



Inter-Agency Network for Education in Emergencies
Réseau Inter-Agences pour l'Éducation en Situations d'Urgence
La Red Interagencial para Educación en Situaciones de Emergencia

INEE Good Practice Guide: Education Structures & Management – School Administration

In areas facing crises, school management is typically weak as community leaders and teachers find themselves taking on new roles in school management. The lack of experience in school management is particularly problematic in times of crisis as teachers are being employed, school management committees organized, and long-term educational systems put into place. To address this lack of experience, capacity building programs focused on building the administrative and leadership capacity of head teachers are frequently developed by governments and NGOs. These programs, through a combination of training, mentoring and monitoring, support head teachers to address the day-to-day management issues of a school management system, as well as to jump-start the community mobilization process.

Strategies

- **Target specific themes for capacity building**

From an assessment of skills and knowledge of head teachers, specific areas should be chosen for capacity building, and appropriate indicators developed to monitor achievement in those areas. See the table below for possible areas for capacity building. In order to establish proper organizational relationships, the PTA or School Management Committee should be involved in the monitoring of the head teacher's performance.

- **Link material support and training**

Building the capacity of head teachers is a combination of training AND follow-up with:

- 1) supportive feedback
- 2) sufficient material resources
- 3) logistical support
- 4) individualised encouragement and moral support

For head teachers and schools to meet the expectations of training it is imperative that the necessary materials and logistics are provided. Any capacity activities should also involve follow-up training and on-site monitoring and feedback. This can be done through direct training and monitoring, as well as by having head teachers mentor other head teachers.

- **Train administrative teams**

Head teachers do not perform their duties alone. In order to establish proper systems of accountability and job expectations, district and regional supervisors of head teachers should be included in any head teacher training. Additionally, the head teacher should be trained with a senior

teacher or deputy headmaster. This strategy builds the institutional capacity of the school and supports the head teacher in implementing changes in the school.

| Area of Development | Support | Indicator |
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| Protection | <p>Training support in:</p> <ul style="list-style-type: none"> • Convention on the Rights of the Child (CRC) and Education for All (EFA) • Strategies for determining which children are not going to school • Addressing racial, gender or disability discrimination • Development and implementation of school discipline policies • Alternatives to corporal punishment <p>Material support:</p> <ul style="list-style-type: none"> • examples of job descriptions • paper • pens • files • hardbound book for keeping track of discipline • copies of the CRC • copying facilities | <ul style="list-style-type: none"> • Job descriptions developed and discussed with individual staff. • Annual or semi-annual staff reviews conducted with necessary changes made to job descriptions. • School discipline policy displayed and discussed with students, teachers and parents • Potential changes in discipline structures |
| Working with a Parent Teacher Association/ School Management Committee | <p>Training support in:</p> <ul style="list-style-type: none"> • What is a PTA and its relationship with the school administration • How to facilitate the development of a school management plan with the PTA • The PTA's role in monitoring the school • The PTA's role in protection of children in the community and school <p>Material Support:</p> <ul style="list-style-type: none"> • paper • pens • examples of PTA manuals | <ul style="list-style-type: none"> • Job descriptions developed and discussed with individual staff. • Annual or semi-annual staff reviews conducted with necessary changes made to job descriptions. |

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| Personnel Management | <p>Training support in:</p> <ul style="list-style-type: none"> • Development of job descriptions • How to give positive and negative feedback • How to conduct a meeting <p>Material support:</p> <ul style="list-style-type: none"> • examples of job descriptions • paper • pens • files | <ul style="list-style-type: none"> • Job descriptions developed and discussed with individual staff. • Annual or semi-annual staff reviews conducted with necessary changes made to job descriptions. • Staff meetings held regularly with minutes filed. |
| Accounting and Office Organization | <p>Training support in:</p> <ul style="list-style-type: none"> • Basic accounting • Transparency and Accountability • Development of a simple filing system <p>Material support:</p> <ul style="list-style-type: none"> • locking cabinet or cashbox • hardbound accounting book • receipt books • school stamp • ink pad | <ul style="list-style-type: none"> • Accounting system up to date and accurate 3 months in a row • Parent Teacher Association or School Management Committee checks accounting books on a regular basis • Filing system implemented and files maintained |
| Counselling Support | <p>Training support in:</p> <ul style="list-style-type: none"> • Impact of crisis on teachers, parents and students • Reinforcement of childhood development • Strategies for developing a supportive environment for teachers • Strategies for working with students inside the school <p>Material support:</p> <ul style="list-style-type: none"> • psychosocial reference materials | <ul style="list-style-type: none"> • Individual counselling conducted and appropriate follow up is undertaken with student, parents and teachers • Staff support meetings or activities implemented |

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| Classroom Monitoring and Teacher Utilization | <p>Training support in:</p> <ul style="list-style-type: none"> • Classroom monitoring • How to give positive and negative feedback • Preparation of lesson plans and schemes of work • Strategies for improving teachers' time and preparation <p>Material Support:</p> <ul style="list-style-type: none"> • classroom observation forms • pens • paper • manila paper for classroom schedule | <ul style="list-style-type: none"> • Teachers monitored on a regular basis. • Daily lesson plans and schemes of work prepared. • Teachers' schedule posted with optimal number of students. |
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Checklist

General

- Have concrete indicators been developed for each of the head teacher's skills?
- Has an assessment been conducted of head teachers' skills? Have the head teachers been asked which skill areas they would like to develop?
- Are there any female head teachers or deputy head teachers? If not, can female deputy administrators be appointed as a matter of urgency?
- Does the head teacher have sufficient materials to implement any training or recommendation? If materials are being supplied, are these sufficient?

Training

- How often are head teachers brought together for training?
- Is this coordinated with government officials? Is the training in line with the needs and expectations of head teachers?
- Is there time during the training for teachers to talk about what they have experienced during the crisis and how it is affecting their work?
- Is psychosocial support of students and teachers included in the training? Are strategies provided for head teachers to create a supportive environment for their teachers?
- Are head teachers supported to use or establish a manual of rules and regulations for the running of their school including admission policies, discipline, grading, school term, school hours?
- In order to build institutional memory, is more than one person being trained per school? Ideally the head teacher and another teacher would be able to act as a team to implement changes within the school.

Training Follow-Up

- How often is each school to be visited? How are the expectations for each visit developed?

- Is there a timeline for implementing what was covered during training?
- Are rules and regulations posted in each school? Have they been discussed with all teachers?
- Has a mentoring program been established for inexperienced head teachers?
- Are the specific areas in training being implemented?
- Are government officials playing their role in monitoring the schools and ensuring the implementation of the training? What are the obstacles for monitoring schools? Possible areas of monitoring may include: regular staff meetings, head teacher monitoring of teachers' classes, classroom attendance, distribution and use learning materials, etc.