



Operation Guidelines for School Principals

December 2019



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Abbreviations

CDU	Curriculum Development Unit
EA	Education Authority
EAU	Examination and Assessment Unit
HOD	Head of Department
HPS	Health Promoting School
ICT	Information Communication Technology
MQS	Minimum Quality Standards
MoET	Ministry of Education and Training
OV	Open Vanuatu Education Management Information System
PEB	Provincial Education Board
PEO	Provincial Education Officer
PMO	Provincial Maintenance Officer
SBM	School Based Management
SC	School Council
SCA	School Community Association
SDP	School Development Policy
SIO	School Improvement Officer
SIP	School Improvement Plan
TSC	Teaching Service Commission
VESP	Vanuatu Education Support Program
VETSS	Vanuatu Education and Training Sector Strategy

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Foreword

The Education Act spells out the roles and responsibilities of the principal as the administrator and the manager of the school. He/she takes charge of the well-being of students and staff and is responsible for the professional development of teaching and other staff at the school. The whole vision of the Ministry of Education and Training is translated to the authority of the principal to display a caring education system which provides every young person with lifelong skills, values, confidence to be self-reliant and contribute to the development of Vanuatu, and which works in partnership with all stakeholders to provide well-managed schools.



The Honourable Jean-Pierre Nirua,
Minister of Education and Training

Aristotle, an ancient Greek philosopher and scientist, made this important point about education “Educating the mind without educating the heart is no education at all.” In other words, our education system must prepare our young people to meet the challenges of the future and contribute effectively in the improvement of our country – social, environment and economic sector.

Our country, Vanuatu, is limited in its nature resources; but rich in its culture, custom and human resources. There are more than hundred indigenous languages, three official languages, English, French and Bislama. This gives us the advantage of being a multilingual society and that is our strength and opportunity. This is the point of difference that we can explore and capitalize on to make our education system valuable and unique in our region. As a school principal, you have the power in your own making to produce future leaders that match the world standards and measure up with them.

The handbook is aligned with the Principal Standards and I would like to emphasize the key part of the standards and the role of a principal which is ‘Leadership’. As principals, you must have the will to advance your school to new horizons. Begin by setting your vision of where you want to take your school in five to ten years’ time, and then be an actor of change. Positive change will only take place in your school if you own the school vision which is in line with the Ministry’s vision and take the challenge to change your school status from poor to good, good to very good and very good to excellent. Being an ethical leader, the secret to making a positive change is how influencing but accommodating you are to your school and its stakeholders. Principals are decision makers and therefore must have good understanding of the laws and existing regulations, with strong principles to guide your decisions and your decisions must be in the best interest of your students, school, communities and our nation Vanuatu.

The Ministry of Education and Training has produced this handbook to guide you in your leadership role. You have the support of the ministry to make your school’s dream and the Ministry’s vision materialize.

I take this opportunity to congratulate the School Based Management Unit Team for producing this third edition of principal’s handbook, more than ten years after the primary and secondary principals’ handbook was developed. This handbook is unique because it combines the primary and school principal handbook and emphasizes the term ‘principal’ as stated in the Education Act.

Thank you,



Honourable Jean-Pierre Nirua
Minister of Education and Training



Section 1: Role of Education - The national context

The Operation Guidelines for School Principals have been developed to assist principals in planning strategically so that they manoeuvre their activities towards achieving indicators highlighted in the four pillars of the Vanuatu professional standards for school principals.

The four pillars are:

1. Leadership
2. Management
3. Teaching and learning
4. Community and partnership

In order to monitor schools for improved performance towards better results and worthwhile achievements that produce valuable outcomes for an ideal Vanuatu, national benchmarks must be observed and used by schools as reference points. This is very important as it defines a pathway for progress in verifying if schools are meeting the required national standards.

School principals therefore need to understand that schools must operate to meet the goals of the MoET and ensure that they are achieved. This section outlines the vision, missions, values and planning framework of the MoET.

Vision

Our vision is for a caring education system which provides every young person with the lifelong skills, values and confidence to be self-reliant. More so, that they contribute to the development of Vanuatu, which works in partnership with all stakeholders to provide well-managed schools.

Mission

Our mission is to provide a student-centred education that is accessible, relevant, sustainable, responsive and of good quality. To guarantee this, our mission includes the following:

- Pre-school and basic education to Year 10, including literacy, numeracy, life skills and livelihood skills have a respect for our history, culture and a respect for human rights
- Expanded opportunities for secondary, technical, tertiary and higher education
- Support for parents and communities to participate in and manage their schools
- A well-managed and accountable education system that focuses on building the human resources of Vanuatu by improving learning, living and working opportunities, and enabling young people to contribute to the productive sectors in both rural and urban areas.

Values

- Students and schools first
- Transparency, fairness, equity and respect
- Professionalism and accountability that is focused on results
- Grounded in Ni-Vanuatu culture and open to the knowledge of the world
- A team / family approach

Goals

The MoET's staff and school communities are generally familiar with the education strategic goals, commonly identified as **access, quality and management**. These were introduced in the design of the Vanuatu Education Road Map in 2009 and are already embedded into the current policy development, the Ministry of Education Corporate Plan 2013-17 and management processes within the education sector; for instance, the school standards and the school improvement plan at school levels.

Considering this, it was agreed by the taskforce that the interim VETSS strategic goals should be the same. These strategic goals set the basis for the development of the education sector and were the basis for the development of the ongoing Vanuatu Education Support Program (VESP). The joint partnership agreement was approved in 2017 with financial contributions from donor partners.

The strategic goals are as follows:

Strategic Goal 1: ACCESS

To increase equitable access to education for all people at all levels of education in Vanuatu.

