. (Hons.) Elementary

2012



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**Technical Support:** Education Development Center (EDC); Teachers College, Columbia University



## Higher Education Commission

### Foreword

Teacher education in Pakistan is leaping into the future. This updated Scheme of Studies is the latest milestone in a journey that began in earnest in 2006 with the development of a National Curriculum, which was later augmented by the 2008 National Professional Standards for Teachers in Pakistan and the 2010 Curriculum of Education Scheme of Studies. With these foundations in place, the Higher Education Commission (HEC) and the USAID Teacher Education Project engaged faculty across the nation to develop detailed syllabi and course guides for the four-year B.Ed. (Hons) Elementary and the two-year Associate Degree in Education (ADE).

The syllabi and course guides have been reviewed by the National Curriculum Review Committee (NCRC) and the syllabi are approved as the updated Scheme of Studies for the ADE and B.Ed. (Hons) Elementary programmes.

As an educator, I am especially inspired by the creativity and engagement of this updated Scheme of Studies. It offers the potential for a seismic change in how we educate our teachers and ultimately our country's youngsters. Colleges and universities that use programmes like these provide their students with the universally valuable tools of critical thinking, hands-on learning, and collaborative study.

I am grateful to all who have contributed to this exciting process; in particular the faculty and staff from universities, colleges, and provincial institutions who gave freely of their time and expertise for the purpose of preparing teachers with the knowledge, skills, and dispositions required for nurturing students in elementary grades. Their contributions to improving the quality of basic education in Pakistan are incalculable. I would also like to thank the distinguished NCRC members who helped further enrich the curricula by their recommendations. The generous support received from the United States Agency for International Development (USAID) enabled HEC to draw on technical assistance and subject-matter expertise of the scholars at Education Development Center, Inc., and Teachers College, Columbia University. Together, this partnership has produced a vitally important resource for Pakistan.

PROF. DR SOHAIL NAQVI  
Executive Director  
Higher Education Commission  
Islamabad

## Introduction

As part of nationwide reforms to improve the quality of teacher education, the Higher Education Commission (HEC), with technical assistance from the USAID Teacher Education Project, engaged faculty across the nation to develop courses in the new four-year B.Ed. (Hons) Elementary programme.

The process of designing the syllabus for each course in years 3–4 of the programme began with a curriculum design workshop. Deans and directors from universities where these courses will be taught identified faculty to attend the workshop. In the first workshop, a national or international subject matter expert led a seminar focused on a review and update of subject (content) knowledge. The remainder of this workshop was spent reviewing the HEC scheme of studies, organizing course content across the semester, developing detailed unit descriptions, and preparing the course syllabi. Although the course syllabi are designed primarily for Student Teachers taking the course, they are useful resources for teacher educators too.

Following the initial workshop, faculty participants developed teaching notes that include ideas for teaching units of study and related resources. Working individually or in groups, participants focused on their teaching methods and strategies and how these could be useful to future teachers of the course. Subsequent workshops were held over the course of a year to give faculty sufficient time to complete their work, engage in peer review, and receive critical feedback from national and/or international consultants. In designing both the syllabi and the teaching notes, faculty and subject matter experts were guided by the National Professional Standards for Teachers in Pakistan (2009).

All of the syllabi developed by faculty who participated in the process are included in this document, along with a list of topical teaching notes. Additional references and resources appear at the end of the document. These should provide a rich resource for faculty who will teach the course in the future. An example of a syllabus with accompanying teaching notes is included in order to provide new faculty with a model for developing curricula and planning to teach. This Windows on Practice guide is not intended to provide a complete curriculum with a standard syllabus and fully developed units of study, but rather aims to suggest ideas and resources for Instructors to use in their own planning. Hence, readers will find sample units and materials that reflect the perspective of faculty designers rather than prescriptions for practice.

We respect intellectual property rights and to the best of our knowledge, we have not included any suggested materials that are copyright protected or for which we have not secured explicit permission to use. Therefore, all materials included may be used in classrooms for educational purposes. Materials in this document are not intended for commercial use, however. They may not be used in other publications without securing permission for their use.

Initial drafts were reviewed by the National Curriculum Review Committee (NCRC) and suggestions were incorporated into final drafts, which were then submitted to the NCRC for approval.

Faculty involved in course design: Dr Abida Siddiqui, University of Sindh, Hyderabad; Agha Haq Nawaz, Shah Abdul Latif University, Khairpur; Aliya Ayub, Sadar Bahadur Khan Women's University, Quetta; Dr Ayaz Muhammad Khan, University of Education, Lahore; Bushra Ghaus, Fatima Jinnah Women University, Rawalpindi; Dr Muhammad Ajmal Chaudhary, Allama Iqbal Open University, Islamabad; Dr Fazal-ur-Rehman, Allama Iqbal Open University, Islamabad; Rafiq Ullah, Gomal University, Dera Ismail Khan.

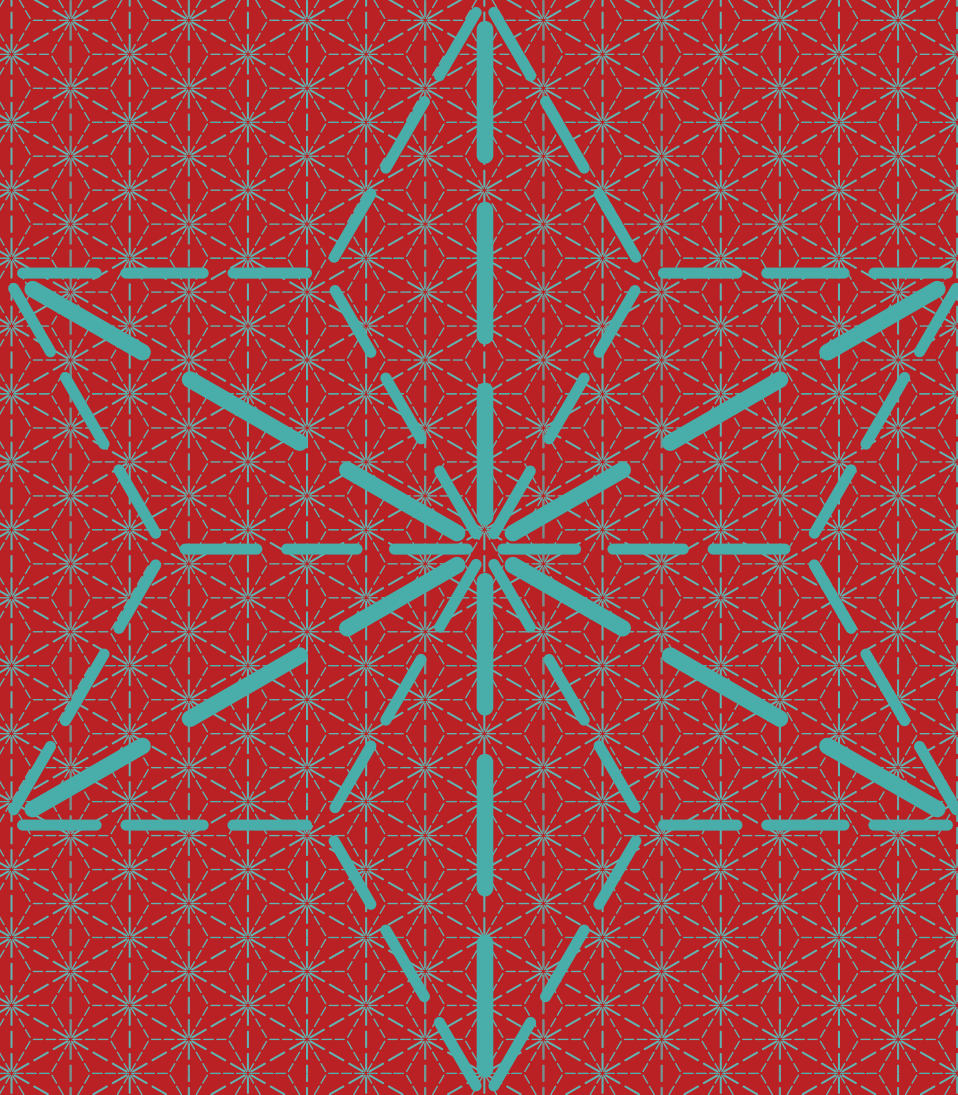
Subject and content specialist leading the seminar: Dr Muhammad Memon, Director, Institute for Educational Development, Aga Khan University.

International consultant for the design workshop: Dr Margaret Jo Shepherd, Professor Emeritus, Teachers College, Columbia University.

Date of NCRC review process: 11–12 January 2013

NCRC reviewers: Dr Mussaret Sheikh, Fatima Jinnah Women University, Rawalpindi; Dr Muhammad Ramzan, Karakoram International University, Gilgit; Dr Ishtiaq Hussain, Institute of Education and Research, Kohat University of Science and Technology, Lahore; Saeed Khan, University of Haripur, Hazara.





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1

# Rationale for a course on school management



## Rationale for a course on school management

In the HEC 2010 document, *Curriculum of Education: B.Ed. (Hons.) 4-year Degree Programme*, School Management was added as a professional course. The School Management course focuses on developing effective school leaders by acquainting Student Teachers with a number of management skills. Where the teachers' role is to plan, organize, and implement classroom activities, they can use their effective managerial skills to help the head teachers manage school-wide activities. They can contribute effectively to building schools as professional learning communities by creating a shared vision, fostering collaboration in learning, and challenging their own as well as their students' conventional assumptions, values, and beliefs. In addition, teachers can contribute to school management while monitoring and evaluating teaching, learning, pastoral care, and co-curricular activities that fall within their purview. Another benefit to including the School Management course in the B.Ed. (Hons) programme is that some Student Teachers may take up the role of head teacher in a public elementary school after completing their studies. They should be well versed in the knowledge and skills required for managing schools effectively.

### Common misconceptions about school management

It is anticipated that Student Teachers taking the School Management course will hold a number of misconceptions about school management, which are commonly shared by the public. The Instructor needs to be aware of these in order to help them confront and critique such misconceptions. Conceptualizing the role of a teacher in school management entails a review and clarification of these misconceptions, which include the following:

- School administration is the prerogative of appointed leaders and managers alone. In the same vein, another misconception holds that since the role of a teacher is at the lowest rung of the school hierarchy, they have little to contribute to the school reform process.
- A school system or an individual school can be run successfully by someone with business expertise, without any training or experience in curriculum and teaching.
- Subject area specialization is the main criterion of teacher proficiency.
- Monitoring and evaluation is a complex technical activity that needs to be carried out by external experts.

### Confronting misconceptions

Educational experts are unanimous in their contention that with adequate support, teachers can be effective change agents who contribute wholeheartedly to fostering professional learning communities.

While there may be exceptional individuals with a business and management background who have been able to manage a school, schools are primarily learning organizations. Understanding the curriculum of schools, teaching at multiple levels,

and having a sense of the dynamic connection between milieu, curriculum, and teaching contribute to the effective management of schools.

Research findings reveal that the level of skill in communication is among the most crucial defining factors for teacher success or failure in the classroom. Similarly, effective communication with peers, supervisors, and parents is required if teachers are to contribute effectively to school reform efforts.

There is increasing recognition that participatory monitoring and evaluation should be practiced, where one can evaluate one's own performance and that of others within the same organization. In this regard, teachers can carry out their self-evaluation while also evaluating their effectiveness based on feedback from other sources. Similarly, student progress can be gauged against defined goals.

When confronting the misconceptions, it becomes apparent that school management is a participatory process that entails the active participation of all stakeholders. This is especially true for teachers, owing to their unique role and ever-increasing influence on the student cadre.

Adapted from teaching notes by Dr Abida Siddiqui and Bushra Ghaus.

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# Course syllabi

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# SCHOOL MANAGEMENT

This section contains syllabi written by individual faculty or groups of faculty. Using the HEC scheme of studies for the course, they considered the balance between the demands of the subject itself, active learning pedagogies, their students, and the particular university milieu in which they work. The syllabi all reflect the same key concepts and broad goals, but they vary in sequence and emphasis.

## SYLLABUS 1



### Prepared by

Dr Ayaz Muhammad Khan

### Year and semester

Year 3, Semester 8

### Credit value

3 credits (contact hours: 3 hours per week)

### Prerequisites

Successful completion of semesters 1–7

## Course description

School today is experiencing a paradigm shift in conceptions and operations related to school management. Systems thinking has become the major paradigm for school improvement efforts. Traditional analytical thinking focuses on isolating smaller and smaller parts of a system for study. Systems thinking, on the other hand, focuses on interactions between the different components of a system and aims to consider the system as a whole rather than as separate components within a whole. Thus, in a school system each part or individual is a necessary component for the system's optimal function. The main goal of this course is to develop the capacity of Student Teachers to understand school as a system and to view school management through a systems approach. This will enable them to identify and examine their role in the school system and its significance in improving the learning outcomes of students. The course will also help Student Teachers to unearth, examine, and consider alternatives to the norms that shape status quo teaching if they are to become innovative and thoughtful professionals.

## Learning outcomes

After completing this course, Student Teachers will be able to:

- reconceptualize school as a system and recognize teachers' lead role in its structure and functions at various levels
- identify elements of transformational leadership and how teachers can contribute to the professional development of a school community
- critically analyse communication patterns between different groups within a typical school system and participate in different classroom-based and field-based activities to develop their core skills in communication within the school community
- apply their roles within the context of school management to improve student learning outcomes
- participate in the decision-making process in school to influence change at the school and community level.

## Teaching-learning strategies

This course will be taught using different teaching strategies, such as lectures, demonstrations, discussions, and brainstorming, keeping in view the nature of the topic. Interactive techniques and hands-on activities, both within and outside the classroom, will also be used.

## Unit 1: The school as an open system

Duration of the unit: 2 weeks

### Unit description

This unit will provide a framework for conceptualizing the role of a school within the larger system through the application of systems theory. An understanding of this unit will enable Student Teachers to analyse their effective role amid the complexity and various levels of the school structure.

## Learning outcomes

After completing this unit, Student Teachers will be able to:

- explore and analyse their role in executing existing practices at various levels of the school structure and reconceptualize the definition of a good school
- conceptualize school as an open social system by comparing the practices of a typical school with an ideal school.

## Essential questions

- Why is it important to reconceptualize what we mean by a good school?
- Why is it important to conceptualize a good school as a system?

## Week 1

- Systems thinking
- Reconceptualize the concept of a 'good school'
- Analyse Student Teachers' roles in the existing practices at various levels of the school structure
- Conceptualize school as a system (input, output, and process)

## Suggested readings

Hoy, W. K., & Miskel, C. G. (2008). *Educational administration: Theory, research, and practice*. Boston: McGraw-Hill, pp. 8–34.

Razik, T. A., & Swanson, A. D. (2010). *Fundamental concepts of educational leadership and management*. Upper Saddle River, NJ: Pearson, pp. 31–50.

## Week 2

- School as an organizational system
- School as a social system
- School as an open system

## Suggested readings

Razik, T. A., & Swanson, A. D. (2010). *Fundamental concepts of educational leadership and management*. Upper Saddle River, NJ: Pearson, pp. 54–73.

Hoy, W. K., & Miskel, C. G. (2008). *Educational administration: Theory, research, and practice*. Boston: McGraw-Hill, pp. 8–34.

## Unit 2: School leadership and management

Duration of the unit: 4 weeks

### Unit description

This unit provides a theoretical understanding of school leadership and management. Student Teachers will identify their roles as instructional leaders and agents of change or transformational leaders.

### Learning outcomes

After completing this unit, Student Teachers will be able to:

- participate actively, within their capacity, in the process of planning, organizing, leading, and managing within the school system
- act as team players to meet the goals of their school system
- perform the role of an instructional leader and a transformational leader while leading teams in the professional learning communities that are functioning within their schools.

### Essential questions

- Why is it important to understand different key concepts of management?
- How can a teacher act as an instructional or a transformational leader?

### Weeks 1 and 2

- Organization, administration, management, supervision and leadership
- The functions of management (planning, organizing, leading, and controlling) and teachers' related role
- The levels of management

### Suggested readings

Sidhu, K. S. (2005). *School organization and administration*. New Delhi: Sterling Publishers, pp. 1–25.

### Weeks 3 and 4

- The teacher as leader:
  - As an instructional leader (strategic planning, vision, and mission)
  - As an agent of change or a transformational leader
- Human relationships: The base for educational leadership

### Suggested readings

Northhouse, G. (2007). *Leadership: Theory and practice*. New Delhi: Sage Publications, pp. 175–186.



Razik, T. A., & Swanson, A. D. (2010). *Fundamental concepts of educational leadership and management*. Upper Saddle River, NJ: Pearson, pp. 103–126.

## Unit 3: Core management skills for teachers

Duration of the unit: 4 weeks

### Unit description

In their Classroom Management course of B.Ed. (Hons), Student Teachers learnt the fundamental concepts of classroom management, such as time management. This unit provides the essential knowledge base for the core management skills necessary for school leadership. This will enable Student Teachers to develop skills useful for working with other teachers, parents, and administrators.

### Learning outcomes

After completing this unit, Student Teachers will be able to:

- critically analyse communication patterns between different groups within a typical school system
- demonstrate effective communication skills while working with the members of their school community
- explore and critically analyse available school records within the local schools.

### Essential questions

- Why is effective communication imperative for school organizations?
- How can teachers communicate effectively in the classroom and the school at large?
- Why should teachers learn conflict resolution techniques?
- What is the importance of managing different school records?

### Week 1

- Communication skills
- Communication process
- Directions of communication
- Barriers to communication
- Overcoming barriers to communication

### Suggested readings

Lunenburg, F. C., & Ornstein, A. C. (2007). *Educational administration: Concepts and practices*. Belmont, CA: Wadsworth Publishing Company, pp. 176–196.

## Week 2

- Interpersonal skills
- Managing conflict with the school community

### Suggested readings

Khan, D. S. (2009). *Educational management*. Lahore: Majeed Book Depot, pp. 199–210.

## Weeks 3 and 4

- School record management (concepts and principles)
- General records (about school, staff, and students)
- Financial records
- Educational records
- Equipment records
- Correspondence records
- Accounts

### Suggested readings

Sidhu, K. S. (2005). *School organization and administration*. New Delhi: Sterling Publishers, pp. 271–286.

# Unit 4: The school as a learning organization and teamwork in the workplace

Duration of the unit: 4 weeks

## Unit description

This unit introduces some of the key strategies in building the school as a learning organization, allowing Student Teachers to conceptualize their role and contribute effectively to their learning organization. It encompasses the role of empowering teachers in decision-making, as well as the relationship between the community and the school.

## Learning outcomes

After completing this unit, Student Teachers will be able to:

- become actively involved in the establishment and smooth running of school councils
- participate in shared decision-making and teamwork within their schools
- work as change agents and contribute to developing learning communities within their schools.

## Essential questions

- Why should school be a learning organization?
- How can teachers contribute to fostering learning communities?
- Why is teamwork needed for the smooth running of a school?

## Weeks 1 and 2

- Conceptualizing the school as a learning organization
- The establishment and smooth running of school councils
- Shared leadership
- Shared decision-making: Empowering teachers

## Suggested readings

Hoy, W. K., & Miskel, C. G. (2008). *Educational administration: Theory, research, and practice*. Boston: McGraw-Hill, pp. 33–36, 356–371.

## Weeks 3 and 4

- Managing cooperation within the school
- The relationship of the school with society
- Teamwork
- Considering schools as organizations and communities
- Leading purposeful change in schools: People, power, and culture

## Suggested readings

Shami, P. A., & Waqar, A. (2007). *School management and supervision*. Islamabad: Academy of Educational Planning and Management, pp. 3–5.

Busher, H. (2006). *Understanding educational leadership: People, power and politics*. New York: Open University Press, pp. 1–11, 148–162.

# Unit 5: School plant management

Duration of the unit: 2 weeks

## Unit description

This unit highlights the various aspects of effective school plant management. Such an understanding will assist Student Teachers in determining and accomplishing the centrality of their role in managing a school plant.

## Learning outcomes

After completing this unit, Student Teachers will be able to:

- take care of the school building and effectively use available resources
- promote a conducive learning environment within the school
- participate in scheduling day-to-day school activities
- manage the curricular and co-curricular activities of schools.

## Essential questions

- What is the role of teachers in school plant management?
- Why should a teacher know the roles and responsibilities of head teachers in relation to the management of school plant?
- How can teachers assist head teachers in managing the school plant?

## Weeks 1 and 2

- School plant management
- Building size, shape, design, construction, and maintenance
- Managing the school library, laboratories, and the playground
- The school environment (common principles)
- Scheduling and managing day-to-day activities, considering the available resources
- Planning and managing co-curricular activities

## Suggested readings

Sidhu, K. S. (2005). *School organization and administration*. New Delhi: Sterling Publishers, pp. 53–61.

## Course assignments

Assignments will be listed on a separate handout. These assignments will contribute to Student Teachers' learning and count towards their final grade.

## Assessment

A variety of assessments will be used in the course, including classroom presentations, assignments, and midterm and final examinations.

# SYLLABUS 2



## By

Dr Muhammad Ajmal Chaudhary, Dr Fazal-ur-Rehman, Rafiq Ullah, Aliya Ayub and Agha Haq Nawaz

## Year and semester

Year 3, Semester 8

## Credit value

3 credits

## Course description

The progress of any school system largely depends on the efficiency of school management. This course will empower Student Teachers with knowledge, attitudes, professional skills, and competencies to take up managerial roles to establish efficient school management within their local school contexts.

This course focuses on the conceptual understanding and implications of school management at the elementary level, enabling Student Teachers to develop their managerial and leadership skills and attitudes. The course material will allow them to develop the requisite skills and attitudes to contribute to creating learning communities within the learning organizations where they will work.

## Learning outcomes

After completing this course, Student Teachers will be able to:

- perform managerial functions to effectively manage primary schools
- explore and analyse relationship patterns at the school level
- utilize effective techniques in developing and maintaining positive relationships within their schools
- conceptualize their leadership role in building a learning organization
- take an active role in transforming their school into a learning organization.

# Unit 1: Introduction to school management

## Unit description

Schools are expected to serve the primary purpose of teaching and learning. In recent times there has been a call for greater attention to the role of teachers as participants and leaders in developing the school as a learning organization. The progress of a school system largely depends on the efficiency of school management. This unit provides introductory information about various aspects of school management. It deals with some basic knowledge, skills, and dispositions required to understand the nature, structure, and functions of school management.

## Learning outcomes

After completing this unit, Student Teachers will be able to:

- conceptualize school management and its principles and dynamics
- develop management skills to be implemented at different levels of the management hierarchy.

1

### UNIT 1:

### Introduction to school management

Week #	Topics/themes
1	Introduction to school management Conceptualizing school management and its principles and dynamics
2	The structure of school management Management skills and their implications at different levels of the management hierarchy

# Unit 2: The operations of school management

## Unit description

School management is an operational activity. This unit explores the knowledge and skills required for Student Teachers to perform their duties as managers in a school system. It will develop the skills of good planning, organizing, leading, coordinating, controlling, and evaluating the different operations in a school system. Student Teachers will also be able to use a feedback process for the improvement of different operations in a school.

## Learning outcomes

After completing this unit, Student Teachers will be able to:

- plan and prepare year calendars and schedulers
- plan and organize health, safety, and other co-curricular activities
- explore and analyse the head teacher's role in managing day-to-day activities
- explore and analyse the challenges to school management processes faced by contemporary educational leaders in Pakistan
- explore and analyse various academic, material, and financial records available in schools.

2

## UNIT 2:

## The operations of school management

Week #	Topics/themes
3	The functions of management: Planning <ul style="list-style-type: none"><li>• Basic concepts of planning</li><li>• Planning for school management</li><li>• Planning and preparing a year calendar</li><li>• Preparing a timetable and day-to-day activities schedulers</li></ul>
4	Organizing <ul style="list-style-type: none"><li>• The value of organizing for schools</li><li>• The teacher's role in planning and organizing different curricular and co-curricular activities</li><li>• Planning and organizing health, safety, and other co-curricular activities</li></ul>
5	The head teacher's role in managing day-to-day activities <ul style="list-style-type: none"><li>• Arranging classes</li><li>• Staffing arrangement</li><li>• Material provision</li></ul>

## 2

## UNIT 2:

## The operations of school management

6	<p>Leading</p> <ul style="list-style-type: none"><li>• Leadership qualities</li><li>• Challenges in school management processes faced by contemporary educational leaders in Pakistan</li></ul>
7	<p>Controlling for balance in management</p> <ul style="list-style-type: none"><li>• The process of controlling (avoiding overspending and underspending human, physical, and financial resources)</li><li>• Evaluation and feedback</li></ul>
8	<p>Record-keeping in school</p> <ul style="list-style-type: none"><li>• Academic records (attendance, student registration and progress, library, laboratory, etc.)</li><li>• Material records (furniture, equipment, etc.)</li><li>• Financial records (budget, purchases, fee collection, salaries, etc.)</li></ul>



## Unit 3: School and human relationships

### Unit description

This unit highlights the importance of school and human relationships within and outside the school premises. It identifies different types of interactions that assist in developing sound relations, which in turn contribute to the ultimate success of the school. It covers broad ranges of stakeholders that directly and indirectly influence how the school functions. This unit also explores inter- and intra-school relations and how they can contribute to the overall success of the institution.

### Learning outcomes

After completing this unit, Student Teachers will be able to:

- identify and analyse the role of different stakeholders in maintaining effective human relationships within the school system
- differentiate between inter- and intra-school relationships
- explore effective techniques for developing and maintaining positive relationships within a school.

3

### UNIT 3: School and human relationships

Week #	Topics/themes
9	Introduction: Stakeholders and relationship Inter- and intra-school relationships Principles and dynamics of school relationships
10	The head teacher and teachers The head teacher and students The head teacher and support staff
11	Teachers and students Teachers and teachers Teachers and support staff
12	Students and support staff Students and students Cooperation between the school and parents

## Unit 4: Leadership in a learning organization

### Unit description

School management is a multidimensional task. Current research informs us that schools, like any other organization, are in a learning mode; hence, Student Teachers will be introduced to the concepts of a learning organization and leadership within the learning organization. This unit will help them conceptualize the leadership role in building a learning organization and develop the skills required for promoting an environment conducive to developing a learning organization.

### Learning outcomes

After completing this unit, Student Teachers will be able to:

- conceptualize the leadership role in building a learning organization
- analyse and justify the styles and skills needed to provide an environment conducive to developing learning organizations
- participate in a team-building and visioning process of a learning organization.

4

### UNIT 4:

### Leadership in a learning organization

Week #	Topics/themes
13	Building a learning organization <ul style="list-style-type: none"><li>• Empowering leaders: Becoming a learning organization</li><li>• Learning organization and leadership styles</li></ul>
14	Organizational leadership <ul style="list-style-type: none"><li>• Leading a learning organization</li><li>• Charismatic and transformational leadership</li></ul>
15	Team leadership <ul style="list-style-type: none"><li>• The leader as a teacher: Shaping the shared vision of a learning organization</li></ul>
16	<ul style="list-style-type: none"><li>• Communication, coaching, and conflict management skills</li><li>• Team leadership and self-managed teams</li></ul>

## Teaching and learning approaches

Different teaching and learning approaches will be used during the course. They are based on developing the critical thinking, creativity, communication, and leadership skills of the Student Teachers. The following approaches will be employed during the course: interactive lecturing, PowerPoint and video presentations, role play, discussion, and cooperative learning strategies.

## Textbooks and references

The course will draw on textbooks, journal articles, and websites. A list of these will be distributed in class.

NOTE TO FACULTY USING THE CHAUDHARY ET AL. SYLLABUS: The following resources may be helpful in choosing appropriate readings. You may include your chosen list of readings in the syllabus or distribute it in class, but it should include only those resources that you expect students to use throughout the course. Other readings should be distributed as needed.

### Textbooks

Bush, T., & Bell, L. (Eds.) (2002). *The principles and practice of educational management*. London: Paul Chapman Publishing.

Copland, M. A., & Knapp, M. S. (2006). *Connecting leadership with learning: A framework for reflection, planning, and action*. Virginia: Association for Supervision and Curriculum Development.

Donaldson, G. A. (2006). *Cultivating leadership in schools: Connecting people, purpose, and practice* (2nd ed.). New York: Teachers College Press.

Government of Punjab, Punjab Middle School Project. (2000). *Changing school cultures: Follow up—case studies of Punjab*. Lahore: Lahore School Education Department.

Lussier, R. N., & Achua, C. F. (2007). *Leadership: Theory, application, skill development*. Stamford, CT: Cengage Learning.

Lunenburg, F. C., & Ornstein, A. C. (2007). *Educational administration: Concepts and practices*. Belmont, CA: Wadsworth Publishing Company.

Razik, T. A., & Swanson, A. D. (2010). *Fundamental concepts of educational leadership and management*. Upper Saddle River, NJ: Pearson.

Reeves, D. B. (2008). *Reframing teacher leadership: To improve your school*. Virginia: Association for Supervision and Curriculum Development.

Sidhu, K. S. (2005). *School organization and administration*. New Delhi: Sterling Publishers.

## Web-based sources

Brandt, R. (2003). *Is this school a learning organization: 10 ways to tell*. Journal for Staff Development, 24(1), 10–16. Retrieved from

➤ <http://www.scsk12.org/SCS/departments/Professional-Development/pdfs/Is-This-School-Lrn-Org.pdf>

Brewster, C., & Railsback, J. (2003). *Building trusting relationships for school improvement: Implications for principals and teachers*. Retrieved from

➤ [http://educationnorthwest.org/webfm\\_send/463](http://educationnorthwest.org/webfm_send/463)

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➤ <http://www.emerald-library.com>

3

# Representative syllabus with teaching notes



This section contains a syllabus with accompanying teaching notes. The Integrated Teaching Notes section offers additional notes that have been integrated using broad themes addressed in the course. Faculty who are teaching the course for the first time or who are interested in the process of curriculum design may find it useful to see how the authors of this representative syllabus chose to develop particular ideas and themes in their notes. (Ideas presented here are not duplicated in the Integrated Teaching Notes.)

### Contributed by

Dr Abida Siddiqui and Bushra Ghaus

### Year and semester

Year 3, Semester 8

### Credit value

3 credits

### Prerequisites

Successful completion of semesters 1–7

## Course description

Today's schools are experiencing a paradigm shift in both conceptions and operations related to school management. This has necessitated a change in perspective—viewing schools at the system level. Amid these changing realities, the role of teachers has emerged as being more dynamic and diffused at the system level. They are expected to be productive instructional planners and implementers, while also contributing to the schools and communities in which their role is embedded. Nevertheless, the head teacher's role in the school is not ignored, as Student Teachers may take up the role of head teacher in government or private schools, and all teachers have an important leadership role to play.

This course focuses on the conceptual understanding and implications of school management at the elementary level. A critical pedagogical approach lies at the heart of the course. By critically reflecting on various facets of contemporary management in Pakistani schools, Student Teachers will, on the one hand, become familiar with the current issues and challenges in the Pakistani context, while on the other hand, they will be placed in a better position to envision their roles within the broader school management system. This course aims at enabling Student Teachers to develop the requisite managerial skills and attitudes for executing meaningful activities that will contribute to a positive change in school and community environments.

## Course outcomes

At the end of this course, Student Teachers will be able to:

- develop an understanding of the school as a system and the teachers' role in its structure and functions across various managerial levels
- differentiate between leadership and management
- develop leadership skills to effectively perform their roles as a manager, as an instructional leader, and as an agent of change within the school system
- identify formal and informal channels of communication in Pakistani schools and their effect on the management of these schools
- acquire communication skills to manage effective communication in their own schools
- monitor and evaluate the management and effective utilization of human, material, and financial resources to promote the holistic development of students.

## Learning and teaching approaches

Principles of active, engaged learning, critical analysis, and problem-based learning are used. The sessions commence with a review of the literature to explore the concepts of diverse managerial contexts through a critical inquiry approach. Student Teachers will be given handouts, links to online reading material, and references to supplementary reading materials. Class time will be dedicated to group activities, such as discussions, presentations, field observations, case studies, and report-writing, thereby providing Student Teachers an opportunity to analyse and develop a critical analysis of how these concepts and situations relate to Pakistani contexts. The learning environment is designed to enable them to apply concepts and skills from the course in their future role as instructional leaders and managers.

## Unit 1: The school as a system

Duration of the unit: 2 weeks

### Unit description

This unit provides a framework for conceptualizing the school within the larger ecological and social system through the application of systems theory. An understanding of this unit will enable Student Teachers to execute their effective role amid the complexity of school and various levels of environmental subsystems.

## Learning outcomes

After completing this unit, Student Teachers will be able to:

- integrate their socio-educational knowledge and experiences with course content
- conceptualize the role of the school in light of systems theory
- justify the status of the classroom in the school as a system
- participate in a shared visioning process and in other collaborative learning and personal mastery activities.

## Essential questions

- How is the school seen as a system?
- How would you justify your role in the school system?

UNIT 1: The school as a system	
Week #	Topics/themes
1	Conceptualizing the school as a system The classroom in the context of the school
2	The teacher's role in the school system through: <ul style="list-style-type: none"><li>• Engagement in shared visioning</li><li>• Commitment to personal mastery</li><li>• Team or collaborative learning</li></ul> Review of Unit 1

## Unit 2: School leadership and management

Duration of the unit: 3 weeks

### Unit description

This unit provides the theoretical underpinnings of school leadership and management. Such a conceptual understanding will enable Student Teachers to apply the requisite leadership and managerial skills that are likely to produce favourable outcomes in their school system.



## Learning outcomes

After completing this unit, Student Teachers will be able to:

- differentiate between leadership and managerial skills
- understand the functions of management and evaluate the impact of these functions on the school system
- justify their role as manager
- determine and execute their requisite role as instructional leader and agent of change.

## Essential questions

- What are the differences between leadership and managerial skills?
- How are elementary schools managed?
- Why is instructional leadership an inevitable component of a school system?
- What kind of leadership is required for a school as a system?

2

### UNIT 2:

### School leadership and management

Week #	Topics/themes
1	Conceptualizing leadership Differentiating between leadership and management Defining managerial skills The role of the manager in a school
2	The functions of management: <ul style="list-style-type: none"><li>• Planning</li><li>• Organizing</li><li>• Leading</li><li>• Controlling</li></ul>
3	Leadership in the school as a system <ul style="list-style-type: none"><li>• The development of the teacher as a manager</li><li>• The development of the teacher as an instructional leader</li><li>• The development of the teacher as an agent of change</li></ul> Review of Unit 2

## Unit 3: Communication in schools

Duration of the unit: 5 weeks

### Unit description

This unit aims to improve Student Teachers' interpersonal communication skills while they execute their role within the school context in relation to students, supervisors, colleagues, parents, and the community at large. This unit outlines different paradigms for communication. It explores various forms of interpersonal communication and its effective application in the workplace. Strategies for eliminating the barriers to effective communication and for both persuasion and negotiation in communication are given.

### Learning outcomes

After completing this unit, Student Teachers will be able to:

- identify various channels of communication in schools
- understand various barriers to effective communication and identify methods for overcoming those barriers
- develop effective communication skills for meaningful engagement at all levels of school.

### Essential questions

- Why is effective communication imperative for school organizations?
- How can teachers communicate effectively in classrooms and in the school at large?

3

### UNIT 3:

### Communication in schools

Week #	Topics/themes
1	The significance of communication in schools Communication channels in schools
2	The identification of formal and informal channels of communication in Pakistani schools and their effect on the management of schools
3	Managing effective communication in schools through appropriate oral communication (presentation and speaking skills)
4	Managing effective communication in schools through appropriate writing skills (report-writing, memos, and official letters) Review of Unit 3

# Unit 4: Monitoring and evaluation in schools

Duration of the unit: 6 weeks

## Unit description

This unit highlights the theoretical and practical underpinnings of effective monitoring and evaluation across key areas within the school context. Such an understanding will assist Student Teachers in determining and accomplishing their role in instructional monitoring and evaluation.

## Learning outcomes

After completing this unit, Student Teachers will be able to:

- develop a concise understanding of the concepts of monitoring and evaluation
- identify the strategies for carrying out effective monitoring and evaluation
- gain knowledge and skills in using different methods for providing feedback.

## Essential questions

- What is the role of teachers in school monitoring and evaluation?
- How do teachers execute their role in school monitoring and evaluation?

4

### UNIT 4: Monitoring and evaluation in schools

Week #	Topics/themes
1	Essentials of and myths about monitoring and evaluation The head teacher's role in: <ul style="list-style-type: none"><li>• Monitoring and evaluating students' performance</li><li>• Developing and planning the yearly calendar for school activities</li><li>• Working with parents</li><li>• Supervising the implementation of the curriculum</li></ul>
2	The head teacher's role in: <ul style="list-style-type: none"><li>• Monitoring and evaluating staff performance</li><li>• Delegating responsibilities</li><li>• Developing and implementing an appraisal system for both academic and support staff</li></ul>
3	The head teacher's role in providing and monitoring the effective utilization of financial resources

## 4

## UNIT 4:

## Monitoring and evaluation in schools

4	<p>The teacher's role in:</p> <ul style="list-style-type: none"> <li>• Self-evaluation as an instructor</li> <li>• Monitoring student learning and providing effective and authentic feedback</li> <li>• Record-keeping</li> <li>• Pastoral care of students</li> </ul>
5	<p>The teacher's role in:</p> <ul style="list-style-type: none"> <li>• Planning and implementing health, safety, and other co-curricular activities</li> <li>• Curriculum revision</li> </ul>
6	<p>Review of Unit 5</p> <p>Review of all units</p>

## Course assignments

The Instructor has discretion in planning the assignments as per the learning outcomes defined for each course. These assignments will contribute to Student Teachers' learning and count toward their final grades. Rubrics for assessment will be provided as a separate handout by the Instructor.

## Grading policy

Grading of this course follows the university's policies. This information will be disseminated by the facilitator early in the course and will include both coursework and examinations (midterm and final examinations). It is, however, recommended that, as per the HEC policy, a minimum of 40% of the course grade be determined by coursework. Formative assessment, through graded and non-graded assignments, quizzes, and class activities, would remain a regular feature throughout the units. Class participation and quizzes would constitute 12.5% of the coursework, while assignments would contribute 25% of the course grade. Class presentations and class activities would constitute 37.5% of the total coursework.

## Textbooks and references

The course will draw on textbooks, journal articles, and websites. A list of these will be distributed in class.

# TEACHING NOTES



To accompany the syllabus by Dr Abida Siddiqui and Bushra Ghaus

## Textbooks and resources

The authors of this curriculum have chosen to include targeted textbooks and web resources specific to each session (see below). The choice of how to organize a syllabus will reflect university requirements and the preference of the faculty. The choice of how to organize teaching notes and what to include is highly individualized.

## Unit 1: The school as a system

### Teaching strategy

Before the introduction of the course, Student Teachers will share their reflections based on personal school experiences, thereby determining the strengths and weakness of those systems. Such diverse perspectives will prepare the ground for a conceptual and contextual understanding of subsequent topics on school management.

### Textbooks specific to Unit 1

Blandford, S., & Welton, J. (1999). *Restructuring: The key to effective school management, Education management series*. London: Routledge.

Banathy, B. H. (1991). *Systems design of education: A journey to create the future*. Englewood Cliffs, NJ: Educational Technology Publications.

Gatwick, C. (2012). *Home, school and community relations*. New York, NY: Macmillan.

### Web-based sources specific to Unit 1

Aronson, D. (1996). *Overview of system thinking*. Retrieved from

➤ [http://resources21.org/cl/files/project264\\_5674/OverviewSTarticle.pdf](http://resources21.org/cl/files/project264_5674/OverviewSTarticle.pdf)

Brown University. (2005). Teaching and persuasive communication: Class presentation skills. *A handbook for faculty teaching assistants and teaching fellows*. This document is available online. To retrieve this document, search for the full name of the document.

Purdue Online Writing Lab. (n.d.). *Professional, technical writing*. Retrieved from

➤ <http://owl.english.purdue.edu/owl/section/4/16/>

Mind Matters. (n.d.). *The school as a system*.