Strategic Goal 2: QUALITY

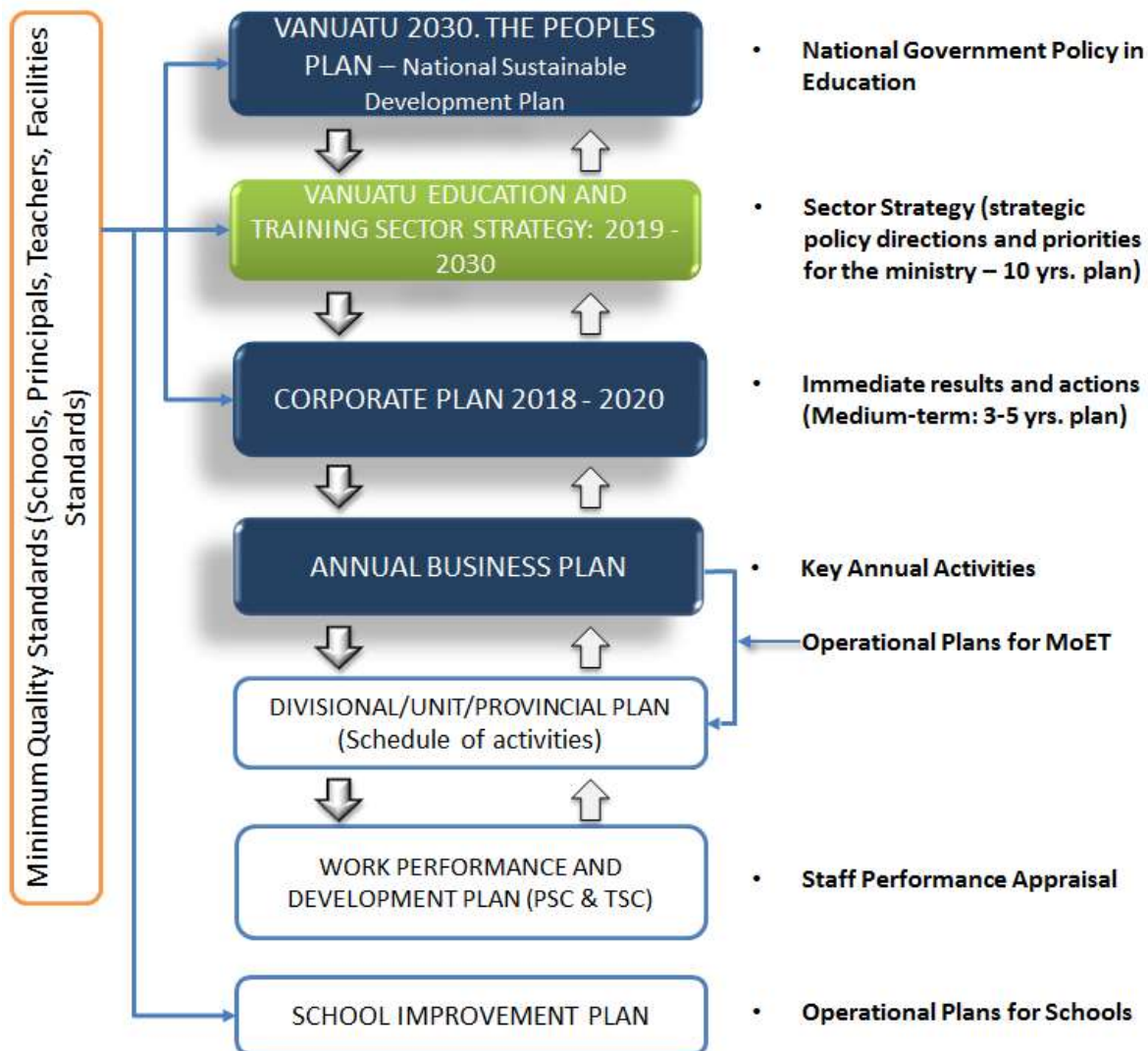
To improve the quality of education in Vanuatu.

Strategic Goal 3: MANAGEMENT

To improve and strengthen the management of the education system in Vanuatu.

Accessible link: <https://moet.gov.vu/index.php?id=mission-statement>

MoET Framework



Accessing Government MoET acts and policies:

The link below is where school principals can access these documents

<http://edushare/POLICY/FINANCIAL%20REG.htm>

- Convention on the Right of the Child Act
- Education Act
- School Grant Code
- Teaching Service Act
- School Grant Budgeting



Section 2: School governing body

The school council

The Education Act No.9 of 2014 section 49 (1) spells out that the responsibility of the School Council (SC) is to assist the principal with the administration and management of the school. The SC's decision is the highest order internally and should be implemented by the principal of the school.

The following are the requirements of the Education Act:

- The establishment of a SC as the governing body of the school
- The SC, with recommendations from the principal, carries out all the important decisions of the school
- SCs are to be effective and their decisions should be carried out in accordance with the Education Act
- SCs should implement effective policies that comply with the Education Act
- Any member of the SC who has any conflict of interest for personal gain must step down to ensure that the council is of a neutral nature and plays its role for the interest of the students and not for individuals.

Guideline for school councils

The following procedures should be considered:

- The SC should consist of at least the following odd number of members: 7, 9 or 11
- SC are normally appointed for a period of two years, although schools may prefer three years to correspond with SIP timeline
- The School Community Association (SCA) nominates their respective representatives to the SC in a formally planned meeting. The names are seconded and recorded in the minutes. The principal sends the names in writing to the Provincial Education Board (PEB) for approval and appointment
- The principal or School Improvement Officer (SIO) must conduct an induction of any new council members, so that they are aware of their roles and expectations

- At its first meeting, the council must elect a chairperson/vice chairperson. The secretary of the council must always be the principal
- The chairperson is always a signatory for the school's financial accounts. However, the principal or the bursar/accountant of the school always handles all cash/cheque transactions.

Guideline for meetings

- Regular meetings are scheduled three times a year, one in each term. However, the principal can call additional meetings when the need arises
- Before a meeting can take place, a quorum is required as follows:
 - Quorum of 4 if the council membership is 7
 - Quorum of 5 if the council membership is 9
 - Quorum of 6 if the council membership is 11
- A member who is going to be absent must provide an apology before the meeting
- The absence of any member for three consecutive meetings without a valid reason will result in his/her disqualification as a member of the council
- The chairperson of the council has the authority to request a meeting if it seems necessary and the principal has to comply
- The principal can also request the chairman to call a meeting
- SC members are NOT entitled to an allowance, but the school MUST provide refreshment, transport and accommodation if necessary. These SC meeting expenditures must be included in the school budget
- Agendas for the meeting must be sent out one week prior to the meeting, along with the notice for the meeting
- All SC meeting agendas must include a written update on the progress of the school's annual work plan and financial report. It is important that all the school's financial reports are transparent and accounted for, as they are regarded as public funds.



Section 3: School leadership structure

School principal



“We will be known forever by the tracks we leave.” – Dakota American, Indian proverb

Roles and responsibilities

The roles and responsibilities of school principals have developed and advanced so much over the years, as they are expected to lead their schools, increase student learning and help staff to grow professionally. Principals are valued as the leading educational experts in the school and must be able to recreate schools as organizations that can learn and change quickly, if they are to improve performance.