➤ [http://www.mindmatters.edu.au/resources\\_and\\_downloads/staff\\_matters/the\\_organisational/useful\\_information/the\\_organisational\\_the\\_school\\_as\\_a\\_system.html](http://www.mindmatters.edu.au/resources_and_downloads/staff_matters/the_organisational/useful_information/the_organisational_the_school_as_a_system.html)

The Classroom System. (n.d.). *System: Classroom*. Retrieved from

➤ <http://www.theclassroomsystem.org/System/>

Dhavale, G. (2010). *What is the role of a teacher?* Retrieved from

➤ [www.buzzle.com/articles/what-is-the-role-of-a-teacher.html](http://www.buzzle.com/articles/what-is-the-role-of-a-teacher.html)



## Unit 1, Week 1 (3 hours)

### Background information for faculty

School management entails a holistic approach through systems thinking. The broader perspective will allow stakeholders to understand their roles within the school management landscape. Systems thinking allows conceptualizing the role of a school within the larger ecological and social system through the application of systems theory. An understanding of this unit will enable Student Teachers to perform their effective role amid the complexity of the school and various levels of environmental subsystems.

A system is an interdependent group or items forming a unified whole. It can range from very simple (filling a glass of water) to extremely complex (climate change), and is constantly working to maintain stability through feedback loops using inputs and outputs (Jacobs, 2008).

Organizational systems are more complex, having two distinct sections—the internal system and the external system. The internal system consists of various parts of the organization, including products or services produced, the material and tools used for producing products or services, the relationship people have with each other, and so on. The external system, on the other hand, is everything outside the organization that influences it. This includes competitors, the environment, regulations, the political landscape, the community, and the like. The internal and external systems interact not only within themselves but also with each other. Observing and understanding these interactions is called systems thinking (Jacobs, 2008).

Systems thinking refers to the relationship among the parts that constitute a whole system. It enables leaders to look for the flow, direction, and network of relationships that accomplish the performance of the organization as a whole. Thus, systems thinking is a mental discipline of seeing patterns and interrelationships. The complexity of an organizational system as a whole will increase leadership challenges, but once the leaders have developed the ability to see structures that underlie complex situations, they can facilitate organizational improvement. Developing such ability requires seeing the big picture or developing the peripheral vision, which is an ability to view an organization through a wide-angle lens, rather than a telephoto lens (Senge, as cited in Daft, 2008).

## Session outcomes

After completing this session, Student Teachers will be able to:

- understand the nature of the School Management course and contribute to developing a collaborative and conducive learning environment within the classroom
- correlate their socio-educational knowledge and experiences with the course content
- conceptualize the role of the school in light of systems theory.

## Classroom activities

### ▶ 1. Introduction and overview of the course (1½ hours)

Introducing the course and the university's policies

After welcoming the Student Teachers, introduce yourself. Describe the nature and expectations of the course. Explain any policies that are likely to be unfamiliar, bearing in mind the experiences of Student Teachers in the programme either at a college or at the university. Develop general rules or social skills for the classroom, such as taking turns, valuing each other's work, providing constructive feedback or criticism, and so on, with the help of the Student Teachers.

Getting to know

Use either or both of two 'getting to know' activities. The purpose of these activities will be to allow each Student Teacher to speak, share experiences, and develop a flexible, non-threatening and friendly learning environment.

#### **Getting to know activity 1: Questionnaire**

Provide a questionnaire with 20 to 22 questions or statements to enable Student Teachers to obtain information about their peers. Examples of these questions or statements might be:

*Find a person who came by rickshaw to the university this morning.*

*Find a person who watched television in the morning.*

*Find a person who polished his/her shoes last night*

At least some of the questions should bear on the course content, for example:

*Find a person who would like to be a school head (or principal) sometime in the future.*

*Find someone who was afraid of the school head (or principal) when they were in elementary school.*

### **Getting to know activity 2: Pair interviews and small-group introductions**

Divide Student Teachers into pairs. Have pairs interview each other to find out about their general interests, qualifications, workplace experience (if any), expertise, and so on. If they already know each other, ask them to find out something new about the other person or have them focus their interview on beliefs about the role of school leaders. After about 5 minutes, put pairs together into groups of four to six students. Ask pairs to introduce each other to the small group. If they already know everyone, ask them to share one thing their partner believes about school leadership. Gather the class together. Invite some volunteers to share their workplace or student-teaching experiences with the whole group. Ask probing questions to find more relevant information about the presenter's school system, for example the leadership styles followed by the school management, the decision-making process, successes and failures as a consequence of good or bad decisions, communication patterns, and so on. This activity will provide you with examples of various school systems. Use these examples to elaborate on the concept 'school as a system'.

NOTE: Many Student Teachers may not have been focused on issues outside their immediate student-teaching classroom. You may need to ask probing questions and challenge them to open their eyes to the school outside the immediate classroom where they are teaching or have taught.

#### Student Teachers' expectations from the course

Have the class return to the groups they were in. Provide two strips of chart paper to each group. Label one 'Know' and the other 'Want to know'. Ask each group to discuss what they already know about school management and what more they want to know about it (their expectations). Have a recorder list the ideas and then post the chart paper strips. You might have them do a gallery walk to look for common knowledge and expectations from the course. Alternatively, you could have two representatives from each small group display the group's common knowledge and expectations for the class and explain these to the class.

#### Walking through the course syllabus

'Walk' the class through the course syllabus. Point out where topics of the syllabus connect with the shared expectations of the Student Teachers. Note any of their expectations that are not considered in the course syllabus. Explain that you will deal with such expectations while teaching the course.

## **► 2. Systems thinking and conceptualizing school as a system (1½ hours)**

#### Recalling primary school experiences

Divide the class into small groups. (You may want to mix groups according to background and experience, so that you have maximum diversity in the groups.) Ask each group to recall their observation and experiences of primary schools and highlight the role of their primary school for them and their communities. Through discussion, let each group prepare a brief presentation on the role of school in their experience and present it to the class.



Literature sharing

### **PowerPoint presentation**

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After the Student Teachers' presentations, give input on the topic 'systems thinking' and share relevant literature through a PowerPoint presentation. (See the PowerPoint presentation 'Introduction to Systems Thinking' in the Resources and Materials section of this document.)

### **Intensive reading**

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Have Student Teachers work in their respective groups once again to read and discuss the handout on 'School as a System'. (See the section on Integrated Teaching Notes for this handout.) In what ways might the reading invite them to reconceptualize the role of their primary schools in their life and their communities?

Ask probing questions to help group members identify whether the concept of the role of primary school is changed or modified after the PowerPoint presentation or reading the handout on 'School as a System'. Ask the Student Teachers to justify new, emerging concepts and share these with the bigger group. (Use the Teaching Notes on 'Systems Thinking' to prepare the handout before class.)

### **Assessment**

Focus on how Student Teachers demonstrate their understanding of the concept 'systems thinking' and their ability to analyse the role of the school as a system. The following proposed assessment task can be used to assess the acquisition of the expected knowledge and skills:

### **Assessment task**

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Recall classroom discussions, group work, presentations, and reading tasks, and consult at least one authentic library or Internet resource. In no more than 250 words, write your response to the following items:

- 1) Systems thinking means becoming expansive in thinking rather than reductive (Jacobs, 2008). With the help of an example, explain the above statement.
- 2) Explain the following terms in relation to classrooms as systems:
  - a) Microsystem
  - b) Mesosystem
  - c) Exosystem
  - d) Macrosystem

### **Assessment criteria**

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Use an assessment rubric to mark Student Teachers' work. (See the Resources and Materials section of this document.)

## Resources

Whiteboard, markers, white sheets, PowerPoint presentation, and handouts on the course outline and 'School as a System'.

## Sources

Daft, R. L., & Lane, P. G. (2008). *The leadership experience* (4th ed.). Mason, OH: Thomson.

Jacobs, M. (2008). *Systems thinking: The fifth discipline of learning organizations*. Retrieved from

➤ <http://systemsinsync.com/pdfs/martyarticles/SystemsThinking.pdf>

Rowitz, L. (n.d.). *Introduction to systems thinking*. PowerPoint presentation in Readings and Resources section of the course guide.



## Unit 1, Week 2 (3 hours)

### Background information for faculty

The classroom within a school itself is system. Four essential elements of curriculum at classroom level are students, teacher, content, and context. They are interconnected, interdependent, and of equal importance (Schwab, as cited in Barshes, 2012). The primary goal of the classroom is to produce learning among students that is aligned to the curriculum (Posner, as cited in Barshes, 2012). Therefore, every classroom is a system whose subsystems are students, teacher, content, and context (Barshes, 2012).

The most important participants in the classroom are the students and the teacher. Their demographic background, personalities, and so on play important roles in shaping the classroom into a unique, living system. The content being taught or learnt becomes a third essential component of the classroom. The fourth element, which is context, has significant implications for every classroom (Barshes, 2012). Owing to the importance of the context, systems thinkers name systems thinking 'contextual thinking' (Capra, as cited in Barshes, 2012). Context is all about connections, whether outward or inward, visible or invisible (Barshes, 2012). Thus, all learning is situated, that is, defined, by the activity, participants, and culture in which it is embedded (Lave & Wenger, as cited in Barshes, 2012).

### The teacher's role in the school system

Teachers are the ones who shape the life of children. They are role models, as students are influenced by their character, affection, commitment, competence, and moral ethics. As role models, they must be at their best in front of the students. They have various roles to play in school. The first role is that of facilitator. They should help students construct their own knowledge and acquire skills related to a particular field. They should provide the right attitude to the students with guidance, support, and inspiration, so that the students can find the right path. The role of a teacher is pivotal to the education system. The teacher virtually decides the quality, success, or failure of the education system. This role is so important for a country that if the nature of its citizens is to be determined, the nature of teachers should be examined (Dhavale, 2010).

## Session outcomes

After completing this session, Student Teachers will be able to:

- justify the status of the classroom within the school system
- execute their requisite role within the school system.

## General misconceptions and limitations

It is assumed that Student Teachers have the general opinion that the classroom is a place where only teaching-learning processes take place. They do not have a clear picture of the classroom as part of a social unit or subsystem. Accordingly, they confine their role to that of a traditional teacher who is only concerned with completing the syllabus.

## Classroom activities

### **1. A thought question: Classroom in the context of school**

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Put the following question to the Student Teachers: What is the status of the classroom in the context of a school system? Elicit responses from as many members of the class as time permits. Note if someone is not interactive in the class, and pay special attention to the motivation of the Student Teachers.

### **2. A mini-lecture**

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After obtaining responses from the Student Teachers, explain the role of the classroom as a part of a school system through an interactive mini-lecture. The lecture may be developed from given teaching notes (Barshes, 2012).

### **3. Intensive reading: The role of teacher in the school system**

---

Divide the class into small groups. Provide a case study on the role of teachers in the school system for intensive reading. Discuss the case and highlight the findings of the case study on a poster or chart paper. Let groups share their finding by a gallery walk presentation.

### **4. Restrengthening of understanding**

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Provide comments on each poster during the gallery visit. Clarify new concepts and discuss inaccuracies or misinformation about the context of a teacher's role in the school system.

### **5. Short quizzes**

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Ask thoughtful questions about Unit 1 for diagnostic purposes. On the basis of the Student Teachers' responses, prepare Unit 2, incorporating their prior knowledge and addressing their misconceptions. (For ideas on the preparation of short quizzes, see the Materials and Strategies section of this document.)

## Assessment

### Assessment task

The assessment is based on voluntary participation in responding to the thought question, apparent attentiveness to the mini-lecture, active participation in the group study, the use of critical thinking in the selection of findings from given handouts, effective written communication through poster gallery presentations, and performance on short quizzes.

Address the following question in your journal: How would you justify your role in a school system?

#### Assessment criteria

Use the assessment rubric to mark Student Teachers' work on the writing task. (See the Resources and Materials section of this document.)

## Background information for faculty on Unit 1: The school as a system

### What is a system?

See notes above and refer to the PowerPoint previously presented.

### Systems thinking

Comments about systems thinking from the literature (in addition to those cited above):

'The ability to see the synergy of the whole rather than just the separate elements of a system and to improve whole system patterns...' (Senge, as cited in Daft, 2008).

'It is becoming expansive in thinking rather than reductive' (Jacobs, 2008).

'Many people are trained to solve problems by breaking a complex system into discrete parts and working to improve it; making it work as well as it can work. However, the success of each part does not add up to the success of the whole. In fact, in some cases making changes in a discrete part with the intention of the improvement of that part makes the whole system function less effectively' (Daft, 2008).

'Consider a city embarked upon building roads to reduce traffic congestions without whole-systems thinking. With availability of new roads, more people may start travelling to the city, resulting in increased traffic congestion, delays, and pollution problems' (Sterman, as cited in Daft, 2008).

'There are three key concepts of systems thinking, including reinforcement feedback, balancing feedback, and delays. Reinforcing feedback loops either fuel growth or create decline in systems. Balancing feedback loops are those attempts that maintain equilibrium. These systems are goal oriented and do whatever is required to reach the goal. Delays are inevitable in any organization and cause instability in the system' (Jacobs, 2008).

'An important element of systems thinking is to determine circles of causality' (Daft, 2008).

'Systems thinking is proactive and circular in nature and not linear thinking, which tends to be reactive' (Jacobs, 2008).

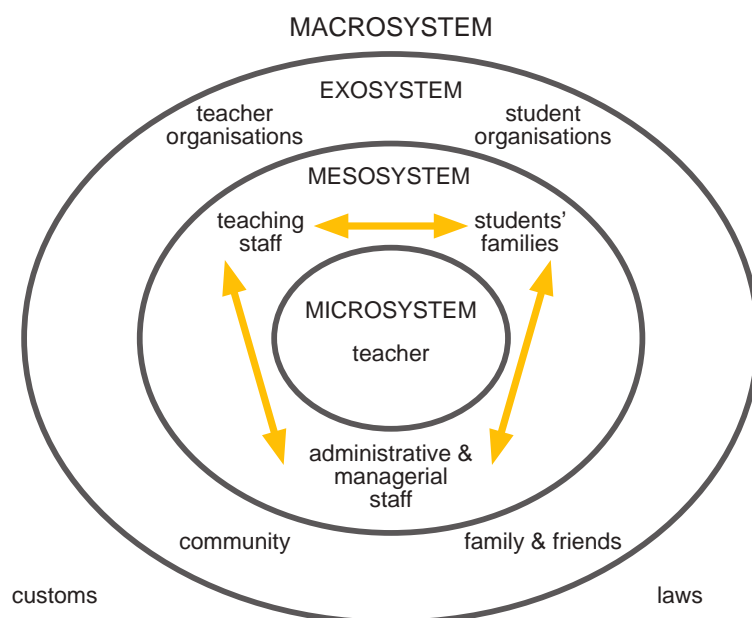
'Reality is made up of circles rather than straight lines' (Senge, as cited in Daft, 2008). (Consult the following sources for the circles of causality: Senge, P. M. (as cited in Daft, R. L., & Lane, P. G. (2008). *The leadership experience* (4th ed.). Mason, OH: Thomson.)

## Conceptualizing school as a system

Systems theory helps us to think about physical, biological, and social systems (Slee & Shute, as cited in Mind Matters, 2010). It has been used very effectively for understanding child development and family relationships, but it can also be used for schools and teachers in schools (Mind Matters, 2010).

According to Bronfenbrenner (as cited in Mind Matters, 2010), systems theory views a person as operating within a complex system of relationships. The person is affected by both the immediate settings, such as the family and school system, and the broader settings, such as cultural values and programmes. The following diagram highlights different levels of a school system.

Exhibit 1.2: The school as a system



(Adopted from Berk, 1993, p. 27, as cited in Mind Matters, 2010)

Source: Mind Matters. (2010). *The school as a system*. Retrieved from

➤ [http://www.mindmatters.edu.au/resources\\_and\\_downloads/staff\\_matters/the\\_organisational/useful\\_information/the\\_organisational\\_the\\_school\\_as\\_a\\_system.html](http://www.mindmatters.edu.au/resources_and_downloads/staff_matters/the_organisational/useful_information/the_organisational_the_school_as_a_system.html)

(For classroom use only. Provided sources are acknowledged, material may be copied for use with teachers.)

In Exhibit 1.2, the microsystem at the inner circle is the teacher, encompassing the activities and interactions with the teacher's immediate surroundings. At the mesosystem level are the microsystems, such as families of other teachers and students. The exosystem is a system that does not contain teachers, but has a significant effect on their lives and work. These settings may include professional and community organizations. The outer level is the laws and customs that operate in society as a whole (Mind Matters, 2010).

According to systems theory, interventions at any level of the environment can affect the system as a whole (Beck, as cited in Mind Matters, 2010). For example, changes in social values concerning education at the macro-level may result in changes to budget allocations at the exo-level, to class size at the meso-level, and to a teacher's workload at the micro-level. Conversely, a teacher's voice at the micro-level may change school policy at the meso-level, then representations to the government and the community at the exo-level, and a change in values at the macro-level (Mind Matters, 2010).

Barshes, D. (2012). *The classroom system: A living pedagogy*. Retrieved from  
➤ <http://www.theclassroomsystem.org/System/>

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Barshes, D. (2012). *The classroom system: A living pedagogy*. Retrieved from  
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Dhvale, G. (2010). *What is the role of a teacher*. Retrieved from  
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Jacobs, M. (2008). *Systems thinking: The fifth discipline of learning organizations*. Retrieved from  
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Mind Matters. (2010). *The school as a system*. Retrieved from  
➤ [http://www.mindmatters.edu.au/resources\\_and\\_downloads/staff\\_matters/the\\_organisational/useful\\_information/the\\_organisational\\_the\\_school\\_as\\_a\\_system.html](http://www.mindmatters.edu.au/resources_and_downloads/staff_matters/the_organisational/useful_information/the_organisational_the_school_as_a_system.html)

## Unit 2: School leadership and management

### Teaching strategy

Provide different case studies to Student Teachers for critical analysis of managerial and leadership practices. Furthermore, field observations will enable them to probe the relevant issues in those contexts.

### Web-based sources specific to Unit 2

Mendez-Morse, S. (1992) *Leadership characteristics that facilitate school change*. You can download the full text of this document from <http://www.seidl.org/pubs/catalog/items/cha02.html>. You will need to log on but the research is free.

London Mentors. (n.d.). *Teacher as a manager*. Retrieved from  
➤ <http://www.londonmentors.net/primary/index.php?theme=2>

Badley, G. (2006). The teacher as change agent. *British Journal of In-Service Education*, 12(3), 151–158. doi:10.1080/0305763860120305

## Unit 2, Week 1 (3 hours)



### Background information for faculty

Leadership is a solution to the problem of collective effort, that is, the problem of bringing people together and combining their efforts to gain success and promote survival (Hogan et al., as cited in Kaiser, Hogan & Craig, 2008; Hogan & Kaiser, as cited in Kaiser, Hogan & Craig, 2008). This definition has three implications. First, leadership involves influencing individuals to willingly contribute to the good of the group. Second, leadership requires coordinating and guiding the group to achieve its goals. Finally, goals vary by organization (Kaiser, Hogan & Craig, 2008).

Henry Mintzberg identified ten managerial roles that a leader performs to achieve organizational objectives. These roles can be classified in three categories: interpersonal roles, informational roles, and decisional roles (Lussier & Achua, 2007). To perform the managerial roles effectively, leaders need to develop certain managerial skills. Managerial skills are sets of qualities that enable managers to manage their work effectively (Kamble, 2011). Managers need three kinds of skills: technical skills, human skills, and conceptual skills (Kartz, as cited in Kamble, 2011). The degree of these skills varies when a manager moves up and down in the management hierarchy, but each manager needs to possess these skills (Daft & Marcic, 2006).

### Leadership managerial roles

Mintzberg identified ten managerial roles that a leader performs to achieve organizational objectives. These roles can be classified in three categories (Mintzberg, as cited in Lussier & Achua, 2007): (1) interpersonal role, (2) informational role, and (3) decisional role.