This book is aligned with the Vanuatu Professional Standards for school principals and the sub-topics of this section covers the main pillars of these standards which are:

1. Leadership
2. Management
3. Teaching and learning
4. Community and partnership.

Note: The guidelines, procedures and advice given below should be read in conjunction with the document “Vanuatu Professional Standards for School Principals”.

Pillar 1. Leadership



“If your actions encourage others to dream more, learn more, do more and become more, you are a leader.” – John Quincy Adams

Leadership focuses on the principal’s role to engage the school community in building and nourishing the communal school vision, mission, values and goals. In addition, the principal’s role should demonstrate ethical behaviour, accommodate appropriate innovation, promote research-based development and foster creativity. The quality of the principal’s leadership is the most important factor in the success of a school.

- As a visionary leader, a school principal is an educational leader who facilitates the involvement of the community and stakeholders in the development of a broader vision for the school and provides a strategic plan to achieve this vision by inspiring, motivating and challenging them to carry out that vision.
- As an agent of change, a school principal is an educational leader who accommodates appropriate innovations, promotes research-based development, fosters creativity, engages and promotes the use of new technologies for excellence and improvement.
- As an ethical leader, a school principal is an educational leader who demonstrates and models accepted ethical behaviour, works within the professional guidelines to accomplish the school’s goals, understands and adheres to local, provincial and national guidelines.

Visionary Leader

A school platform is a document that sets out what is important at your school. It includes:

1. **A vision:** what you would like the school to aspire to and what the school should achieve in the long term.
2. **A mission statement:** the things you are concentrating on now and how to make progress towards your vision.
3. **A logo & motto:** a saying that can be used to motivate students or acts as a standard for your school.
4. **Setting standards for staff and students:** the expectations of standard behaviour for all the members of the school community.
5. **What you stand for:** there may be things that are special to your school, but you would also have some things in common with other schools.
6. **School values:** are a list of positive characteristics that the school can accept as desirable goals for student and staff behaviours.
7. **School goals:** describes the competence, skills and attributes that students should possess upon completion of their academic years in school.

The following are detailed explanations for each item in the platform.

1. A vision



A vision is like a dream. It describes an aspiration of what a school would like to achieve or accomplish in the future. It is intended to serve as a guide for choosing current and future courses of action. It provides a future scenario – what the school will be like in the medium or long-term future.

Example:

“To develop a school which offers quality, holistic and inclusive education where staff and students all strive for excellence.”



“Strategic planning is worthless – unless there is first a strategic vision.” – John Naisbitt

2. A mission statement

Once the school stakeholders have a vision, then the school needs to work on a mission statement, which will help to draw the focus towards the vision.

A mission statement is a written declaration of the school’s purpose and focus that normally remains unchanged over time. It is a powerful tool for school improvement plans. Properly constructed, it can empower everyone in the school to take up their responsibility and offer their commitment towards the school's direction to that vision.

Example:

“At Mangau school, we provide a safe, supportive and inclusive quality learning environment where we encourage, empower and challenge all students to strive for excellence and develop their full potential academically, physically and socially so as to graduate as responsible Vanuatu and multi-cultural global citizens and lifelong learners.”

If a mission statement is achieved, then there is progress towards achieving the vision.

3. A logo & motto

A motto is a short statement that represents a key value of the school.

Examples:

“Creating greatness through education”

“In everything we do, we strive for excellence.”

Either you could make one up or perhaps there is a custom saying that has some wisdom that you would like your students to try and live up to.

The motto could appear as part of the emblem (logo), which is normally placed on the top of all your school correspondence, policies, exam papers and perhaps on a signboard at the entrance of the school.

4. Setting standards for staff and students

It is important to let the school community know about the school’s standards of behaviour and performance. How students and staff are expected to behave and perform must be made clear to them, therefore the school needs both a student and a staff/teachers’ code of conduct (see appendix for MoET Teacher’s Code of Conduct).

Examples:

“All teachers are expected to display consistently high standards of personal and professional conduct.”

“All students must consistently show respect for teachers, classmates, ancillary staff and visitors to the school.”

5. What we stand for

This is to set out what is most important in the school. The school expects the students to leave at the end of their academic years with good principles and values that will make them productive citizens of Vanuatu. By setting out what your school stands for, in your platform, you are modelling what you expect from them and yourselves.

Example:

“Promoting high achievement, personal development and lifelong learning.”

6. School values

School values are derived from core beliefs and are used as a guide for our behaviours, attitudes and actions towards other members of the school in maintaining peace and harmony amongst each other. Each school defines its values according to its own cultural context or purpose for existing. However, some common ones are:

- *Respect Teamwork Trust Responsibility*
- *Caring Accountability Honesty Humility*

7. School goals

Goals are broad statements of overarching aspirations and overall intent that are consistent with the vision and mission statements.

Vision example: **teaching and learning**

Goal example: *To improve students’ performances through curriculum, instructions and assessment.*

Goals are important because they:

- Provide a sense of direction by informing the management and other stakeholders where the school is going and how it plans to get there.
- Are set to satisfy a need.
- Can be motivational and increase performance.
- Are measurable.



Set a vision and goals that are challenging, yet achievable.

Note: Both students and staff should be taken through the school's platform when they start at the school.

'Agent of Change' Leader



"The best way to predict the future is to invent it." – Alan Kay



A school principal is an educational leader who accommodates appropriate innovations, promotes research-based development, fosters creativity and engages and promotes the use of new technologies for excellence/improvement.

The School Improvement Plan overview

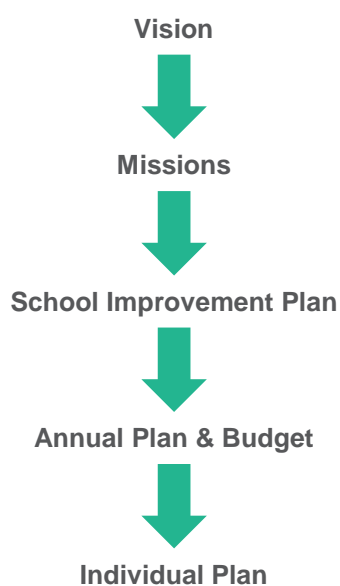
The School Improvement Plan (SIP) is a three-year plan in which the MoET expects all schools to develop plans and activities that they intend to carry out in the next three years in order to improve access, quality and management in schools as spelt out in the Vanuatu Minimum Quality Standards (MQS) for schools.

Each school is expected to:

1. Involve stakeholders such as the school committee, teachers, students, communities and other resourceful people in the development of the SIP and annual plans.
2. Encourage the school committee to conduct a school self-assessment baseline of the school's present situation using the MQS baseline survey form.
3. Create a three-year SIP based on the common standards (appendix 1 sample).
4. Develop an annual work plan for the school each year that should be aligned with the SIP (appendix 2 sample).
5. Produce an individual activity plan out of the annual plan (appendix 3 template).
6. Submit the SIP, annual plans, individual plans and a budget to the school committee for approval.
7. Display and communicate the SIP and annual plans to all the stakeholders.
8. Upload into the live Open Vanuatu Education Management Information System (OV).
9. Report the progress of the implementation of the SIP and annual plan activities to the PEO at the end of each term.



The School Improvement Plan structure



GUIDELINES FOR SELECTING SCHOOL IMPROVEMENTS:

1. What problems do you want to address?
2. What data supports the need for the change?
3. What changes will solve the problem?
4. Who will lead the change?
5. What roles can the leadership team assume?
6. How will you motivate them?
7. How will the change support the mission and the vision of the school?
8. How will the change support curriculum, student learning and achievement?
9. What barriers and constraints exist?
10. Who will oppose the change?
11. What education and training are needed for leaders and staff members?
12. How will you implement the change?
13. How will you monitor the change and determine its success?
14. How will you ensure that the change will become part of the school's culture?

The School Improvement Plan timeline

Duration date	Activity	Responsibility
Start of school year	Start implementing the plan	Everyone
30 April	Upload 1 st quarter SIP progressive report into OV	Principal
31 July	Upload 2 nd quarter SIP progressive report into OV	Principal
30 September	Commence the following year's annual and individual planning and budget	Principal
30 October	Upload 3 rd quarter SIP progressive report into OV	Principal
30 November	Upload costed annual plan for the following year into OV (after approval by the SC)	Principal
15 December	Upload 4 th quarter SIP progressive report into OV	Principal

Note: The involvement of the school communities develops the concept of community ownership of the school.

GUIDELINES FOR ACTION RESEARCH

Often the school encounters small problems and challenges, both in the classroom and at the school level. Some examples are a high level of absenteeism, students failing to complete their homework, low participation in classroom activities and a lack of parental involvement.

Principals and teachers should always use data to make good decisions and find solutions. This data should be used to test school interventions to solve these problems.

Action research is a process in which participants examine their own educational practices, systematically and carefully, using the techniques of research.

Steps to action research:

1. Identify the problem – e.g. kids failing to complete their homework, lack of parental involvement
2. Gather data to prove this and highlight the extent of the problem
3. Through discussions, studying of best practices or professional readings, define an intervention or strategy
4. Apply or implement that strategy within a given timeline
5. Gather data again using the same criteria or questions as before
6. Analyse the data and decide if the desired result has been achieved
7. Decide whether to continue with the same strategy and apply it throughout the whole school or try another intervention to solve the problem.



Ethical Leader

Ethics can be broadly defined as the discipline that deals with what is good and bad, with moral duty and obligation. It is expected that a principal act in the “proper” manner at all times and represents an ethical role model to the students and community. Some examples of ethical behaviour or decisions would be:

- The principal is honest and transparent with his/her use of school finances and resources.
- The principal equally respects all genders, races and religions.
- The principal treats all students fairly.
- The principal does not show any nepotism (special favouritism towards his/her own island group), kinship network, religious or political affiliation.
- The principal does not sexually harass or get into sexual relations with his/her staff or students.

Consider what your personal values are as a principal – integrity, honesty, approachability, commitment, decisiveness, credibility, compassion, discipline, legacy, discretion, initiative, professionalism, generosity, optimism, lifelong learning, spirituality, resourcefulness, self-discipline, reputation?

Professional Leader

<http://blog.readytomanage.com>

Professional leadership is similar to a visionary leadership, but it focusses on the “formal” part of leadership – setting the vision and mission for the organization, creating a process for achieving organizational goals and aligning processes and procedures, people and infrastructure, to achieve their organizational goals. Here are few activities that fall under this leadership:

- Develop relationships with the MoET, school community, aid donors and other appropriate agencies and organizations and act promptly to deal with all issues, correspondences and school visitors.
- Develop strategies to implement plans and school policies.
- Monitor and evaluate the implementation of plans.
- Create a safe and productive school community.
- Encourage professional growth and development through delegation and distributed leadership, and other responsibilities such as initiatives for teacher appraisals and in-school training.

GUIDELINES FOR DIFFERENCES BETWEEN MANAGEMENT AND LEADERSHIP

What MANAGERS do	What LEADERS do
Tells people what to do.	Sells ideas to people and gets their ownership.
Plans the details : can see the trees clearly – what needs to be done.	Sets the direction : can see the forest – the big picture.
Instructs employees: has subordinates.	Encourages people: has followers.
Has objectives : what to achieve in the short-term.	Has vision : what to achieve in the long-term.
Meets expectations : we met our goals for the quarter; mission accomplished.	Charts new growth : our goals are just a starting point. We are limited only by how far we reach.
Eyes the bottom line : we got everything done and came in under budget.	Eyes the horizon : we got everything done and came in under budget and laid the groundwork for the next phase.
Accepts the status quo : if it's working, don't try to improve it.	Challenges the status quo : there's got to be a better way to do this.
Sees a problem : our plan didn't work.	Sees an opportunity : our plan didn't work. What can we learn from this to solve the problem?
Thinks short-term : we can't afford to invest in this project or equipment now.	Thinks long-term : let's look beyond the cost today and explore what it will mean in the future.
Reactive : reacts to situations and environment.	Proactive : moulds situations and environment.
Energy = controlling people is seen as important to get them to do what you want.	Energy = passion is contagious and will inspire people to follow.
Manages work : concentrates more on what tasks need to be completed.	Leads people : puts emphasis on developing and motivating people so they learn through tasks.
Avoids conflict rather than rock the boat.	Uses conflict productively to clarify relationships.
Preserves stability – the ways of doing things.	Promotes change – new ways to do things.
Takes credit and gives blame to maintain status.	Gives credit and takes blame where appropriate.
Formal authority : people must obey him/her or else face the consequences.	Personal charisma : people are inspired and want to follow him/her.
Enacts and maintains organizational culture .	Creates and moulds organizational culture .
<i>As a principal, you often need to act with a combination of both managerial and leadership styles.</i>	



“Management is about arranging and telling. Leadership is about nurturing and enhancing.” – Tom Peters.