- 1) Interpersonal roles include that of figurehead (officially representing the organization), leader (performing management functions), and liaison (representing the school to organizations and persons outside the school).
- 2) Informational roles include that of monitor (progress, problems, and opportunities for the organization), disseminator (of information), and spokesperson (for the organization).
- 3) Decisional roles are that of entrepreneur (innovating and initiating improvements), disturbance-handler (managing conflict or crisis), resource allocator (human and material resources), and negotiator (terms and conditions of employment or services).

### Managerial skills

Managerial skills are sets of qualities that enable managers to manage their work effectively (Kamble, 2011). They need three kinds of skills: technical skills, human skills, and conceptual skills (Kartz, as cited in Kamble, 2011). The degree of these skills varies when a manager moves up and down in the management hierarchy, but each manager needs to possess these skills.

Kamble (2011) identified eight managerial skills from the review of literature:

- Technical
- Interpersonal
- Conceptual
- Analytical
- Decision
- Human
- Communication
- Time management

## Functions of management

Management is defined as the effective and efficient attainment of an organization's goals through planning, organizing, leading, and controlling organizational resources (Daft & Marcic, 2006). This definition contains two main ideas: (1) management performs four functions to achieve the organization's goals; and (2) the attainment of these goals is effective (the maximum degree to which the organization can achieve its goals) and efficient (the minimum use of resources to gain the maximum outcome). Though some management theories identify additional functions of management, such as staffing, communicating, or decision-making, these can be considered subfunctions of the four basic functions.

## Session outcomes

After completing this unit, Student Teachers will be able to:

- understand the key concept of leadership
- recognize the identical characteristics of leadership
- conceptualize management
- identify managerial skills
- define the role of management in school.

## General misconceptions and limitations

Instructors may assume that Student Teachers have a clear-cut concept of a school as a system after the first sessions. It will be important to keep revisiting the concept while moving forward to develop critical thinking to discriminate between leadership and managerial skills.

## Classroom activities

### **1. Brainstorming: Conceptualizing leadership**

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Show the picture of Quaid-e-Azam Muhammad Ali Jinnah on multimedia. Ask: Why do we call him the Founder of Pakistan?

### **2. Minute paper**

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Have Student Teachers to take a minute to write their answer to the given question.



### **3. Group review**

---

Divide the class into five groups to share the minute papers. Assign a group recorder. Have the group note overlapping or similar justifications. Let the recorder list only justifications that are different from one another. Have the groups share one justification with the other groups and ask the class to notice any overlaps.

### **4. Mini-lecture: Characteristics of leadership**

---

In a mini-lecture, build on justifications to highlight the characteristics of leadership. (See Lussier, R. N., & Achua, C. F. (2007). *Leadership: Theory, application, skill development*. Mason, OH: South Western Cengage Learning, for help in preparing your key points.)

### **5. Presentation through multimedia: Defining managerial skills and their role**

---

Use an interactive presentation to develop the concept of management, its skills and role. Engage the whole class in interaction. (See Daft, R. L., & Marcic, D. (2006). *Understanding management* (5th ed.). Mason, OH: Thomson; Kamble, R. R. (2011). Management skills for organizational performance: An analytical study. *Indian Streams Research Journal*, 1(1), 23–27. For ideas about interactive presentations, refer to the Methods and Strategies section of this document.)

### **6. Short quizzes**

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Use the following or similar questions, either orally or on a pop quiz paper:

- What do you mean by management?
- List the managerial skills.
- What is the role of management in school?

(For ideas about short quizzes, see the Methods and Strategies section of this document.)

### **7. Collaborative teaching**

---

Divide the class into three groups and ask Student Teachers to help clarify any distorted concepts by explaining them to each other. You may want to provide a brief concept paper of 1–2 paragraphs that summarizes key concepts in this unit to brief them for their role in critiquing each other's knowledge. Supervise the class for the smooth running of cooperative learning and to ensure that Student Teachers are sharing appropriate information with each other rather than reinforcing distorted concepts.

## **Assessment**

### **Assessment task**

Continuously collect formative assessments through careful observation of the Student Teachers and their engagement with and response to various activities. Assign them to visit laboratory schools, student-teaching or practicum site schools, or focus on their practicum placement (for those who are doing a concurrent practicum) and observe the work of the head teacher. Notice how or if the head teacher shows leadership and management skills. Have them record their ideas in their journals about how these are differentiated.

## Assessment criteria

The assessment rubric will be used to mark Student Teachers' work. (See the Materials and Resources section of this document.)

## Resources

Whiteboard, markers, white sheets, and handouts.

## Sources

Daft, R. L., & Marcic, D. (2006). *Understanding management* (5th ed.). Mason, OH: Thomson.

Kamble, R. R. (2011). Management skills for organizational performance: An analytical study. *Indian Streams Research Journal*, 1(1), 23-27.

Kaiser, R. B., Hogan, R., & Craig, E. B. (2008). Leadership and the fate of organization. *The American Psychological Association*, 63(2), 96-110. doi:10.1037/0003-066X.63.2.96

Lussier, R. N., & Achua, C. F. (2007). *Leadership: Theory, application, skill development*. Mason, OH: South Western Cengage Learning.

Rothbauer-Wanish, H. (2009). *Four functions of management*. Retrieved from > <http://suite101.com/article/four-functions-of-management-a113463>.

## Unit 2, Week 2 (3 hours)



### Background

Management is defined as the effective and efficient attainment of an organization's goals through planning, organizing, leading, and controlling organizational resources (Daft & Marcic, 2006). This definition contains two main ideas: (1) management performs four functions to achieve an organization's goals; and (2) the attainment of an organization's goals is effective (the maximum degree to which the organization can achieve its goals) and efficient (the minimum use of resources to gain the maximum outcome). Some management theories identify additional functions of management, such as staffing, communicating, or decision-making, but these can be considered subfunctions of the four basic functions (Daft & Marcic, 2006).

### Session outcomes

After studying this unit, Student Teachers will be able to:

- understand the functions of management
- participate in management functions under their capacity.

### General misconceptions and limitations

After completing three sessions, the Student Teachers will have enough understanding of management to deal with more advanced concepts. The Instructor will progress to explaining the whole framework of management as a function of management.

## Classroom activities

### 1. Brainstorming: The functions of management

---

Organize the class into groups of five to six members. Have Student Teachers brainstorm about the following scenario:

The school where you teach was destroyed during severe floods and has been closed for nearly a year. The provincial government has asked faculty of the school to establish a new school. You have been given the authority to plan it from the 'ground up'. Brainstorm about the tasks that you think a faculty committee would have to address in order to plan a new school. List these on chart or poster paper. How might they go about organizing for the completion of these tasks? Be prepared to share your ideas (allow about 15–20 minutes).

### 2. Group discussion

---

Compare lists. Facilities should include any missing elements. Once the list seems complete, ask:

- What would be the conceptual guidelines for the task? How would a committee arrive at these?
- What human and material resources would be needed?
- How would the group monitor and evaluate its work?

Guide the discussion and supply information as needed. Help Student Teachers evaluate their comments in light of reality. The idea is for them to see how large a task of creating a school would be and why a systems approach could assist them in such a task.

### 3. Overview by Instructor

---

Consolidate the whole session in a mini-lecture to strengthen the knowledge acquired by the Student Teachers.

## Assessment

### Assessment task

Have class members write their responses to the following questions:

- What is meant by the functions of management?
- How does planning work?
- How will you organize human and material resources?
- What is leading in management?
- How will you control management?

Check and return the written responses on given papers.

### Assessment criteria

The assessment rubric will be used to mark Student Teachers' work. (See the Materials and Resources section of this document.)

## Sources

Daft, R. L., & Marcic, D. (2006). *Understanding management* (5th ed.). Mason, OH: Thomson.



## Unit 2, Week 3 (3 hours)

### Background information for faculty

#### The teacher as a manager

The concept of the teacher as a manager is established as important for effective teaching. From the data collected from 11 countries, five dimensions have been identified: knowledge of substantive curriculum areas and content; pedagogic skill; ability to be self-critical; commitment to the acknowledgement of the dignity of others; and managerial competence (London Mentors, n.d.).

#### The teacher as an agent of change

The teacher as a change agent should be aware of the various elements and stages of change. It should also be noted that the change or innovation itself is subject to modification and alteration by both teachers as change agents and by their colleagues in the immediate change context: the educational institute. The roles required for the teachers as change agents are both demanding and varied, including that of leadership, facilitator, and communicator (Badley, 2006).

### Session outcomes

After studying this unit, Student Teachers will be able to:

- justify their roles as managers
- be prepared to execute their roles as instructional leaders
- determine their job description as an agent of change in the school and the community.

### General misconceptions and limitations

It is assumed that Student Teachers have a distorted concept of their job description and that their concern is with teaching only, while they expect the remaining tasks to be completed by the head teacher.

### Classroom activities

#### **1. Guest speaker: The role of the teacher as a manager and an agent of change**

Invite a primary school teacher (who has played a leadership role) to share his or her professional experience. The guest speaker will highlight the following aspects:

- a) Their contribution as an instructional leader (under unfavourable circumstances)
- b) How and why did they plan and accomplish their mission?
- c) How do they run the daily affairs of professional life as a manager or what was the nature of managerial work in their profession?
- d) Progress of the school before and after their leadership.

Guide Student Teachers to note the key points from the discussion. The areas to note are:

- a) Their role as instructional leader
- b) Their role as manager
- c) Impacts of their role on the school and community (as an agent of change)

## **2. Open discussion with guest speaker**

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Ask the speaker to reserve time for questions and answers at the end.

## **3. Gallery presentation**

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Divide the class into three groups: a) the teacher as manager, b) the teacher as instructional leader, and c) the teacher as an agent of change. Let every group prepare either posters or charts exhibiting relevant information and ideas for a gallery visit. Let them visit others' gallery and provide feedback on their work.

## **4. Final remarks by Instructor**

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Comment on the gallery presentations and consolidate the whole session through a mini-lecture to strengthen their knowledge. You might use a video clip for generating discussion on the teacher's role as an agent of change. (Please consult the video clip available at <http://www.youtube.com/watch?v=dRYU64-4XLQ&feature=related>)

## **Assessment**

### Assessment task

Help Student Teachers develop an observation diary highlighting the following areas:

- a) The role of the primary school teacher as a manager
- b) The role of the primary teacher as an instructional leader
- c) The role of the primary teacher as an agent of change

Divide the class into convenient groups to visit a laboratory school or a practicum school to observe and maintain an observation diary. (If Student Teachers are in a concurrent practicum, they may use their own school.) Randomly check selected observation diaries.

### Assessment criteria

The assessment rubric will be used to mark Student Teachers' work. (See Readings and Resources section in the course guide.)

## **Sources**

Badley, G. (2006). The teacher as change agent. *British Journal of In-Service Education*, 12(3), 151–158. doi:10.1080/0305763860120305

London Mentors (n.d.). *Teacher as manager*. Retrieved from

➤ <http://www.londonmentors.net/primary/index.php?theme=2>

## Unit 3: Communication at schools

### Teaching strategy

The initial session will incorporate brainstorming by encouraging Student Teachers to elicit some of the attributes of effective communication from their individual perspectives. This activity will be followed by dialogue between two Student Teachers through role play. The class will then be asked to analyse the communication pattern and identify the barriers in that connection. A subsequent short presentation or lecture supported by related videos will assist in clarifying concepts. Sessions will also incorporate recorded practice of presentation and verbal skills, with the effective use of non-verbal cues. Emphasis will also be given to business writing. Role plays in simulated situations will enable Student Teachers to respond intelligently while minimizing potential conflicts during the course of interaction. The Instructor will help them analyse the strengths and weaknesses of each practiced mode of communication and will suggest improvements where needed during the practice sessions.

### Textbooks and resources specific to Unit 3

Geffner, A. (2004). *Business English: A complete guide to developing an effective business writing style*. New York: Barron Educational Series.

Kaul, A. (2009). *Business communication*. New Delhi: Phi Publishers.

Lunenberg, F. C., & Ornstein, A. C. (2011). *Educational administration: Concepts and practices*. Belmont, CA: Wadsworth, Cengage Learning.

### Web-based sources

Brown University. (2005). Teaching and persuasive communication: Class presentation skills. *A handbook for faculty, teaching assistants and teaching fellows*. This document is available online. To retrieve this document, search for the full name of the document.

Purdue Online Writing Lab. (n.d.). *Professional, technical writing*. Retrieved from  
➤ <http://owl.english.purdue.edu/owl/section/4/16/>



### Unit 3, Week 1, Session 1

*Sample session plan (90 minutes)*

#### Topics

- The communication process and its key elements
- Identification and elimination of barriers in communication
- Dealing with misconceptions about communication

## National Professional Standard addressed

Standard-7: Effective Communication

### Lesson overview

The lesson deals with the first topic—the communication process and its key elements.

Effective communication is deemed a requisite national standard for professional teachers in Pakistan. Competencies in effective verbal, non-verbal, and written communication can enable teachers to foster collaborative and supportive interactions with students, colleagues, senior staff, and parents.

This lesson focuses on building an understanding of the communication process, with the aim of making Student Teachers understand the barriers to effective communication and the factors that contribute to these barriers. Such an understanding can enable them to report accurately, and clearly communicate and share facts, opinions, and beliefs. The lesson also deals with common misconceptions of communication that can seriously undermine interactions within the school context. The lesson is taught using the read-write-discuss method, with a blend of self-reflection.

### Learning outcomes

By the end of the lesson, Student Teachers will be able to:

#### *Cognitive*

- define communication
- explain the communication process
- identify barriers to communication and strategies for effective communication
- explore misconceptions regarding communication

#### *Affective*

- describe the value of effective communication and its various elements
- negate myths regarding communication.

### Materials

Student handouts, markers, and chart papers

### Classroom activities

#### **Introductory activity (15 minutes)**

Student Teachers have learned about communication in other courses, so this should be a revision. Explain that communication is the process whereby speech, signs, or actions transmit information from one person to another.

Provide a handout on different definitions of communication. (You will need to prepare this before conducting the session.)

Ask Student Teachers to work with a partner to identify common themes among these definitions and to select the definition that they prefer.

### **Discussion (5 minutes)**

---

Leadoff question: Ask Student Teachers if they have experienced any miscommunication, either as a sender or a receiver.

Follow-up question: Was the miscommunication a consequence of a lack of understanding?

Explore their responses.

### **Mini-lecture: The communication process and its key elements (10 minutes)**

---

Emphasize:

- various elements of the communication process
- that effective communication is a two-way process.

Draw on relevant literature to explain the process of communication and highlight the role of the sender, medium, message, receiver, and feedback.

### **Communication activity (15 minutes)**

---

This activity illustrates the importance of two-way communication as a requisite for better understanding.

In this activity, one member from the group is nominated as a sender, while others act as receivers. The sender is positioned in such a way that neither the sender nor the receiver can see each other. The sender is provided a diagram of a key and is asked to give directions to the receivers for drawing the precise diagram. Receivers cannot ask any questions or make any comments. Senders cannot tell the receivers what the diagram shows (the key). The time for the task expires after 5 minutes and then the activity is repeated. This time receivers can ask questions for clarity. The sender can respond to the questions but still cannot tell them what the diagram shows. Again, there is a time limit of 5 minutes for the task. At the conclusion of the exercise, have senders and receivers share their drawings.

Ask Student Teachers to reflect on the following questions:

- How does your drawing resemble the original in both situations of the activity?
- What was the level of difficulty of drawing in one-way versus two-way communication?
- How was the task easier to perform in the second part of the activity?

Reiterate the importance of two-way communication in the classroom for effective communication and learning.

### **Reading circle (10 minutes)**

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Provide the handout 'Barriers to Effective Communication'. Divide the topics among the Student Teachers. Set the reading time limit to 5 minutes. Ask them to share the information with each other.



### **Think, pair, share (15 minutes)**

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- 1) **Think:** Ask them to brainstorm about which communication barriers they have encountered in their practicum or in their role as students. Also ask them to elaborate on how these barriers affected their teaching and learning.
- 2) **Pair:** Give them a moment to jot down ideas in their notebook. Ask them to turn to their neighbour and share their ideas. Encourage them to brainstorm strategies for overcoming these communication barriers.
- 3) **Share:** Ask for a few volunteers to share their ideas in the larger group. Brainstorm additional strategies for overcoming communication barriers. Compare the strategies with the ones illustrated in the 'Facilitating Effective Communication' handout.

### **Debunking communication myths with critical inquiry strategy (15 minutes)**

---

This activity focuses on the third topic (Exploring misconceptions about communication). Have the Student Teachers work in groups. Encourage them to critically examine the myths by taking into consideration the opposite perspective as well. By 'looking at the opposing sides of the fence', let them brainstorm and develop arguments for negating the myths listed below. Let them also discuss how the myths can influence teachers' potential for effective interaction within the school context across various levels. The myths are as follows:

- 1) More communication is always better.
- 2) Communication can solve all problems.
- 3) Communication is a natural ability.
- 4) We communicate only when we want to.
- 5) Words mean the same to me and to you.
- 6) We communicate chiefly with words.

Let groups share their arguments. Ask Student Teachers to compare their arguments with those provided in the handout.

### **Summary and close (5 minutes)**

---

Summarize the key points of each topic covered in the lesson, being careful to tie the session into the larger purpose of school management and communication as a critical element.

### **Assessment**

While giving a talk about the topic, walk around the room and observe Student Teachers' engagement in the activities. Note their contributions.

## Unit 4: Monitoring and evaluation in schools

### Teaching strategy

The topics will be grounded in theory and practice, and will include a review of the literature, reflective practice, and peer review. In this activity, Student Teachers can monitor and provide feedback to others, compare their work to criteria, and engage others in a review of their own work. These strategies are geared towards providing the requisite knowledge base and the essential skills for carrying out effective monitoring and evaluation within their purview, as well as communicating feedback to the intended audience.

### Textbooks and resources specific to Unit 4

Jenkin, M., Jones, J., & Lord, S. (2010). *Monitoring and evaluation for school improvement*. Portsmouth, NH: Reed Educational & Professional Publishing.

Kay, C. R., & Alder, J. (2005). *Coastal planning and management*. New York: Taylor & Francis.

Brookhart, M. S. (2008). *How to give effective feedback to your students*. Alexandria, VA: ASCD.

### Web-based resources

Civicus. (n.d.). *Monitoring and evaluation*. Retrieved from

➤ <https://www.civicus.org/new/media/Monitoring%20and%20Evaluation.pdf>

*Methods of evaluating teaching*. Retrieved from

➤ <http://www.crlt.umich.edu/resources/evaluation-teaching>

Center for Research on Learning and Teaching. (n.d.). *Evaluating teaching effectiveness*. Retrieved from

➤ <http://www.crlt.umich.edu/tstrategies/tseot.php>

Pintrich, P., & De Groot V. 1990. Motivational and self-regulated learning components of classroom academic performance. *Journal of Education Psychology*, 82(1), 33-40.

Retrieved from

➤ <http://www.stanford.edu/dept/SUSE/projects/ireport/articles/self-regulation/self-regulated%20learning-motivation.pdf>



## Sample lesson plan (90 minutes)

### Topics

- Essentials of monitoring and evaluation
- Exploring myths about monitoring and evaluation

### National Professional Standard addressed

Standard-5: Assessment

### Lesson overview

Standard 5 of the National Standards for Professional Teachers in Pakistan envisages that teachers have the requisite knowledge and skills for carrying out multiple assessment strategies to evaluate and promote students' achievement and to modify instruction in order to foster their continuous development.

This lesson focuses on building an understanding among Student Teachers regarding the fundamentals of monitoring and evaluation. The lesson also deals with the common misconceptions about monitoring and evaluation that can influence this activity within classrooms. The lesson is taught using the read-write-discuss method, with critical inquiry.

### Learning outcomes

By the end of the lesson, Student Teachers will be able to:

#### *Cognitive*

- describe the meaning and purposes of and differences between monitoring and evaluation
- describe the key elements of planning monitoring and evaluation
- critically analyse the myths regarding monitoring and evaluation

#### *Affective*

- negate myths regarding monitoring and evaluation.

### Materials

Student handouts, markers, and chart paper

### Classroom activities

#### **Introduction (10 minutes)**

Start the lesson by exploring Student Teachers' perspectives on monitoring and evaluation. Jot down their perspectives on either a flipchart or a board.

## **Lecture (25 minutes)**

---

Share the operational definitions of and other information about monitoring and evaluation. You can use the following information:

### **Monitoring and evaluation (definition)**

The process of collecting and analysing information about the project, programme, or organization that tells you whether you are on track to reach your objectives, and whether or not the project, programme, or organization achieved or contributed to the desired impact.

### **The purpose of monitoring and evaluation**

- It provides data on programme progress and effectiveness.
- It improves programme management and decision-making.
- It allows accountability to stakeholders, including funders.
- It provides data to plan future resource needs.
- It provides data useful for policy-making and advocacy.

### **Define the key terms of monitoring and evaluation**

Source:

➤ <https://www.cpc.unc.edu/measure/publications/ms-07-20/>

### ***What is monitoring?***

- It is an ongoing, continuous process.
- It requires the collection of data at multiple points throughout the programme cycle, including at the beginning to provide a baseline.
- To monitor is to check on how project, programme or organizational activities are progressing. It is observation—systematic and purposeful observation.
- Monitoring also involves giving feedback about the progress of the project to the supervisors, implementers, and beneficiaries of the project, programme or organization.
- Reporting enables the gathered information to be used in making decisions for improving project performance.
- Monitoring can be used to determine if activities need adjustment during the intervention to improve the desired outcomes.

### ***The purpose of monitoring***

Monitoring is very important in project, programme or organizational planning and implementation. The teacher provides an analogy: it is like watching where you are going while riding a bicycle; you can adjust as you go along and ensure that you are on the right track.

### ***What is evaluation?***

- Evaluation measures how well programme activities have met the expected objectives and the extent to which changes in outcomes can be attributed to the programme or intervention.

- The difference in the outcome of interest between having and not having the programme or intervention is known as its ‘impact’, and measuring this difference is commonly referred to as ‘impact evaluation’.

### ***The difference between monitoring and evaluation***

**Monitoring:** This refers to routine tracking of individual performance, a programme or a project. It usually includes performance: activities, outcomes, and all tracking systems that are in place. It uses multiple strategies, such as interviews, surveys, and document analysis.

**Evaluation:** This refers to the episodic assessment of individual performance, a programme or a project. It follows all aspects of individual, project or programme intervention over a specific period of time.

### **Brain teaser (15 minutes)**

Ask Student Teachers to decide whether the following situations call for monitoring or evaluation:

- The principal and faculty of a primary school are concerned about whether the facilities provided in the school are actually up to national standards of quality. (Answer key: Monitoring, because it requires tracking)
- As a class teacher, you want to know whether the new curriculum you are trying was effective in raising below-average test scores. (Answer key: Evaluation, because it is concerned with the impact of intervention)
- The provincial education office is interested in knowing about the trends in enrolment in the primary schools in the province for the last five years. (Answer key: Monitoring, because it requires tracking)

### **Think, pair, share (20 minutes)**

Provide a handout, such as *St. Bartholomew’s Church of England Primary School: Monitoring and evaluation policy 2008*. Retrieved from

➤ [www.ofsted.gov.uk/filedownloading/?id=936537&type=1&refer](http://www.ofsted.gov.uk/filedownloading/?id=936537&type=1&refer)

The purpose of the activity is to provide conceptual clarity to Student Teachers as to how monitoring and evaluation is planned in the school context, with special reference to teaching and learning, by providing a template.

Ask Student Teachers to identify the following:

- The purpose of monitoring and evaluation in that school
- Three pertinent aims of the monitoring and evaluation policy plan
- Approaches to monitoring mentioned in the plan
- Methods for collecting evidence mentioned in the plan

Ask: If you were teachers at a school, what aspects would you want to be monitored in your classroom? Ask them to draft a monitoring plan.

### **Mini-lecture (15 minutes)**

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Prepare a mini-lecture exploring myths about monitoring and evaluation. With the help of the relevant literature, identify the common misconceptions and myths surrounding monitoring and evaluation, and provide alternative perspectives to one or two myths. Examples of myths include: monitoring and evaluation is usually imposed from the outside or as a top-down approach by the agencies concerned; monitoring and evaluation comes at the end of the project; effective monitoring and evaluation is a time- and resource-intensive activity.

### **Summary and close (5 minutes)**

---

Summarize the key points of each topic covered in the lesson.

### **Assessment**

Throughout the session, walk around the room and observe Student Teachers' engagement in the activities. Note their contribution. Who over-contributes or dominates? Who fails to contribute? What patterns do you observe from previous sessions?

4

# Integrated teaching notes

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During the curriculum development process, faculty were encouraged to keep notes that would be useful to them and others who may teach the course in the future. These were submitted along with the course syllabus. Teaching notes include ways to introduce the course, ideas for teaching units and sessions, sample lessons plans, and suggestions for reading and resource material. These have been integrated into a single section of this document to create a rich and varied collection of ideas easily accessible to others. The section is organized by theme. Except in cases where there is duplication of ideas, faculty are credited with their contribution. Notes accompanying the Representative Syllabus in the section above are not duplicated here.



## WAYS TO INTRODUCE THE COURSE

### Introducing the course: Example 1

#### Session I: Introduction of the course

##### Objectives

By the end of this session, Student Teachers will be able to:

- be acquainted with the expectations of other Student Teachers
- know the major objectives of the course.

##### Time allocation

Opening remarks	5 minutes
Introduction of participants	15 minutes
Introduction of the course content	15 minutes
Setting rules	10 minutes
Outline of the course objectives	15 minutes

##### Materials required

- A ball (the Student Teachers will throw the ball to each other while introducing themselves to the class)
- Prepared flipcharts that have the course objectives written on them clearly, neatly, and visible to the whole class

##### Opening of the session

Use the first few minutes to orient Student Teachers to the course. Be aware of their total programme experience, including whether they have worked together previously in programme courses. If they have, be aware of new members who may not know everyone.



## Introductions

Have Student Teachers stand at their desk. Note: 'When I throw the ball to someone, they will introduce themselves and tell one thing they want to know about school management, then throw it to someone else'. Caution them to be aware of who has and has not shared. You might prefer for them to form a circle.

## Setting ground rules

Ask the Student Teachers to set ground rules for the class. Let them share and give their suggestions. Record agreed-upon rules on a flipchart and display them to the whole class. Examples of these rules could be: punctuality, respect to others, waiting your turn, listening to others, sharing in the class activity, and so forth.

## Course outline and objectives

This course is meant to develop skills for effective school management, effective monitoring, and making links between the school community and parents. The main objective is the promotion of a standard of education at the school level. Using a PowerPoint presentation, introduce to the class the course description, course objectives, and course outlines. Ensure that the Student Teachers are properly informed about the methods and strategies to be used during the course learning. Note specifically that it will be interactive and student-centred. Since Student Teachers are likely to have experienced active learning in their programme, it will not be necessary to elaborate. If they have not, elaborate on methods as they are used as a way of debriefing at the end of a session.

## Session II: Conceptualizing school management and the principles and dynamics of school management

### **Review of Session 1 (5 minutes)**

---

Briefly review the main points of Session 1.

### **Understanding school management (30 minutes)**

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#### ▶ Activity 1: Groups: Making a connection between the School Management course and personal experience

Divide the class into two groups. Ask each group to share with each other:

- good experiences of your school days, which connect to school management
- bad experiences of your school days, which connect to school management.

As groups are sharing, move about the class. Collect one good example and one bad example for further deliberation and making a connection with the course.

### ▶ Activity 2: Groups: Syllabus reading and discussion

Distribute the syllabus among the Student Teachers and divide the units given in the syllabus between the groups with the following instructions:

- Read the unit description and its outcomes.
- Select one topic that you find interesting.
- Tell the group: Why is it interesting for you?

### ▶ Activity 3: Whole group

Give a brief overview of the syllabus. Ask Student Teachers to read the syllabus and ask questions, if any, for clarity.

Contributed by: Dr Muhammad Ajmal Chaudhary, Dr Fazal-ur-Rehman, Rafiq Ullah, Aliya Ayub and Agha Haq Nawaz

## Introducing the course: Example 2

### **Introduction to the course (25 minutes)**

**KWL form:** Prepare a KWL form and hand it to the Student Teachers as they enter the class. The KWL form should have three columns:

- Column 1: What do I **K**now about school management?
- Column 2: What do I **W**ant to know about school management?
- Column 3: What have I **L**earned about school management?

(See the section Methods and Strategies for a description of KWL.) When preparing the forms, write one of the following words on the top or in the margin of each form: *Leadership, Management, Organization, Supervision, Inspection, and Administration.*

**Filling up the KWL form:** Ask Student Teachers to fill in the first two columns of the KWL form. Tell them that column 3 will be completed throughout the semester. (They may need to add additional pages to elaborate on column 3 as the semester progresses.)

**Forming groups:** Ask Student Teachers to form six groups by finding others with the same word (*Leadership*, etc.) written on it. Using these words for forming groups will help them realize the importance of the six basic terms in school management.

**Group discussion:** Have groups discuss what they already know about school management and what else they want to know about school management. After they have had time for discussion, have them select one item from each column that is common among the group members and write it on a strip of paper. Post these on chart paper. Label the chart papers: 'What do we already know about school management?' and 'What do we want to know about school management?' (This activity will enable you to plan your sessions, considering the Student Teachers' prior knowledge and their expectations for the course.)

**Introduction of course content:** Introduce the scope and sequence of the course content, assessment strategies, grading policy, other rules and regulations, and the university's expectations for the Student Teachers for successful completion of the course.

By: Martin Thomas, Notre Dame Institute of Education, Karachi. Used by permission of the author.

## The school as a system

### Introduction: Brainstorming

Ask Student Teachers to work with two or three people around them. Brainstorm a list of positive and negative points of the Pakistani primary school system. After a few minutes, elicit some ideas from the class without commenting. You might list these on the board under the headings +/- . Invite them to think about their lists during the active lecture and consider which points might be influenced by systems thinking.

### Active lecture: The school as a system

Prepare and give an active lecture. (See the Methods and Strategies section for notes on how to conduct an active lecture.) Points to cover:

#### Defining a system

- A system is an orderly and complex arrangement of parts
- There are many types of systems:
  - Physiological systems: Digestive system, neurological system, and circulatory system
  - Economic systems: Capitalism and socialism
  - Computer systems: Network, mainframe, and PC computer systems

#### Systems theory

Systems, in general, have the following elements:

- Input: Resources entering the system
- Throughput: Work done on those resources used to produce a product
- Output: The final product
- Feedback: Information taken from the output to control or correct errors in throughput

#### System components

Example of a payroll system:

- Input: Information entered on the number of hours worked and the pay rate of each employee
- Throughput: The work done by the computer to calculate the amount of pay and the payroll taxes

- Output: The paycheques and payroll reports
- Feedback: Check figures provided to show that the calculations were correct (number of employee paycheques processed, total payroll paid, etc.)

### Systems thinking

- One approach to problem-solving is *systems thinking* or *systems analysis*.
- It expands analysis to include the system as a whole, and the relationship of interconnected parts.
- It recognizes that the whole is greater than the sum of the parts.

### Backwards thinking

- Systems thinking involves *backwards thinking*.
- It begins with the final objective and works backward, analysing the relationship of each component to the final objective.

Example of backwards thinking: If the objective of a team was to produce a low-cost but high-quality medical product, then backwards thinking would start with the final product, and evaluate each input and throughput to see if:

- it was necessary to the manufacture of the product
- it increased quality
- it reduced cost.

### The advantages of systems thinking

- It is a global approach to problem-solving.
- It helps employees ‘see the forest for the trees’.
- It enables team members to understand the big picture.
- **Focus:** It allows problem solvers to identify cause-and-effect relationships, and focuses on the activities necessary for change.
- **Teambuilding:** It helps team members identify the objective of the team and understand how their individual activities contribute to that objective.

NOTE: This might be a place to stop and ask class members to write a minute paper. How do you think school might be a system? After a minute, ask them to keep their idea in mind as you talk about schools as systems.

### The school as a system

The school system is one of the most complex systems in the world.

## Inputs

- Human and financial resources
  - Human resources are the teachers who teach, as well as the personnel who provide support services.
  - This includes administrators, housekeepers, and accountants who work within the school system.
- Students
  - Students are the individuals who enter the system for studies.

## Throughput

Throughput is the step where the students are taught the following:

- Resources used in throughput
- Educational resources
- Financing mechanism
- Management and control
- Information and feedback systems

## Output

Output is the product of the system.

- How do you think we should define the product offered by the school system?
- Possible outputs: A student?

## The school system is like a mobile

- Movement or pressure on one component exerts pressure on others.
- **Example:** Successful pressure to reduce costs (one barrier to entry) will affect the volume of patients entering the system (input) and the number seen by the system (throughput).
- **Example:** Greater volumes of patients entering the system (input) and being seen by the system (throughput) could cause the finance mechanism (another component of throughput) to flounder or fail.
- **Example:** More resources spent on prevention will decrease resources needed for diagnosis and treatment, both components of throughput.

(Stop and ask Student Teachers to look at their minute paper and see if there are things they might want to change or add.)

## Summary

You might want to organize the class into groups, giving each one a discussion question and asking them to compare their notes to answer the question. Have each group report and use the opportunity to fill in gaps in their information.

### ▶ Discussion question 1

Define the word *system* and give several examples of systems.

- A system is an orderly and complex arrangement of parts.
- Examples of systems:
  - Physiological systems: Digestive system, neurological system, and circulatory system
  - Economic systems: Capitalism and socialism
  - Computer systems: Network, mainframe, and PC computer systems

### ▶ Discussion question 2

What are the four components of a system?

- Input: Resources entering the system
- Throughput: Work done on those resources used to produce a product
- Output: The final product
- Feedback: Information taken from the output to control or correct errors in throughput

### ▶ Discussion question 3

Explain 'backwards thinking' as it relates to systems:

- Systems thinking involves *backwards thinking*.
- It begins with the final objective and works backward, analysing the relationship of each component to the final objective.

### ▶ Discussion question 4

The school as a system: Pressure or movement exerted on one component exerts pressure others. Give an example of this:

- **Example:** Successful pressure to reduce costs (one barrier to entry) will affect the volume of patients entering the system (input) and the number seen by the system (throughput).
- **Example:** More resources spent on prevention will decrease the resources needed for diagnosis and treatment, both components of throughput.

## Sources

Barshes, D. (2012). *The classroom system: A living pedagogy*.

Nevada Health Science. (2002). Systems theory. Retrieved from

▶ [www.nevadahosa.org/PPT/Systems%20Theory.ppt](http://www.nevadahosa.org/PPT/Systems%20Theory.ppt)

Contributed by: Dr Ayaz Muhammad Khan

## Definitions of educational or school management

### **Group activity: Defining educational management (20 minutes)**

Begin by supplying some definitions of school management, including misconceptions.

- Let Student Teachers work in small groups to select one definition that they find representative of their own schooling experience.
- Hold a discussion on the strengths and weaknesses of their schooling experiences.

### **Group discussion: Brainstorm management issues (25 minutes)**

Ask the groups to complete the following task: Based on your experience, think of all the management issues that a school may encounter for different age groups in the areas of (you may want to list these on the board):

- Impact
- Quality
- Relevance
- Access

Let each group present their list and add to or explain the given issues. You may want to have groups post their ideas on chart paper so that everyone can see, reserving time for you to elaborate on the issues.

## Notes for faculty: Meaning and definition of educational management

Prepare a handout with five to six different definitions of educational management. You may wish to consult textbooks on educational administration or management, or the following website:

Sen, V. (n.d.). *What is management?* T3 Framework. Retrieved from

➤ <http://www.preservearticles.com/2011122018637/what-is-educational-management.html>

Contributed by: Dr Muhammad Ajmal Chaudhary, Dr Fazal-ur-Rehman, Rafiq Ullah, Aliya Ayub and Aga Haq Nawaz

## Principles and dynamics of school management

### **Possible activities**

Find **film clips** from movies or videos in which school is depicted in positive or negative ways. Show one clip in class and ask what it might suggest about how the school is managed. Elicit a few ideas and list them on the board.

Present a **mini-lecture** on the basic principles and dynamics of school management (see notes below) (15 minutes).

**Brainstorming and pair-share:** Based on the lecture, create a list of principles of school management. Have Student Teachers pair to discuss their lists (15 minutes).

**Group work:** Divide the class into groups of four to five. Have them work together, using their notes, to develop a definition of effective school management. Write the definitions on chart paper and post them in the room.

**Summary:** Focus on each definition posted by a group. Take a few minutes to fill in any gaps in information or to focus it more sharply in light of the mini-lecture.

### Notes for faculty: Principles of school management

The following are the principles of effective school management that you can use in preparing the mini-lecture.

- 1) Principle of objectivity: Activities are focused on the predetermined objectives of the school programmes.
- 2) Principle of comprehensiveness: A wide variety of activities are offered to the students.
  - a) These activities should fulfil individual as well as group needs.
  - b) Activities should also provide for the balanced development of the students' personalities.
  - c) Rights and duties should also be made known to the students through the activities.
  - d) Training and working in collaboration should be made a regular feature.
- 3) Principle of economy: Resources are utilized appropriately.
  - a) The workforce is to be utilized according to people's capacity, potential, and preferences, where possible.
  - b) Material resources should also be used optimally.
  - c) Responsibilities need be entrusted according to people's calibre and preferences, where possible.
- 4) Principle of cooperation and coordination
  - a) School should be a place where an atmosphere of mutual consultation prevails.
  - b) Responsibilities should be discharged with zeal, vigour, and drive for the betterment of the institution.
  - c) Students should be provided with a chance to share some responsibilities with their teachers.
- 5) Principle of simplicity
  - a) The administrative procedures should be simple, practical, and understandable.
  - b) Those with responsibility and authority should work together.
  - c) Teachers must be exposed to novel situations to strengthen their leadership capacity.
  - d) The school should have a close relationship with the society and parents.



- 6) Principle of modification
  - a) The duties and responsibilities of the staff must be changed at regular intervals.
  - b) The latest innovations and trends should be incorporated at the proper time.

From: Ghayyur, T. (n.d.). *Principles of school management*. Retrieved from  
➤ <http://www.scribd.com/doc/15016889/Principle-of-School-Management>  
(For classroom use only)

Contributed by: Dr Muhammad Ajmal Chaudhary, Dr Fazal-ur-Rehman, Rafiq Ullah, Aliya Ayub and Aga Haq Nawaz

## Functions of school management

### Activities and notes for faculty

#### **Presentation on principles of management**

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Refer to the list on the website below in creating a PowerPoint presentation or a handout for presentation and discussion.

The functions of management are listed as: 1) planning, 2) organizing, 3) motivating (leading), and 4) controlling. Each is explained in a concise statement.

From: Ghayyur, T. (n.d.). *Principles of school management*. Retrieved from  
➤ <http://www.scribd.com/doc/15016889/Principles-of-School-Management>

#### **Internet research**

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In pairs, use the Internet to locate case studies on school management. The following website provides such case studies:

➤ <http://www.aku.edu/SiteCollectionImages/AKU/zzied/raps/documents/antriepresearch.pdf>

#### **Class discussion**

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Have the class discuss the topic in light of the information obtained from Internet, and record points of agreement on the board.

**Note:** You may choose from the following options to conduct your remaining session on the functions of management.

### Sample session A

Teaching material

Whiteboard and overhead projector

#### **Think, pair, share**

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Ask Student Teachers to work in pairs to list what they think the main functions of school management are.

### **Small-group discussion**

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Have pairs organize into groups of about five to six for detailed discussion to elaborate on their ideas.

### **Presentation**

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Ask one member from each group to come in front of the class and share the views of the group. Alternatively, ask for each group to contribute one idea. Ask them to listen carefully, so that they are contributing something that has not been mentioned by other groups. (Unless they have done research on this topic—for example, the Internet search for case studies—they may not have clear ideas to share. Rather than spending time on having them share their lack of knowledge or misinformation, get a sampling of ideas and move on with the lesson.)