Pillar 2. Management

Management focuses on the role of the principal to manage the school environment ensuring effective management of the school and achievement of its goals and objectives.

There are two parts in this section the resource management and operation management.

- **Resource management**, a school principal is an educational leader who manages the school environment to ensure it is safe and efficient in order to achieve the desired learning outcomes using resources such as finance, human, time, materials, data information, technology, physical resources and the environment
- **Operations management**, a school principal is an educational leader who ensures effective management of a school and the achievement of its goals and objectives through delegation of responsibilities to promote positive values for continuous school improvement.

Resource Management

Financial management

- Prepare annual school plan, from the SIP
- Prepare annual school budget based on the annual school plan
- Manage cash flow for the year
- Manage all receipts / income for the school, including financial assistance from individuals, other organizations, companies and development partners
- Manage all payments / expenditure for the school
- Ensure compliance with all relevant legislations and policy documents, such as the Public Finance & Economic Management Act, Finance Regulations, Grant Code, Schools Financial Management Manual and so forth
- Collaborate with the school finance officer and the SC on school budget, cash flow, receipts and payments for the school
- Ensure that the SCA is consulted on the school budget
- Ensure that approved monthly, quarterly and annual reports are accurate, reconciled and submitted to the PEOs
- Ensure that all financial data, in relation to receipts and payments, for the school are accurately uploaded onto OV
- The SC and SCA will assist the principal to monitor the use of school funds.

Personnel management

- Prepare job descriptions for all staff and discuss them with respective officers
- Call regular staff meetings and hold other meetings when appropriate
- Delegate responsibilities
- Encourage team spirit amongst the school staff
- Assist and advise teachers on classroom management, learning assessment and general duties
- Appraise staff performances and plan for staff development
- Counsel students and teachers
- Promote school health, safety and student welfare
- Conduct professional development
- Mentor poor performing and novice teachers
- Organize peer reviews and interviews with the teachers and staff as a measure to understand their needs and skill gaps
- Recommend the hiring and dismissal of staff in consultation with the SC and MoET.

Property Management

- Prepare a plan for property development
- Manage contractors
- Keep a register /inventory of all school property
- Keep a register of all school property maintenance that is regularly updated
- Make a plan to recover costs of damages and losses
- Purchase new property and dispose of old property
- Calculate depreciation for replacement
- Develop and implement a plan for property maintenance
- Develop a waste disposal management policy and monitor its implementation
- Liaise with the MoET and other appropriate agencies on property matter
- Ensure that an asset replacement plan is in place
- Ensure that all schools assets are accurately updated onto OV.

GUIDELINES FOR EFFECTIVE TIME MANAGEMENT

Definition: managing the use of your time.

The ability to decide what is important in life – both at work, in our homes and our personal lives – to prioritize certain jobs so that we can complete our necessary tasks according to their importance.

Have your **GOALS** (short, medium and long-term) clearly written down and your vision focused on what you want to achieve in the future.

Make sure you have **SMART GOALS** (Specific, Measurable, Achievable, Realistic, Time deadlines).

Keep an **ACTIVITY LOG** for a week or two recording how you spend your time in a typical week and what your main distractions and time wasters are.

Create a **WEEKLY SCHEDULE** with scheduled times for certain tasks for each day of the week.

Determine which part of the day is your **PRIME TIME**, when you are the most alert and productive.

Create a daily **TO DO LIST**, either the night before or in the morning.

Prioritize your list according to what is **URGENT** (must be done or there are consequences) and what is **IMPORTANT** (helps you reach your goals).

Clear your desk of all **CLUTTER** before you go home so you have a tidy working environment when you come back in the morning.

Use your (Outlook) **CALENDAR** to mark important appointments, meetings, events and deadlines.

Block certain times in the morning and afternoon to respond to **EMAILS** and avoid the temptation to check social media during working hours.

Create **ACTION PLANS** for the larger tasks or projects that you are working on. If they seem too challenging, start with the easiest parts first so that you gain motivation and momentum.

DELEGATE unimportant and trivial tasks to others, to free up time to develop interesting projects and motivate subordinates.

Learn to recognize **PROCRASTINATION** (putting off doing important tasks until later) and develop strategies to overcome this negative habit.

Minimize **STRESS** by getting enough sleep, eating fruits and vegetables rich in diet and exercising regularly. Make sure you have a partner or a trustworthy friend who can be a good listener to your challenges and problems faced at work.

Set aside time every day to **SHARPEN THE SAW** (engage in professional development and reading), so that you are more effective in your tasks and decision making.

School attendance and time allocation management

- Ensure that the school has a master timetable
- Ensure that the master timetable aligns with the teachers' class timetables
- Ensure teachers are in the school two weeks prior to the commencement of the school year
- Emphasize punctuality and provide attendance register books for teachers and students
- Keep an accurate record of teachers' attendance, absentees and lateness
- Keep an accurate record of students' attendance, absentees and lateness

- Check and sign attendance register book at the end of every two weeks and provide feedback
- Report on the attendance register to the PEO at the end of each quarter
- Send all required official forms to PEO in a timely manner.



“Time is the most valuable thing a person can spend.” – Theophrastus (372 BC - 287 BC)

Teacher performance management

- Teachers have access to all relevant Government, MoET, TSC and school current policies
- Teachers plan thoroughly and provide their teaching programs (scheme of work) for each term or the full year. This must be done at the start of the school year or at the beginning of each term
- Teachers prepare quality lesson plans with a focus on student learning (see appendix 5 for a sample best practice lesson plan which you can amend and contextualize according to your own needs). If teachers prepare one lesson on this format each week, it will improve their habit of applying it on all the criteria
- Teachers are in their classrooms to teach and not just to supervise their class by giving out work without any explanation. If a teacher is given permission to leave, they must provide work for their unattended class and report this to the principal so that he/she can ensure that the class is supervised or taught by someone else
- Teachers are present at their workplace on all working days, even if they are not actively engaged in teaching in the classroom
- Students are not to be sent home when their teachers are absent. It is the responsibility of the principal to ensure that these students are actively involved in learning throughout the day
- Emergency worksheets and reasonably detailed lesson plan books should be available for substitute teachers or supervisors in case of any teacher's absence
- The welfare of teachers and staff employed by the school is also given due consideration and the principal advocates the needs of teachers
- New teachers are inducted into the processes, procedures, policies and organization of the school. If possible, the school should have a staff handbook, updated annually.