### **Input and summary**

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Provide further detail on the topic, filling in gaps where they have missed key points about the function of school management. Address any misconceptions that you have heard.

## **Sample session B**

### Teaching material

Story outline, whiteboard and video

### Teaching approach

Role play

### **Role play method**

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Provide a story outline that involves leader and subordinate roles. Role-play for 5–10 minutes. Follow up with a second role play. Have members of the class who are not role-playing list the management skills used by the leader. Example:

Teachers are not submitting paperwork on time. When the school head sets a deadline, he can expect that most teachers will be late by at least one day. Appoint one member of your group as head. Another member acts as recorder. Other members play the role of teachers. As head, you have called a meeting of teachers to solve the problem. Begin by calling the meeting to order.

Debrief the role play by asking about the leadership qualities observed. Which ones seemed to be most effective? Which ones did not help? Did the group develop any management strategies for handling the problem?

You may want to role-play a second time, asking the school head to use suggested strategies.

### **Film, DVD or video**

---

There are many films, videos or DVDs about teachers. Identify a section of a film that shows a teacher or school head exerting leadership. Show it to the class and ask the class to make a list of leadership qualities as they view the section (clip) of film you have selected.

Contributed by: Dr Muhammad Ajmal Chaudhary, Dr Fazal-ur-Rehman, Rafiq Ullah, Aliya Ayub and Aga Haq Nawaz

## School and human relations

### Activities

Some teaching ideas are also given below. You can use them while developing lesson or session plans. You also need to be aware of course content in other ADE/B. Ed. (Hons) courses. For example, home–school relations are discussed in Child Development and relationships between the school and its environment are addressed in Social Studies. A discussion with programme faculty would be fruitful both to avoid redundancy and in planning redundancy where faculty think that Student Teachers need experience.

### Role play

Develop some scripts for role play to show the relationship between different stakeholders at school, focusing on the role of leadership and management in solving a particular problem. You can encourage Student Teachers to write scripts themselves. The following script for role play is provided as a sample:

Hasan is a good student who has always enjoyed school. He has always maintained good working relationships with teachers and has felt able to ask for help and advice when appropriate. Recently he has felt that his math teacher has been treating him unfairly during the classes. In fact, Hasan would go so far as to say that the teacher has been making fun of him. You are another teacher who has had Hasan in class. He has come to you to discuss his problem and ask for advice. What is your leadership role as a teacher in helping Hasan to resolve this situation?

The scenarios should include a conversation between Hasan and yourself.

### Video or movies

You can show videos or movies downloaded from YouTube to Student Teachers after discussions. Before showing videos or movies, prepare leading questions so that they stay focused while viewing the video. You can give web links to videos or movies before the class; Student Teachers will watch them before the class and prepare for class discussion. Be sure to preview any media that you plan to show in class.

### Presentations

Make presentations on cooperation between school and parents, using the materials in the following references:

‘Pakistan: The lost generation’. Available from

➤ [http://www.pbs.org/frontlineworld/stories/pakistan901/video\\_index.html](http://www.pbs.org/frontlineworld/stories/pakistan901/video_index.html)

Khan, M. (2011). *Re-thinking parental involvement in school improvement*. Retrieved from  
➤ [http://www.mineduc.gov.rw/IMG/pdf/Roles\\_Duties\\_and\\_Responsibilities\\_of\\_School\\_Management\\_Team-4.pdf](http://www.mineduc.gov.rw/IMG/pdf/Roles_Duties_and_Responsibilities_of_School_Management_Team-4.pdf)

Mineduc School Management. (2008). *Roles, duties and responsibilities of school management team*. Retrieved from  
➤ [http://www.mineduc.gov.rw/IMG/pdf/Roles\\_Duties\\_and\\_Responsibilities\\_of\\_School\\_Management\\_Team-4.pdf](http://www.mineduc.gov.rw/IMG/pdf/Roles_Duties_and_Responsibilities_of_School_Management_Team-4.pdf)

Eckert, P., Goldman, S., & Wenger, E. (n.d.). *The school as a community of engaged learners*. Retrieved from  
➤ <http://www.stanford.edu/~eckert/PDF/SasCEL.pdf>

### **Project**

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Select any school and plan a visit by Student Teachers to identify the different stakeholders of that specific school and how the school maintains inter-school relations with them.

### **Essay**

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‘To have good human relations, one must be a good human first’. Ask the Student Teachers to explain the statement by saying why they either agree or disagree with it. List the answers on the board, discuss each group’s conclusion, and then compare the group lists.

### **Assessment questions**

(At the end of unit, conduct a quiz on these questions)

- 1) Do you perceive human beings as an important and core element of any organization? If yes, why? If no, why not?
- 2) What are the different steps required to build good working relations at a workplace?
- 3) Remember your school where you studied and analyse how your school used to maintain relationships.
- 4) ‘The public relations officer is an important post in every educational institute’. Explain this statement along with reasons why you either agree or disagree with it.
- 5) Can a friendly environment in the classroom represent good working relations between teachers and students? If yes, how? If no, why not?
- 6) List ideas through which a school can communicate with parents, the community, and the media.
- 7) Explain your views on why communication plays a key role in every relationship.

Contributed by: Dr Muhammad Ajmal Chaudhary, Dr Fazal-ur-Rehman, Rafiq Ullah, Aliya Ayub and Aga Haq Nawaz

5

# References

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Included in this section are textbooks, journal articles, and web resources, in addition to those that appear in the teaching notes above.

## Textbooks

- Brookhart, M. S. (2008). *How to give effective feedback to your students*. Alexandria, VA: ASCD.
- Daft, R. L., & Lane, P. G. (2008). *The leadership experience* (4th ed.). Mason, OH: Thomson.
- Gatwick, C. (2012). *Home, school and community relations*. New York, NY: Macmillan.
- Hoy, W. K., & Miskel, C. G. (2008). *Educational administration: Theory, research, and practice*. Boston: McGraw-Hill.
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- Jones, J. (2005). *Management skills in schools: A resource of school leaders*. London: Sage Publications.
- Kamble, R. R. (2011). Management skills for organizational performance: An analytical study. *Indian Streams Research Journal*, 1(1), 23–27.
- Khaki, J. & Safdar, Q. (2010). *Educational leadership in Pakistan: Ideals and realities*. Karachi: Oxford Press.
- Lunenberg, F. C., & Ornstein, A. C. (2007). *Educational administration*. Belmont, CA: Wadsworth Publishing Company.
- Razik, T. A., & Swanson, A. D. (2010). *Fundamental concepts of educational leadership and management*. Upper Saddle River, NJ Pearson.
- Shami, P. A., & Waqar, A. (2007). *School management and supervision*. Islamabad: Academy of Educational Planning and Management.
- Sidhu, K. S. (2005). *School organization and administration*. New Delhi: Sterling Publishers.

## Web-based sources

Barshes, D. (2012). *The classroom system: A living pedagogy*. Retrieved from

➤ <http://www.theclassroomsystem.org/System/>

Dhavale, G. (2010). *What is the role of a teacher*. Retrieved from

➤ <http://www.buzzle.com/articles/what-is-the-role-of-a-teacher.html>

Jacobs, M. (2008). *Systems thinking: The fifth discipline of learning organizations*.

Retrieved from

➤ <http://systemsinsync.com/pdfs/martyarticles/SystemsThinking.pdf>

Horn, C. (1997). *Teacher professionalism and leadership: Catalysts of school reform*.

Retrieved from

➤ <http://teachersnetwork.org/tnli/research/change/horn.htm#teachlead>

This article includes a comprehensive set of references. The website <http://teachersnetwork.org> is by teachers for teachers, and includes many resources for teachers, from articles to lesson plans. In addition to articles on leadership, there are videos about collaborative planning and the like.

6

# Readings and resources





This section contains selected readings that faculty will find useful in preparing for sessions, as well as student readings. Teaching materials, such as handouts or activities that require elaboration, are also included. Intellectual property rights are respected throughout. All materials are either free-use or are used with permission of the author or publisher. In some cases, original pieces written specifically for this course are included. All readings and materials in this section are for classroom use and, unless otherwise noted, may be duplicated for distribution to Student Teachers. The materials in this document, including original pieces written specifically for the course, may not be used in other publications without securing permission for their use.

## Faculty resource

# Systems thinking: PowerPoint presentation



Rowitz, L. (n.d.). *Introduction to systems thinking*.

Louis Rowitz, PhD, Director, Illinois Institute for Maternal and Child Health Leadership

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## Slide 1

### **Introduction to Systems Thinking**

By Louis Rowitz, PhD  
Director  
Illinois Institute for Maternal and Child Health  
Leadership

## Slide 2

Systems Thinking is a way of seeing and talking about reality that helps us better understand and work with organization and communities to influx the quality of our lives.

## Slide 3

A system is any group of interacting, interrelated, or interdependent parts that form a complex and unified whole that has a specific purpose

#### Slide 4

### Which are systems and which are collections

- Bowl of fruit
- Football team
- Toaster
- Kitchen
- Database of client
- Cornerstone
- Tool in a toolbox
- Marriage
- Local public health agency
- Community

#### Slide 5

Whenever you add people to a collection you almost always transform a collection to a system

## Slide 6

### Characteristics of a System

- Systems have a purpose that defines it as a discrete entity that holds it together
- The purpose of an automobile...

...to take you from one place to the other

## Slide 7

### Characteristics of a System

- All parts must be present for a system to carry out its purpose optimally  
A car without its spark plugs.....  
...car doesn't work

## Slide 8

### Characteristics of a System

- The order in which parts are arranged affects the performance of a system

Automobile with the driver in the backseat and the tires in the front seat

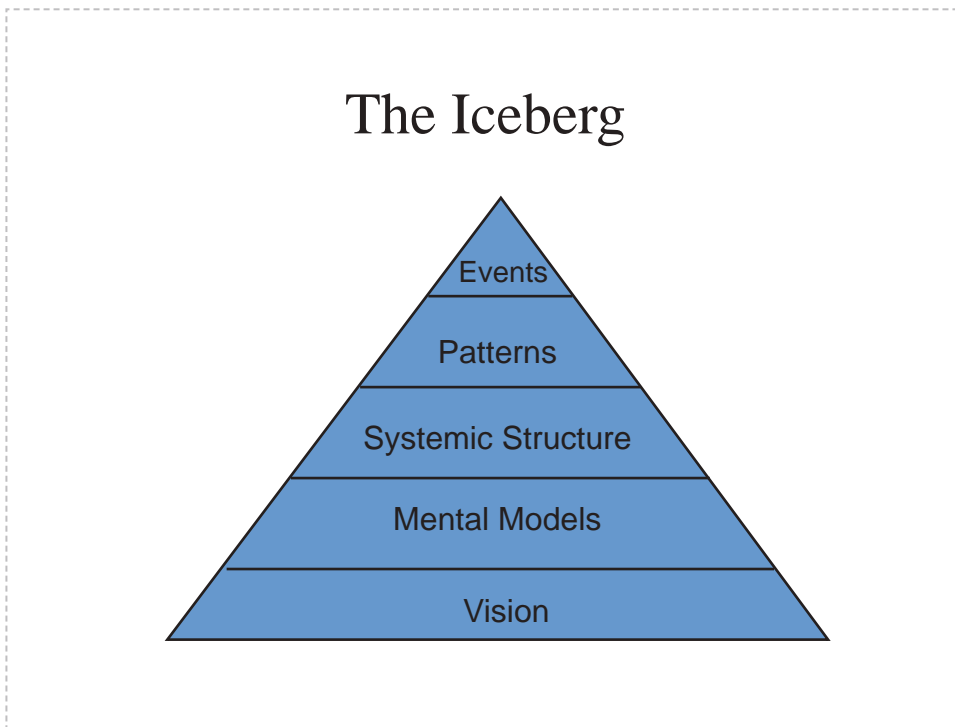
## Slide 9

### Systems attempt to maintain stability through feedback

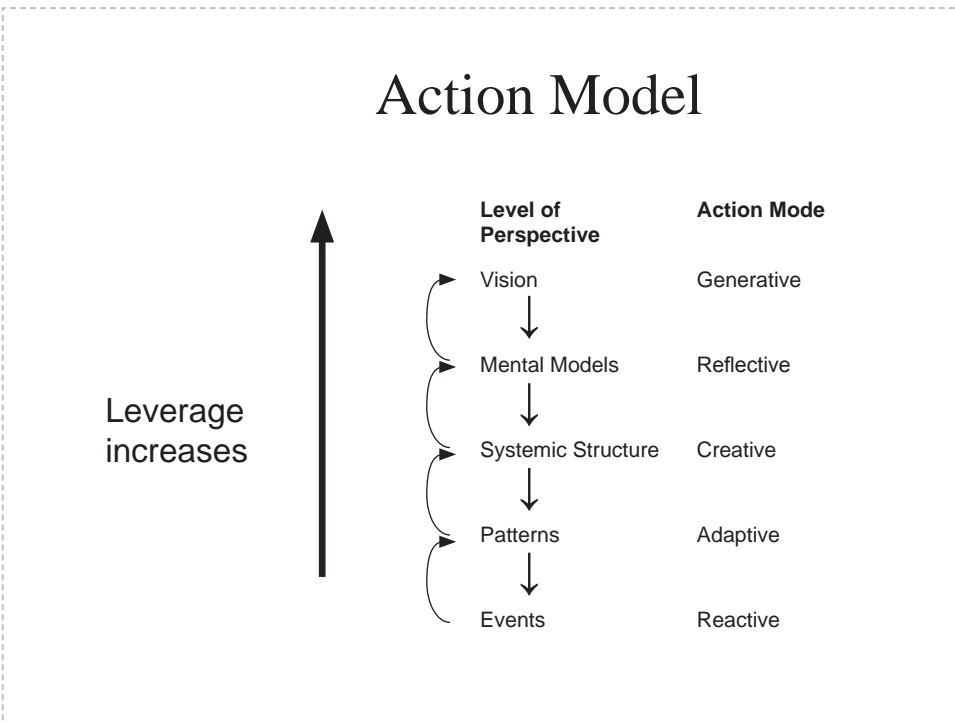
- Feedback provides information to the system that lets it know how it is doing relative to some desired state

Steering car and feedback

Slide 10



Slide 11



Slide 12

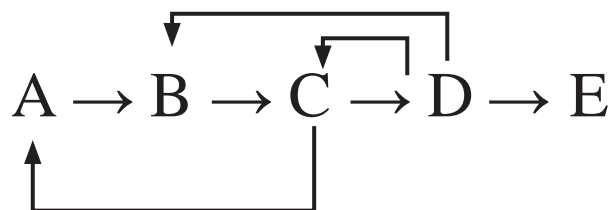
Linear Perspective

$A \rightarrow B \rightarrow C \rightarrow D \rightarrow E$

Cause = Effect

Slide 13

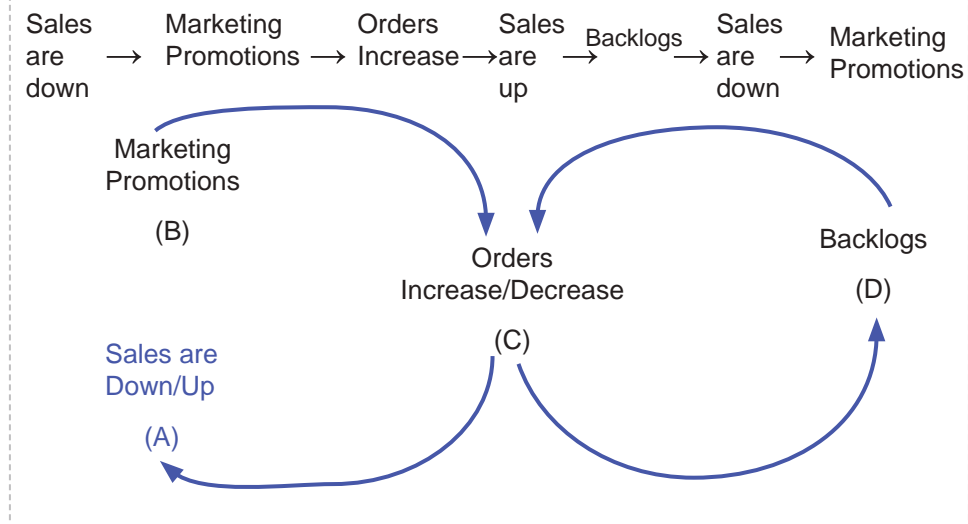
Feedback Perspective





## Slide 14

### Thinking in Loops



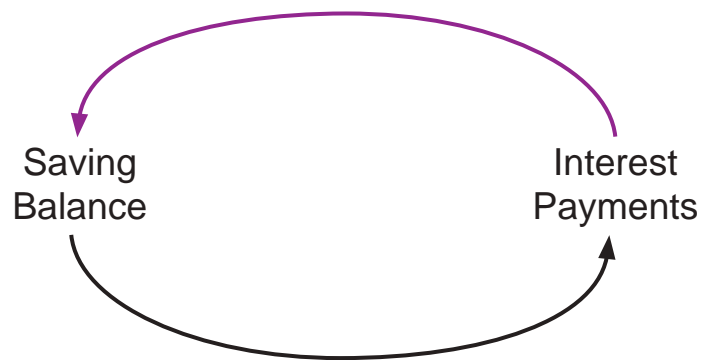
## Slide 15

All systemic behavior can be described through two basic processes

- Reinforcing
- Balancing

## Slide 16

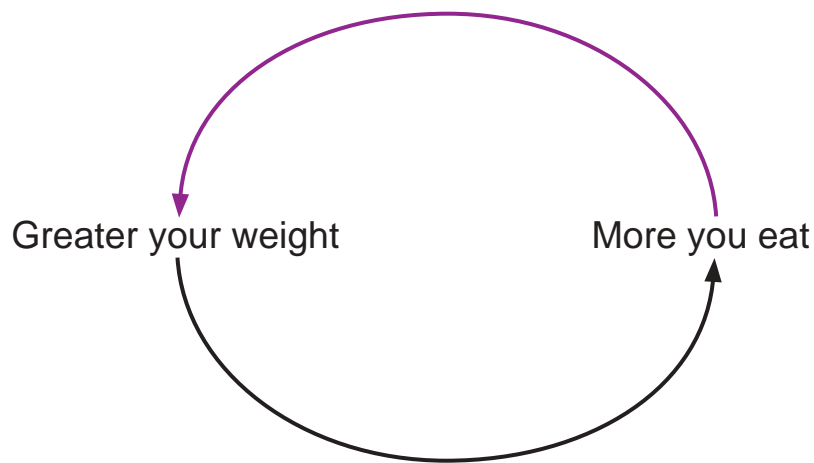
Reinforcing Loops compound change in one direction with even more change in that direction