Back to school report form

A Back to School Report Form is a requirement to be filled by the second week of each term and upload onto OV. This helps monitor the starting of each school term. There are three forms to complete:

- Students' attendance on the first week of school (Appendix 6)
- Teachers' attendance at the beginning of each term (Appendix 7)
- School ancillary employees' information to be filled only once, at the beginning of the academic year (Appendix 8).

Maintenance of schools' buildings

- Prepare a maintenance plan for each year and ensure that it is implemented
- Ensure that government grants to schools should be well managed for maintenance and academic purposes – such as for secondary schools and ancillary staff salaries
- Collaborate with the SC and SCA, who have the responsibility to earn additional funds for the maintenance of school facilities by organizing fundraising activities
- Ensure that all fundraising activities should focus on maintaining the school as well as creating new development projects. The parents' contributions/school fees are solely for the operational purposes of the school
- Communicate with PEO or Educational Authority (EA) to ensure that the Provincial Maintenance Officer (PMO) is aware of the maintenance plans and advice can be provided on the technical aspects of these maintenance plans, as well as its expenditure.

New school buildings

- New building project plans must be submitted to the PMO by the SC for advice on expenditures, materials and site survey. This is vital for the future development of the school
- The PEB must have a report stating the necessity for a new building within the school grounds, in addition to other existing facilities.

It is important to note that all school buildings must be fully utilized before a new building is recommended. There have been cases where a school's management has continued to construct new buildings when existing facilities were not being fully utilized. It is wiser to maintain the buildings you already have, rather than building more structures and later on, finding it difficult to maintain those buildings.

GUIDELINES FOR PROJECT FUNDING

Schools have outlined many development activities within their improvement plans, but over time, they always have challenges in implementing these plans due to financial constraints. It is also often difficult to secure funding for new developments. Therefore, here are two avenues where school principals can access support in terms of materials or cash funding:

1 – Direct Aid Funding

There are application forms for different donor agencies available and these are coordinated by the provincial planners.

Procedures

1. Include the development project in the SIP and annual plan of the school.
2. Have the plan approved by the SC.
3. Collect the application form from the provincial planner's office.
4. Seek advice from the provincial planner on how to fill in the form.
5. Fill in the form with the council members.
6. Get a supporting letter from the PEO.
7. Return the form to the planner to sign off and process it.

2 – Funding through MoET

This funding is coordinated by the PEO through the Policy and Planning Unit at MoET. However, please note that this fund only addresses the bigger school projects.

Procedures

1. Include the project in the SIP and annual plan of the school.
2. Have the plan approved by the SC.
3. Collect the application form from the PEO's office.
4. Seek advice from the provincial education planner on how to fill in the form.
5. Return the form to the PEO to sign off and process it.

Delegation of extra responsibilities

- School principals have the right to delegate responsibilities to their teacher and these teachers should be willing to accept the extra roles and duties. Yet, this should be exercised with caution so as not to overload a teacher and reduce their teaching effectiveness
- Teachers who teach less than the minimum teaching hours (18) per week should be delegated with extra duties to add up to the expected minimum teaching hours. These teachers must effectively carry out these additional duties as expected.

GUIDELINES FOR EFFECTIVE DELEGATION

As a school principal, you are a very busy person. If you complete every task and responsibility as outlined in the professional standards and job description, with effective time management strategies, you will still be working seven days a week. Therefore, it is often necessary to **delegate** certain tasks.

Delegation can be defined as entrusting a task or responsibility to another person, typically one who is less senior than yourself. It involves choosing the right task to entrust to the right person, giving clear instructions, expectations and deadlines, empowering and trusting the delegated person and holding them accountable.

Some reasons why you may be reluctant to delegate can be:

The control freak – “I can do it better or faster myself.”

“Delegating takes too much time that I don't have.”

“I'm doing the work that earned me the promotion.”

The insecurity syndrome – “They won't need me anymore.”

“They won't want to do it.”

“I don't trust them to do it right.”

“I don't want to bury my teachers in too much work.”

However, you need to overcome these obstacles because effective delegation reaps many benefits:

- It frees up your time to concentrate on your priorities and urgent tasks
- It develops, trains your staff and gives them confidence
- It shares ownership of ideas and projects and creates a higher chance for success
- It provides opportunities for cross-training and gives your team more interesting work to do

- It gives your staff more impressive things to write on their CVs.

Steps in delegation:

- Carefully decide what tasks or activities you want to delegate
- Select the right person to delegate to
- Give clear instructions and state your expectations
- Give a deadline for the task to be completed (break down to stages or milestones if needed)
- Determine a monitoring or reporting system – how often, in what form
- Negotiate what level of authority you are granting the person
- Give feedback and/or appropriate recognition, reward or praise at the completion of the task.



“No man will make a great leader who wants to do it all himself or to get all the credit for doing it.” – Andrew Carnegie

Students’ health and welfare

The MoET emphasizes the importance of providing a clean and hygienic environment for children in schools. It is very important that schools take the task of providing the best healthy environment for their learners very seriously.

GUIDELINES FOR STUDENTS’ HEALTH AND WELFARE: HEALTH PROMOTING SCHOOLS (HPS)

In line with the philosophy and guidelines of the Health Promoting School (HPS) movement:



“A healthy school promotes effective learning.”

The principal will ensure that:

- The school has a neat and clean environment that the school community can enjoy while learning takes place
- The school has sufficient proper toilets for their students and their teachers so as to reduce/stop the transmission of diseases
- The school, within the constraints of its resources, provides toilets at the ratio of 1/20 for girls and 1/25 for boys
- The school provides access to two litres of potable water per student and teacher
- Proper and healthy habits and attitudes are always encouraged amongst the teachers and their students/children (balanced healthy diet, personal hygiene, regular toothbrushing, handwashing before meals and after using the toilets)
- The school kitchen/canteen is well kept, clean and that proper disposal systems are in place to get rid of flies and other disease-carrying agents. All facilities must have systems in place to ensure that a good and healthy environment is always maintained
- Meals prepared by the school kitchen should include a balanced diet and must vary during the week. Food security must be enforced by the school to ensure that the foods ordered are not contaminated by the supplier (*expiry dates on goods must be checked before ordering*)
- The Sweet Drinks Policy is observed so that no sugary or soft (fizzes) drinks are sold or consumed on school premises
- Food street vendors are prevented from selling their food in the school, unless permitted in advance and the vendors must have a health / hygiene certificate.

GUIDELINES FOR STUDENTS' HEALTH AND WELFARE: HEALTH PROMOTING SCHOOLS (HPS)

- All classrooms should have good ventilations to ensure that fresh air is circulated in the classroom, and there is enough light for the students to see what they are being taught throughout their learning process
- All practicable steps are taken to ensure a school free from lice, ringworm, white spot, scurvy and other related diseases that could disturb students during their time of learning. This can be done by providing medication to students if it is difficult for parents to access it.



Student welfare:

- Students have the right to be heard by their teachers and superiors to ensure that they are secure and safe in their schools
- The school ensures that sleeping quarters are well prepared for their students and should have screening, enough windows for air and light, secured (lock and key) and other necessary precautions
- All sleeping quarters should have hygiene rules and the school must ensure that these rules are followed
- A teacher is employed as a school counsellor and teachers must be trained in basic counselling techniques to fulfil their pastoral roles effectively
- A separate office space is allocated to the school counsellor so that students can be assured of confidentiality and privacy
- Teachers should be trained to recognize symptoms of teenage depression, trauma from domestic violence, child abuse, bereavement, substance abuse and other emotional or psychological disorders
- A referral system should be in place to provide counselling to any disturbed students through school leadership, professional counsellors, church or custom leaders, as appropriate.

All schools (kindy, primary and secondary) are encouraged to embrace the health promoting schools movement by formulating an HPS Policy and including action items related to this in their SIP.

Operations management

Formulating school policies

The principal must ensure that the school has adequate and relevant policies to guide decision making in all major areas affecting the school.

Policies are a set of rules and procedures that are important and are an essential component of any organization. They create standards for quality teaching and learning, welfare of the school community and expectations and accountability for the institution's operation. Without policies, schools will lack the structure to function effectively to provide the necessary educational needs for their students. Policies must be created or reviewed so that they are in accordance with the Education Act, the Teaching Service Commission Act and any other laws and regulations. It is very important that the school operates within the boundaries of its policies.

These set of rules and procedures should be made accessible to all stakeholders through the school website, a shared drive or hard copies kept in a folder in the staff room or the principal's office and they should be uploaded onto OV.

Below are some of the policy headings and their purpose of implementation. They are divided into two categories:

- Resource management policies
- Operations management policies

Note: The selection of the policies and the development of their content depends on the context of the organization. This list is not exhaustive – policies can be selected and added according to their school's context, needs and priorities and reviewed as problem areas emerge. Policies should be reviewed and amended, if necessary, every 3 to 5 years and they should be in alignment with relevant Government and MoET policies.

Resource Management Policies

School Personnel Policy

The purpose of the School Personnel Policy is to guide the school to effectively manage its staff. It describes the job performances and code of conducts expected from its employees, clearly explains staff disciplinary procedures to be used in case of noncompliance to contractual duties and should be in line with the Labour Law and TSC staff manual.

School Security Policy

The purpose of a School Security Policy is to provide guidelines for a safe and secure environment for the students, staff and visitors. It ensures that we have effective procedures in place to enable us to achieve this aim.

Library Policy

The purpose of the Library Policy is to guide the school to carefully state guidelines for the actions and decisions relating to the library. It is a governing principle that should be consistent with its mission and provides consistency among staff, students and visitors who wish to use the library.

Asset Management Policy

The purpose of an Asset Management Policy is to guide the school to properly manage the school assets through the process of receiving, tagging, documenting and eventually disposing of any equipment. It is critically important to maintain an up-to-date inventory for asset control and ensure equipment's locations and dispositions are known of.

Maintenance Policy

The purpose of a Maintenance Policy is for a school to have a plan that ensures all necessary maintenance work is done by the handyman or contracted out in a timely manner. This may include repairs to roofs, fences, doors, louvres, tiling of floors, painting etc. If there is any sign of danger to students and staff's health and safety (e.g. exposed to live electric wires), these repairs must be dealt with urgently. There should be a three-year maintenance plan and all repair work done needs to be properly logged.

Recruitment Policy

The purpose of the Recruitment Policy is to ensure that guidelines are given for a transparent, unbiased recruitment and selection process to be followed; one that results in the appointment of the best candidate available, based solely on merit and one who fit the values, philosophy and goals of your school.

Financial Management Policy

The primary purpose of a Financial Management Policy is to provide guidelines for the school and staff to use when making financial decisions that ensure core services are maintained and the school's vision for the school community is achieved. It provides:

- A foundation for an effective system of internal controls;
- Guidance in current financial activities; and
- Management with direction and guidance regarding transactions, procedures and reports.

Planning and Budget Policy

This policy will guide the progress of the school planning and budgeting.

Operations Management Policies

Assessment Policy

The purpose of this policy is to provide guidelines for the management of the school's assessment. It complements, assists teaching and learning and plays an integral part in each teacher's planning. This policy also enables the evaluation of current practices as well as students' achievements.

Boarding Policy

The purpose of a boarding school's policy is to provide procedures for a safe, healthy, secure and supportive boarding environment. It must provide a clear and comprehensive statement on the boarding school's aims to all students, parents and staff.

Student Welfare and Pastoral Care Policy

The purpose of this policy is to provide guidelines on caring for the welfare of all students. It will assist the school community in meeting the welfare needs of the students individually or in groups. It promotes student wellbeing in all learning experiences by providing an environment and a curriculum that supports students to develop knowledge, understanding and skills that will enable them to manage their own health and wellbeing in order to support others. This policy also allocates the responsibility of pastoral care of students to specific teachers /counsellors and ensures that basic counselling /pastoral skills are taught to teachers.

Road Safety Policy

The purpose of the Road Safety Policy is to provide methods and measures to be used in order to prevent road users from being killed or seriously injured. The road users include students and school staff.

Transport and Vehicle Policy

The purpose of the Transport and Vehicle Policy is to provide guidelines for the management of the school vehicle(s). It will clearly state the purpose of vehicle usage and determine the running and other details related to the vehicle.

Anti-Bullying Policy

The aim of the Anti-Bullying Policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. The act of bullying is recognized as an anti-social behaviour that affects not just the victim, but also everyone else.

Visitors Policy

This policy provides procedures regarding visitors to the school and, as a minimum, requires data on all visitors arriving and departing during school hours to use a visitor's book to record their name, signature, date, time and the purpose of the visit.