## Slide 17

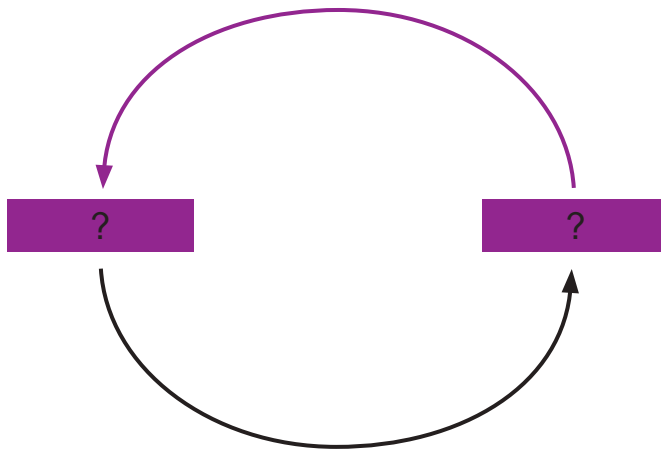
Greater your weight

More you eat



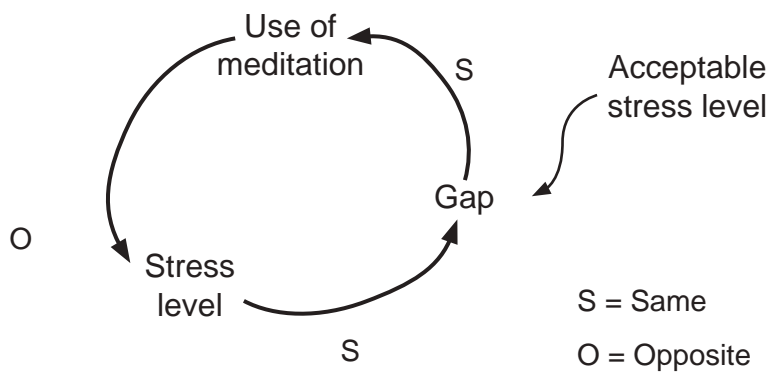
Slide 18

Give Examples

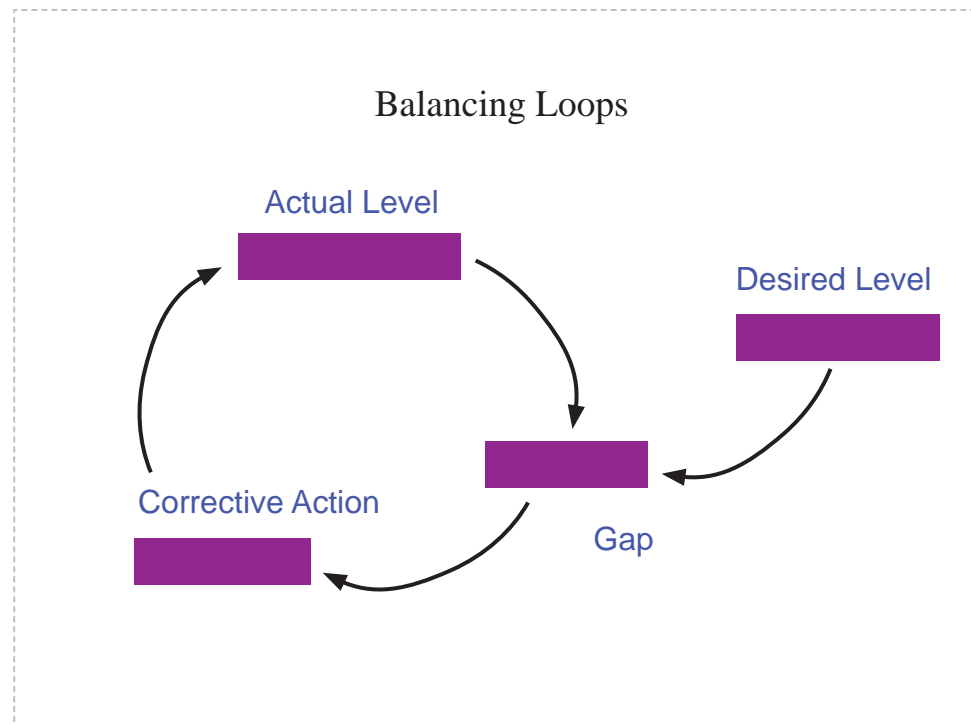


Slide 19

Balancing loops seek equilibrium- some desired level of performance



## Slide 20



## Slide 21

### Questions these Diagrams help answer

- Which gaps are driving our system when and by how much?
- How accurately do we know what each of the gaps is?
- How are we monitoring the gaps?
- What are the different ways in which we can close the gaps?
- How long does it take for perception to catch up to actual quality?

## Slide 22

Every link in a system contains a delay

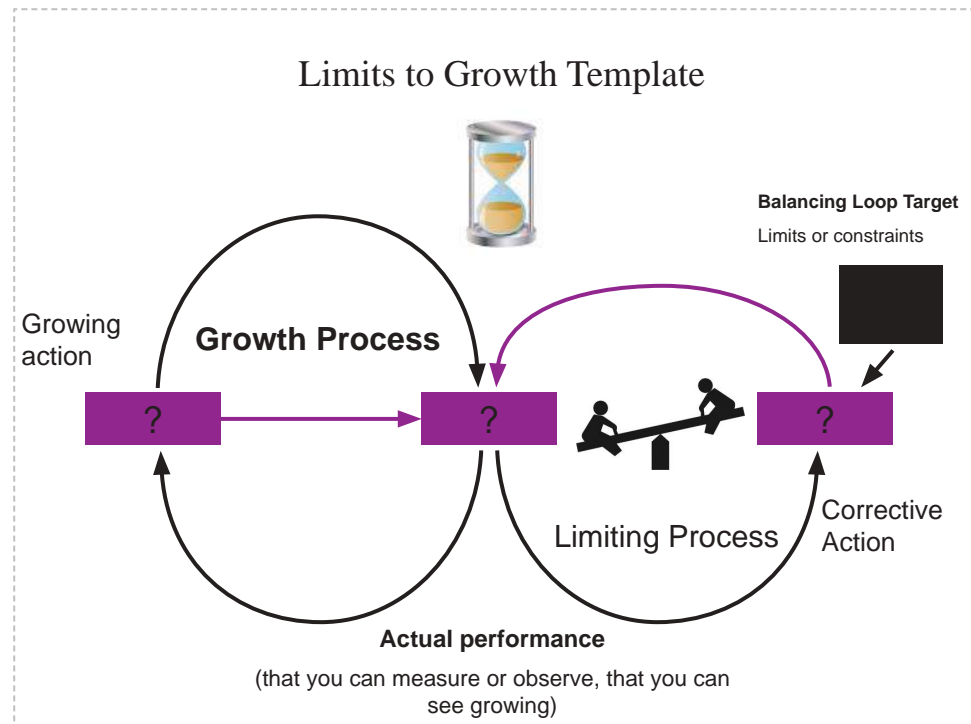
- Physical
- Transactional
- Informational
- Perceptual

## Slide 23

Put the Pieces together

Archetypes

## Slide 24



## Slide 25

Leaders work on the system not in  
the system

## Assessment rubric



The following rubric will be used to grade the Student Teachers' performance.

Criteria	Beginner	Progressing	Proficient	Expert
	1	2	3	4
USE OF RESOURCES	The Student Teacher has poorly demonstrated the skill of using appropriate and authentic resources in significant and insightful ways. The Student Teacher has poorly considered the university's academic honesty policies, which include policies on cheating, plagiarism, and recycling.	The Student Teacher has demonstrated some skill in using appropriate and authentic resources in significant and insightful ways. The Student Teacher has shown some consideration of the university's academic honesty policies, which include policies on cheating, plagiarism, and recycling.	The Student Teacher has demonstrated a high level of skill in using appropriate and authentic resources in significant and insightful ways. Most of the time the Student Teacher has considered the university's academic honesty policies, which include policies on cheating, plagiarism, and recycling.	The Student Teacher has demonstrated outstanding skill in using appropriate and authentic resources in significant and insightful ways. The Student Teacher has also consistently considered the university's academic honesty policies, which include policies on cheating, plagiarism, and recycling.
DEVELOPMENT OF POINTS	The Student Teacher has poorly highlighted relevant and well-developed points through authentic literature sources, examples, or illustrations. The Student Teacher has stated some of his or her own analysis of the concepts and shown their implementation in the workplace setting.	Quite often, the Student Teacher has highlighted relevant and well-developed points through authentic literature sources, examples, or illustrations. The Student Teacher has stated his or her own analysis of the concepts and shown their implementation in the workplace setting quite skilfully.	Most of the time, the Student Teacher has highlighted relevant and well-developed points through authentic literature sources, examples, or illustrations. The Student Teacher has also stated his or her own analysis of the concepts very well and shown their implementation in the workplace setting.	The Student Teacher has highlighted relevant and well-developed points through authentic literature sources, examples, or illustrations. The Student Teacher has also stated his or her own analysis of the concepts in an expert manner and shown their implementation in the workplace setting.
PRESENTATION	The Student Teacher has presented the work using the given format (i.e. font, writing style, margins, and spacing) with many mistakes.	The Student Teacher has presented the work using the given format (i.e. font, writing style, margins, and spacing) with some mistakes.	The Student Teacher has presented the work using the given format (i.e. font, writing style, margins, and spacing) with very few mistakes.	The Student Teacher has presented the work using the given format (i.e. font, writing style, margins, and spacing) with no mistakes.

Adopted from: MEdLead courses taught at Notre Dame Institute of Education.  
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## Faculty resource



# Systems theory quiz

- 1) Resources entering a system are known as:
  - a) input
  - b) throughput
  - c) output
  - d) feedback
  
- 2) Human resources, the teachers who teach a student, and the personnel who provide support services are examples of:
  - a) input
  - b) throughput
  - c) output
  - d) feedback
  
- 3) When you begin with the final objective and work backwards, analysing the relationship of each component to the final objective, you are:
  - a) developing the mission statement of the organization
  - b) identifying budget abuses
  - c) researching new policies and procedures for the organization
  - d) using backwards thinking to identify areas that may need improvement
  
- 4) Short answer:
  - I) List and describe two qualities of a well-defined entry point.
    - a)
  
    - b)
  
  - II) List two advantages of systems thinking.
    - a)
  
    - b)



## Student reading

# Essay on schools as learning organisations



By Frances Schoonmaker, Professor Emeritus, Teachers College, Columbia University

It is not uncommon to hear people talking about schools as learning organizations. But people may not have the same ideas in mind when they say that the school is a learning organization.

When teachers talk about schools as learning organizations they are probably thinking of how children learn. Their focus is on helping children to gain the knowledge, skills and dispositions necessary to become fully participating and productive members of society.

Administrators may think of schools as learning organizations because all of the faculty, staff and students in the school are engaged in learning. Administrators learn as they encounter new information and new situations. Teachers learn from each other, from children, and from new information that becomes available to them through publications, conferences, or the web. They also learn from their leaders. Within the school, children learn from teachers, from each other, from the environment and the other people outside their immediate classroom who support the work of the school.

But others talk about *schools* learning. How can a school learn? The school, as an organization, learns as all of the individuals who are part of the school work together. As the individuals with a school work together, they create a kind of organisational personality that makes each school unique. This *organisational personality* also includes the sub-groups that exist within the school. For example, all of the grade K–2 teachers may be in a department and comprise a sub-group along with the grade 3–6 teachers. Or all of the teachers who went to school at a particular college or university might be an informal, but powerful sub-group. The school staff, including those who do the clerical work and who clean the facilities, might be a sub-group. Some sub-groups are predictable, grade level groups, for example. Others, such as graduates of a college, are not so predictable. But sub-groups make up part of the organizational climate of a school. They contribute to how it “learns.”

The whole school as an organization learns as it reviews information together and draws conclusions. It may decide to collect and review data such as examination scores. The members of a school organization can also work together to improve the conditions for learning within the school. Sometimes the school will draw on outside support from the community or provincial government. At other times, it will learn by drawing on the collective wisdom of its members.

## One School Learns

Teachers and staff at an elementary school were having a great deal of trouble every day at lunch time. In this school, children ate together in a common room or cafeteria. Classroom groups were assigned a time to be in the common room. Usually about 100 children were in there at a time. Teachers took turns supervising behaviour. They hated it. Children used bad manners at the table. They were loud. Their behaviour was often aggressive. They spilled food and left a mess when they were done. Teachers found that they spent all their time correcting behaviour. Arguments that began in the common room were taken up on the school grounds and turned into fights between children.

The faculty and staff tried introducing rules and punishment for breaking the rules. It just didn't seem to work. Teachers still hated doing cafeteria "duty." Cleaning and cafeteria staff complained that their work was difficult because of children's lack of respect for the facility. Teachers and administrators were busy enforcing rules and dealing out punishment.

The teachers, principal, cafeteria staff and school cleaning staff all met together to talk about what could be done. They decided that part of the problem was with the space itself. With parent help, they redecorated the space. Classes worked together to create colourful pictures and murals to display. They used language such as "our common room," and "our school community." Teachers talked with children about how they could enjoy their newly decorated space and included their ideas. Once decorations were complete, they introduced music during lunch-time, played over a speaker system. And they created a positive reward for classes who demonstrated the most responsible behaviour. Cafeteria and cleaning staff thought of one reward. They decided to give a "golden broom" award to the class that did the best job of cleaning up after themselves each week. They found an ordinary broom and put a gold-coloured ribbon on it. The class who won could put the "golden broom" in their room until the next week when the winning class was announced. Teachers supervising during lunch gave points to classes who demonstrated responsible behaviour. When a class earned enough points, they were treated to a party in the common space. All of these organizational efforts worked!

This school "learned" that by working together, they could solve a problem that seemed too much for them individually. Everyone was included and everyone benefitted. Their solution might not work in every school. But it was *their* solution. Best of all, it spilled over into other collaborative work. They began using a systems approach to solving problems and creating new possibilities for children.

## Positive, Negative and Individualistic Learning Organizations

How would you describe the *organisational personality* of the school you know best? Is it a lively personality where people are all learning together? If so, it can be called a Positive Learning Organization. But if it is a place where people seem to work against each other or in isolation, you might describe it as a Negative Learning Organization or an Individualistic Learning Organization. Learning goes on in such schools. In

Negative Learning Organizations teachers and children are learning that school is not an environment that welcomes them. Their ideas are not valued. Control and maintaining order seem more important than learning. Administrators in Negative Learning Organizations may work diligently to keep things under control. They may feel under-appreciated and isolated from teachers and children. In an Individualistic Learning Organization, teaching and learning seem to be contained within individual classrooms. The role for administration is to manage the facilities, see that school matters run smoothly, and support teachers in teaching children. Negative and Individualistic Learning Organizations may have a strong personality, but they misses the advantages of a more system-wide approach to their mission of educating youngsters.

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For another discussion of this topic, see: Brandt, R. (1998). *Powerful learning*. Alexandria, VA: ASCD. Retrieved from

➤ <http://www.ascd.org/publications/books/198179/chapters/Schools-as-Learning-Organizations.aspx>

## Student reading



# Feedback

**Feedback** is a process in which information about the past or the present influences the same phenomenon in the present or future. As part of a chain of cause-and-effect that forms a circuit or loop, the event is said to “*feed back*” into itself.

Ramaprasad (1983) defines feedback generally as “*information about the gap between the actual level and the reference level of a system parameter which is used to alter the gap in some way*”, emphasising that the information by itself is not feedback unless translated into action.<sup>[1]</sup>

“...‘feedback’ exists between two parts when each affects the other...”<sup>[2](p53)</sup>

Feedback is also a synonym for:

- **Feedback signal**—the measurement of the actual level of the parameter of interest.
- **Feedback mechanism**—the action or means used to subsequently modify the gap.
- **Feedback loop**—the complete causal path that leads from the initial detection of the gap to the subsequent modification of the gap.

Self-regulating mechanisms have existed since antiquity, and the idea of feedback had started to enter economic theory in Britain by the eighteenth century, but it wasn’t at that time recognized as a universal abstraction and so didn’t have a name

The verb phrase “to feed back”, in the sense of *returning to an earlier position* in a mechanical process, was in use in the US by the 1860s, and in 1909, Nobel laureate Karl Ferdinand Braun used the term “feed-back” as a noun to refer to (undesired) *coupling* between components of an electronic circuit.<sup>[6]</sup>

By the end of 1912, researchers using early electronic amplifiers (audios’) had discovered that deliberately coupling part of the output signal back to the input circuit would boost the amplification (through regeneration), but would also cause the audio to howl or sing.<sup>[7]</sup> This action of feeding back of the signal from output to input gave rise to the use of the term “feedback” as a distinct word by 1920.<sup>[7]</sup>

There has been over the years some dispute as to the best definition of feedback. According to Ashby, mathematicians and theorists interested in the *principles* of feedback mechanisms prefer the definition of “circularity of action”, which keeps the theory simple and consistent. For those with more *practical* aims, feedback should be a deliberate effect via some more tangible connexion.

“[Practical experimenters] object to the mathematician’s definition, pointing out that this would force them to say that feedback was present in the ordinary pendulum ... between its position and its momentum—a ‘feedback’ that, from the practical point of view, is somewhat mystical. To this the mathematician

retorts that if feedback is to be considered present only when there is an actual wire or nerve to represent it, then the theory becomes chaotic and riddled with irrelevancies

## Types of feedback

Main articles: *negative feedback* and *positive feedback*

Feedback is commonly divided into two types—usually termed *positive* and *negative*. The terms can be applied in two contexts:

- 1) the context of the *gap* between reference and actual values of a parameter, based on whether the gap is *widening* (positive) or *narrowing* (negative).
- 2) the context of the *action* or *effect* that alters the gap, based on whether it involves *reward* (positive) or *non-reward/punishment* (negative).

The two contexts may cause confusion, such as when an incentive (reward) is used to boost poor performance (narrow a gap). Referring to context 1, some authors use alternative terms, replacing ‘positive/negative’ with self-reinforcing/self-correcting, reinforcing/balancing discrepancy-enhancing/discrepancy-reducing or regenerative/degenerative respectively. And within context 2, some authors advocate describing the action or effect as positive/negative reinforcement rather than feedback. Yet even within a single context an example of feedback can be called either positive or negative, depending on how values are measured or referenced.[13] This confusion may arise because feedback can be used for either *informational* or *motivational* purposes, and often has both a *qualitative* and a *quantitative* component. As Connellan and Zemke (1993) put it:

“*Quantitative* feedback tells us how much and how many. *Qualitative* feedback tells us how good, bad or indifferent

The terms “positive/negative” were first applied to feedback prior to WWII. The idea of positive feedback was already current in the 1920s with the introduction of the regenerative circuit Friis and Jensen (1924) described regeneration in a set of electronic amplifiers as a case where *the “feed-back” action is positive* in contrast to negative feed-back action, which they mention only in passing. Harold Stephen Black classic 1934 paper first details the use of negative feedback in electronic amplifiers. According to Black:

“Positive feed-back increases the gain of the amplifier; negative feed-back reduces it.

According to Mindell (2002) confusion in the terms arose shortly after this:

“...Friis and Jensen had made the same distinction Black used between ‘positive feed-back’ and ‘negative feed-back’, based not on the sign of the feedback itself but rather on its effect on the amplifier’s gain. In contrast, Nyquist and Bode, when they built on Black’s work, referred to negative feedback as that with the sign reversed. Black had trouble convincing others of the utility of his invention in part because confusion existed over basic matters of definition.”<sup>[15](p121)</sup>

➤ <http://en.wikipedia.org/wiki/Feedback>

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## Teacher roles—Planning

### Introduction

Whether it be the start of the school year, the commencement of a new term or the start of a new position within a school, effective teaching, learning and classroom management depend on effective planning. A great deal of this planning takes place outside the confines of the classroom prior to classroom interaction. However, the relationship between planning and implementation is a dynamic one, and planning for immediate future activities may well take place in the classroom virtually as implementation occurs. An example is as the lesson is implemented the teacher receives feedback concerning the efficacy of the decisions that were made during the planning process, and modifies and adjusts those decisions as required.

While planning for effective classroom management tends to focus on teaching and learning activities, it also includes planning related to the organisation and management of students, resources, time and space. Planning decisions by teachers reflect their beliefs and perceptions. Planning is a value-based activity, thus it is important for teachers to be aware how their own values may inform their decision making. A flow chart indicating planning tasks may be found on the next below.

### Aims

The major aims of implementing the classroom planning role are to:

- Establish the goals and purposes of the class agenda within the wider agenda of the school, and the general strategies for attaining them.
- Set specific objectives for particular classroom programs and devise coordinated ways of accomplishing them.
- Anticipate possible problems so that these can be avoided or overcome.
- Optimize the use of such resources such as time, space, personnel and finance to achieve the objectives and purposes of the class goals.
- Develop guidelines for decision making and decision taking with students so that policies and programs can be implemented.
- Provide opportunities for students to participate in decisions related to the planning and implementation of activities and programs so that they not only achieve better understanding and acceptance of these but also enhance their own learning and growth.
- Establish a basis for determining whether class and school goals are being achieved.
- Ensure coordination of long-range and short-term plans so that the activities of the classroom are coherent and consistent and move in agreed-upon directions.

## Strategies for implementing a plan

Effective planning relies on (a) input from stakeholders, and (b) key principles involved for providing an effective framework. These key principles may relate to style of classroom management, and include student involvement, flexibility and review. Other principles relate to the characteristics of the emergent plan. These include stability, continuity and simplicity. When formulating an effective plan, it is suggested the following seven key principles be involved.

### 1. Staff Involvement

In the process of planning, the teacher must ensure that persons concerned with, and affected by, the purposes of the plans have an opportunity to participate in their formulation. Such persons might include students, other teachers, parents, and possibly members of the school community. The advantages of participation include better understanding and acceptance of plans and programs developed, and greater commitment to participate in them.

### 2. Flexibility

The plans that are eventually formulated should not be regarded as set in concrete. Their implementation will doubtless necessitate fine tuning and modification as unforeseen problems and circumstances arise. A number of alternate plans may be devised to facilitate flexibility.

### 3. Stability

While a plan must be flexible, it must also have stability; it should not have to be abandoned or modified extensively. If plans change too often, the stakeholders will become confused and resentful, and goal attainment will be impossible.

### 4. Continuity

Planning should have continuity so that when one plan is completed or has outlived its usefulness, it is replaced by another so that the guiding action provided by planning is continuous.

### 5. Simplicity

Often plans are more complex than they need to be. The more complex a plan, the more difficult it is to communicate, follow, and implement. It is essential that classroom plans are simply expressed if students are to participate fully in their development and implementation.

### 6. Review

Teachers must periodically and/or continuously monitor and evaluate the progress of their plans to determine whether they are on course or whether encountering difficulties. These reviews may make it necessary to redraw the plans to meet desired goals or to change the goal themselves.

Andrius, J. (n.d.). *Teacher roles—Planning*. Retrieved from

➤ <http://www.teachermatters.com/about/about-teacher-matters/>

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## Faculty resource

# Building trust between principals and teachers



To a great extent, individual circumstance such as school size, stability, history, existing relationships among faculty and administrator, and so on, determine the trust level between principals and teachers. Listed are some suggestions from educationists and practitioners for laying a foundation for teacher–principal trust (Brewster, & Railsback, 2003).

**Demonstrate personal integrity.** Teachers' honesty and integrity in interactions with the principal is important. However, it is the responsibility of the principal to set the stage for a trusting relationship with teachers and other staff (Brewster, & Railsback, 2003).

**Show that you care.** Trusted and respected principals take personal interest in the well-being of all the stakeholders including teachers, students, parents, and members of the larger community (Brewster, & Railsback, 2003).

**Be accessible.** Principals encourage teacher–teacher, teacher–student, student–student, and teacher–parent communication. Apart from encouraging open communication among all the stakeholders, principals make themselves available for teachers, parents, students, and other staff members. This kind of open communication helps principals to earn trust of the members of the school community (Brewster, & Railsback, 2003).

**Facilitate and model effective communication.** Ineffective communication that includes individuals' inability or unwillingness to communicate with others confounds problem solving and reduces trust. A communication system should be open and fluid and include feedback loops to reinforce the main purpose of communication. This kind of communication will encourage each individual's active participation in the communication system as well as reduce the feeling of isolation among administrators, teachers, and support personnel (Brewster, & Railsback, 2003).

**Involve staff in decision-making.** Consider staff as capable professionals and facilitate their authentic participation in decision making (Brewster, & Railsback, 2003).

**Celebrate experimentation and support risk.** Support innovation and novel ideas and accept mistakes made trying to implement novel ideas.

**Express value for dissenting views.** Allow teachers to express concerns and disagreement without fear of reprisal. This will help teachers to feel secure in providing honest input in the process of decision making.

**Reduce teachers' sense of vulnerability.** Reduce teachers' sense of vulnerability. Teachers may not be able to focus on students' benefits in an environment in which teachers feel unsupported and mistrusted (Brewster, & Railsback, 2003).



**Ensure that teachers have basic resources.** Timely provision of necessary resources and supplies by the principal helps in growing trust in that person as a responsible leader.

**Be prepared to replace ineffective teachers.** This option should be the last one and should only be used in unavoidable circumstances. Removing a teacher without a prior warning and without a strong reason may damage a principal's relationship with teachers and lower the level of trust toward the principal (Brewster, & Railsback, 2003).

**Shared Personal Practice.** Develop a sense of professional learning community among teachers and facilitate learning from each other by encouraging teachers to review each other's professional practices, and strengthen strong areas, and improve on their weakness (Brewster, & Railsback, 2003).

Brewster, C., & Railsback, J. (2003). *Building trusting relationships for school improvement: Implications for principals and teachers*. Northwest Regional Educational Laboratory, pp. 11–14. Retrieved from  
➤ [http://educationnorthwest.org/webfm\\_send/463](http://educationnorthwest.org/webfm_send/463).

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## Student reading



# Teachers as leaders

By Frances Schoonmaker, Professor Emeritus, Teachers College, Columbia University

We're beginning to see the restructuring of work environments for teachers; schools where teachers are engaged in collaborative supervision or classroom research. We want to create more and more of those situations where discussion is going on in the schools. If we want that to happen we need to begin to prepare teachers to have the disposition and the skills to do that. (Zeichner in Kennedy, 1989, p.19).

Around the world, teachers and school leaders are feeling the pressure to produce measurable results in student achievement. The worthwhile goal behind this pressure is to ensure that all children have the opportunity for equal access to education. But as a result of the drive for schools to produce better outcomes, teachers often feel that their school is “over-managed” and “under-led” (Hamel and Prahalad 1989, as cited in Townsend 2011, p.100). School environments that are over-managed seem to have little room for the discussion and collaboration among teachers that Zeichner calls for in the quotation above.

Over-management of schools reflects a global trend in education. This trend is to re-interpret the task of education from contributing to those qualities that enable a person to live a rich, productive and satisfying life to a market-driven, outcomes-based approach that emphasizes basic skills. *Accountability, responsibility, evidence-based practice, high impact practices* and *high achievement* are all words that make their way into discussions in policy meetings and school systems around the world. The person charged with making sure that schools are delivering a high-quality educational product is the school leader who is expected to do so through skillful management.

One of the problems in this market-driven approach is that it bypasses the uniqueness of communities and their schools. Students seem to be objects of education, standardized products rather than real people with their own hopes, dreams, ideas and experiences. It misses the broader goals of schools that have to do with holistic learning.

The role for teaching, given this new global focus, is to be part of the delivery system. Some educators believe it is essential for teachers to participate in leadership if schools are to deliver high quality education for all students. Other educators see teacher leadership as essential if schools are to be educational communities where there is leadership for learning. Both groups may have the same ends in mind: involving teachers in leadership of the school organization as it works to help all children have an equal opportunity to learn. But *leadership for learning* assumes that high quality refers to more than outcomes that are easily measured on achievement tests. It takes a developmental view (Townsend, 2011).

Leadership for learning involves the whole school. The leadership task is managed by the school head or principal and shared with teachers. Teacher leadership is critical to the task, not just in leading students, but within the school as an organization. Teacher leaders work together to develop a sense of direction for the organization. While ends may be narrowly prescribed, working together, teacher leaders create means that are compatible with the broader ends they and the community outside the school have for the children.

Life within the school is more than “preparation for life, education is life itself, (John Dewey, 1859–1952), being lived fully every day. Leadership for learning is about how school people share the challenges of life in school. It focuses on tapping the creativity of all members of the organization. Teachers and school heads work together to identify and manage problems. They share ideas and concerns through discussion and critical feedback. Their discussions may be about a problem as ordinary as the daily schedule or as extraordinary as how to deal with the aftermath of an earthquake that has disrupted their community. Teacher leaders consider possibilities and nurture imagination. Teachers and students alike are encouraged to have an experimental approach to their work, trying out ideas, engaging in classroom research, discussing what does and doesn’t work for them in their context. Education becomes a project in which all are deeply valued and engaged. Learning is broad and deep, not just student learning, but teacher learning as well.

The roles for teacher leaders may be as many as there are teachers. Some that are frequently talked about: 1) Development of Resources. Teachers create and share ideas for teaching. This is especially important when there is a mismatch between state or national expectations and resources actually available for teachers. Rather than saying, “We can’t do this!” teacher leaders try to help their colleagues figure out alternative materials and resources using what is available, 2) Teaching Support. The Zeichner quotation mentions supervision. Teacher leaders help other teachers who are struggling with instructional issues or who want to try out new ideas and gather feedback. Teacher support can be less threatening than having the school head provide the support because it is not connected to evaluation of performance. 3) Curriculum Development. A teacher leader can meet with colleagues to create new curricula for a subject or a grade level. The teacher leader may initiate such an activity or be appointed to chair meetings in which teachers work together. 4) Peer Coaching. This is akin to teaching support. In a coaching role, the teacher leader works with a teacher to try out new strategies or solve problems, for example in classroom management and routines. 5) Mentoring. Some schools appoint mentors to help new teachers by coaching, providing support and by being available for discussion of classroom events. Rana, H. & Hiba, R. (2010) see mentoring in Pakistan as leadership practice in action. 6) Research Leader. Teacher leaders help their colleagues describe problems of practice and formulate ways to examine these through practitioner research. They may locate relevant articles and lead teachers in reading and critiquing them, develop a question for research and conduct in-class research. 7) School and System-level Committees. A teacher leader might be the member of or chair the school’s Professional Development Committee or represent the school in attending a system-wide committee. All of the roles above involve discussion and collaborative inquiry with colleagues and support the development of schools as learning communities.

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7

# Methods and strategies to use in planning

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An array of teaching-learning strategies has been included in this section to assist faculty in planning.

**Active lecturing:** An active lecture is not too different from any good lecture, but it attempts to involve listeners directly. There is no single best way to give an active lecture, but it includes the following:

Give information in small chunks (about 10 minutes), and then have students do something with the information for 1–3 minutes. You can use the same activity after each chunk of information is given or you can vary them. Examples of activities are:

- Write a 1-minute reaction to what you have just heard.
- Talk to the person next to you about what you heard versus what they heard. Do you agree? Do you have questions?
- List as many key points as you can remember.

Compare notes taken during the 10-minute chunk. Help each other fill in gaps or determine if crucial information is missing. (Some people do not allow note-taking during the lecture, but this is up to the Instructor.)

Another way to give an active lecture is as follows: hand out three colours of cards or slips of paper. When people are listening to your comments, have them hold up a different colour for:

- I understand
- I don't understand
- I disagree

Then either stop and allow questions or adjust what you are saying so there are more 'understand' colours showing. This is particularly effective with large groups of 50 or more people.

**Ambassadors:** This is a useful way to get groups or individuals to exchange information. Two or more members move from one group to another to share and compare discussions, or you may wish to have half the group exchange with another group. This is especially useful if you do not have ample time for a full class discussion.

**Brainstorming:** This is a technique for getting creative ideas on a topic. It may be an individual activity or be organized as a group activity. Give people a limited amount of time (e.g. a minute) to say or write down as many ideas as they can on a topic. No matter how unrelated an idea seems, write it down. (Alternatively, ask the whole class to brainstorm and write down all ideas on the class board.) After the brief period of brainstorming, ideas may then be analysed, organized, or critiqued. Brainstorming is often used as a problem-solving technique. Ideas are analysed in light of how useful they might be in solving the problem.

**Gallery walk:** This is a strategy that borrows its name from a visit to the art gallery. Students walk through an exhibit of posters, artefacts, or display items they have completed. They may or may not be directed to take notes. The idea is to thoughtfully look at what is displayed.

**Group work:** There is no single best way to form groups. The best way for you is the way that suits your purpose. Use a more complicated strategy if students need a break or need to be energized. Use a simple technique if time is short. Some group-forming methods are as follows:

- Ask people to count from one to five (depending on the number of people you want in a group). Appoint all the ones to go to one table (or area of the room), all the twos to a different area, and so forth, until the whole class is divided into groups.
- Before class, determine how many people you want in a group or how many groups you need. Use different-coloured stickers, stars or dots. Put one on each student as they enter class. When it is time to form a group, ask students to find people with the same sticker and sit together.
- Put different-coloured bits of paper in a cup or jar on each table. Have people take one and find other people in the room with the same colour to form a group.
- Have students get together with everybody born in the same month as they were.

Make adjustments to the groups as needed.

**KWL (Know–Want–Learn):** KWL is a strategy that provides a structure for recalling what students know about a topic, noting what they want to know, and finally, listing what has already been learned and is yet to be learned. The strategy allows students to take an inventory of what they already know and what they want to know. Students can create a chart on paper or the Instructor can draw one on a board, making sure to have three columns, with the headings K, W, and L. Students can categorize information on the topic that they expect to use as they progress through a lesson or unit.

**Mini-lecture:** A mini-lecture contains all the components of a good lecture, and is sharply focused. It begins with an introduction that provides an overview of what you will discuss. It makes one or more sharply focused points, with an illustration of each. It summarizes only the main point or points and then concludes.

**Minute paper:** Ask students to write for a minute on a particular topic (it might be their reflections or you might assign a specific subject). They are to focus on writing down their ideas, rather than on proper grammar and spelling. A minute paper differs from brainstorming because there is more focus.

**Pair-share:** Use this technique when you want two people to work together to share ideas or accomplish a task. Simply ask people to work with someone next to them, or you can have them find a partner using some other criteria. It is very useful when you want people to quickly exchange ideas without disrupting the flow of the class. (Sharing in triads or foursomes is another small-group technique).

**Poster session:** This is a useful way to have students organize their thinking on a topic and present it to others in a quick but focused way. Have individuals or small groups work to create a poster to explain or describe something. For example, if they have been doing an inquiry on a particular topic, they would want to include their focus, methods, and outcomes, along with colourful illustrations or photographs. The poster can be self-explanatory or students can use it to explain their work. As an

in-class tool, a poster session is often combined with a gallery walk so that students visit a number of posters in a short period of time.

**Readers' theatre:** This strategy takes its name from theatre. In a readers' theatre, actors read a script or story rather than memorizing it. They use only their voices and some simple gestures to convey meaning. In the classroom, this technique can be used in much the same way, or a simpler version may be used. For example, the Instructor might give several class members a paragraph to read aloud at the beginning of a session in order to stimulate interest. Alternatively, the Instructor might have times during the session that different readers stand and read their paragraph.

**Roundtable technique:** The class is divided into small groups (four to six), with one person appointed as the recorder. A question is posed that may have many answers, and students are given time to think about those answers. Afterwards, members of the team share responses with one another round-robin or roundtable style. The recorder writes down the answers of the group members. The person next to the recorder starts, and each person in the group (in order) gives an answer until time is called.

**Text-against-text:** This is a way of helping students learn to analyse and compare written documents. The idea is to look at two documents and search for overlap, confirmation, or disagreement. It is a way of looking at different perspectives. Sometimes it is useful to give students readings prior to class and ask them to compare the readings, following a set of study questions. For example:

- 1) Look at each author separately. What do you think the author's main point is?
- 2) How does the author support the argument?
- 3) Look at the authors together. In what ways do they agree?
- 4) What are their points of disagreement?
- 5) What is your opinion on the issue?

Text-against-text may be used to compare a new reading (or a set of information) with a reading or information students have already read and discussed in another unit or earlier in the unit. In classrooms where the whole class uses a single textbook, instructors often find they are teaching against what is in the textbook. Sometimes it is hard for students to accept that a textbook can and should be questioned. Putting together a text-against-text activity, using the textbook and an article or a set of articles to read instead of the text, can help them understand that there may be legitimate differences of opinion on a subject.

Another way to use the activity is to put a set of materials at each table or with each group of students. Some university faculty like to put together text sets that include both scholarly and non-scholarly works and have students think about differences. For example, you might provide all students—regardless of their reading level or learning style—with a 'way in' to thinking about a topic by using some materials that are easy to read. Even competent adult learners seek out easy books or materials to learn about a new or complex topic. Providing a picture, newspaper article, and children's book in a text set might give everyone a means of connecting to or understanding some aspect of the larger subject. Articles need not contradict each other. They may be about the same topic, but offer students different ways of seeing a subject.



### **Using quizzes or pop tests:**

#### *Short quiz (15 minutes)*

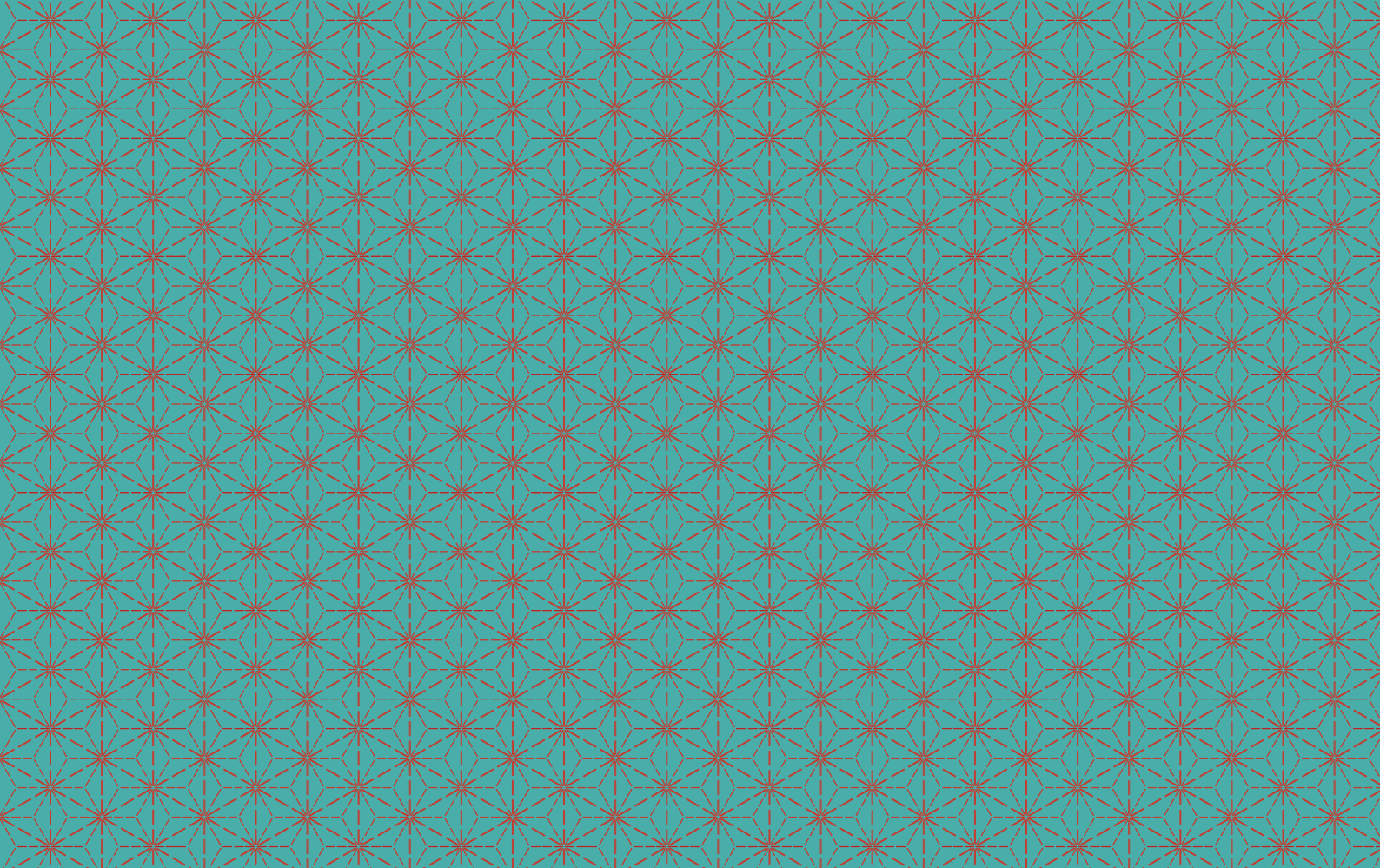
- Prepare and give a short quiz on the different aspects of child development covered in the unit.
- Have students take the quiz and then circle items about which they are unsure.

#### *Triads share (10 minutes)*

Have students meet in groups of three to go over items about which they are uncertain.

#### *Review (30 minutes)*

- Go over the quiz with students, having them look at their own work and make corrections.
- Notice points they had difficulty remembering and take time to review them. You may ask students to assist with this, sharing how they were able to remember certain points.
- This is a time to correct any misconceptions.
- Have students save their quiz for future study.



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