Workplace Environment Policy

The purpose of a workplace policy is to establish boundaries, guidelines and best practices for acceptable behaviour in school. It establishes rules and regulations to guide acceptable behaviour and ensure that the school environment is safe for all students, teachers and school staff. It also helps create a productive learning environment.

Admission Policy

This policy outlines the process of admitting a student to the school and ensures that the process is well managed and adhered to. It includes the application for admission, the general enrolment, the enrolment of children with special needs, students' transfer and the right to appeal.

Information and Communications Technology (ICT) Policy

This policy is designed to offer guidance to ensure that potential uses of any electronic devices can be clearly delineated, ensuring that the benefits of these devices can continue to be enjoyed by the students and staff, while maintaining the rules of appropriate use.

Photographic and Video Images Policy

This policy details the rules governing photography and video recording at the school, the distribution of these photos and videos and their publication on the internet. This rule covers all staff, parents, students, and is founded on four main principles: safety, privacy, projecting the right image and chairing children achievements.

Pupil Behaviour Management and Discipline Policy

This policy is designed as a guide on how all members of the school can work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. It involves a variety of strategies to encourage pupils to achieve high standards of behaviour and self-discipline and includes rewards and discipline.

Safe Physical Contact with Pupils Policy

The purpose of this policy is to clarify and explain the circumstances where physical contact with pupils may be appropriate or necessary. Physical contact can be used positively to reinforce self-image and relationships, or in less positive contexts as a means of control.

Health Promoting School (HPS) and Safety Policy

This policy provides procedures for a safe and healthy working and learning environment for staff, students and visitors. It involves all members of the school community, including pupils, developing health and safety habits.

School Trips / Excursions Policy

The school recognizes the importance of school trips that support the educational, social and moral development of its pupils. The purpose of this policy is to ensure that school trips are undertaken as safely as is reasonably possible, while retaining the enjoyment, educational and social value of the activity.

Sick Student & Clinic Use Policy

The purpose of this policy is to ensure that guidelines are clearly set out to address sick students appropriately, in protecting them and preventing others from infection. It also outlines the appropriate use of the school clinic if the school has one.

Special Needs Policy

This policy provides guidelines to ensure that all exceptional students have access to the common classrooms and are learning the national curriculum, regardless of their differences.

Contractors Policy

This policy is created as a guide for contractors when carrying out their activities so as to ensure there is no risk to the health and safety of themselves or the students, staff and visitors.

School Development Policy

The purpose of the School Development Policy (SDP) is to provide procedures for any new development. It also contains details of how the school is to achieve and maintain the highest possible level of effectiveness in meeting the educational needs of its pupils in a culture that is characterized by change.

Medical Emergency and First Aid Policy

The aim of the First Aid Policy is to provide guidance and procedures to ensure the health and safety of all staff, students and visitors. It also ensures that staff and students are aware of their responsibilities about health and safety. It provides a framework for responding to an incident and recording or reporting on the outcomes.

Language Policy

The purpose of the language policy is to enable students and staff to use the language of instruction along with the national language. Since language is spoken and written, this means the fullest possible development of capabilities in speaking, listening, reading and writing skills. It defines which contexts each language should be used in and provides for the teaching and preserving of local vernacular where necessary.

Attendance Policy

This Attendance Policy ensures that all staff and students in the school are fully aware of the actions necessary in promoting good attendance. It aims to improve students' and school staffs' achievements by ensuring a high level of attendance and punctuality. It also states the parental responsibility towards students' attendance and determines the appropriate procedures for discipline to certain levels of absenteeism, truancy and chronic lateness.

Disaster Risk Reduction Policy

This policy aims to provide guidelines and procedures of safety in schools and reduction of vulnerability and impact of disasters on schools. It prepares both teachers and students for potential disasters, thereby reducing the impact of said disaster. The level of effective management of disaster and minimization of injury and loss of life might be solely dependent on the plan.

Gender Equality, Disability and Social Inclusion Policy

The policy supports the Ministry's priority on access for all and equitable opportunity for all children to pursue a quality education that can empower them to become productive citizens. The policy will also cater for all children, both boys and girls, living with learning needs and an educational opportunity that caters for all students regardless of their gender, ethnicity, religious affiliation and social status.

Child Protection Policy

The purpose of this Child Protection Policy is to provide a management strategy to prevent child abuse and protect students during the course of their learning. It protects staff and other members of the school community from unfair practices and processes.

Illicit Drugs Policy

The policy aims to stop children from experimenting with illicit drugs and eventually influencing other children to use these prohibited drugs while in school and thus destroying their future careers in education and in life.

Religious Policy

To develop a democratic respect of our country's diverse cultural and religious beliefs, where everyone will feel comfortable that his or her rights are respected and to be tolerant of other people's religious beliefs.

School Staff Housing policy

This policy assists in the management of the school's residential houses.

Writing and revising policies, especially if you are new to this and where they do not already exist, is a valuable but time-consuming activity. Here are some guidelines on what sections to include in your policies so that they have a consistent format.



GUIDELINES FOR WRITING POLICIES

POLICY FORMAT:

The guidelines below represent a standard format for policy development within schools.

Title of Policy

To be presented in bold characters at a font size of your choice.

Rationale & Scope

Why develop a policy in this area? What areas does the policy include and exclude?

Goal, Objectives, Outcomes

While a goal gives a general statement of the policy's purpose, objectives are more concrete and specific in how these goals will be achieved. The outcomes should reflect what the expected results will be.

Definitions

A clear unambiguous definition of any core terms in the policy e.g. harassment, bullying, truancy etc.

Implementation Plan

A planning process that will turn strategies and plans into actions in order to accomplish policy objectives and goals.

Monitoring & Evaluation

Monitoring: How to control and supervise the implementation of the policy at regular intervals, in terms of the release of funds, performance (quality of activities and outputs), achievements of the expected development impacts and the efficiency of the implementation process.

Evaluation: It is a systematic and objective assessment of an ongoing or completed project, program or policy, which assists in analysing its design, implementation and results. It also provides guides on how to determine the relevance and fulfilment of your objectives at given points in time, the efficiency, effectiveness, impacts and sustainability of the project or policy.

Effective date

Date the policy will come into effect.

Review date

State the period of the review cycle.

Signatures:

Signed off by the school principal and chairman of the SC.

Note: The principal does not need to reinvent the wheel when writing policies. If you google in the type of policy you need, you will find hundreds of school websites with these policies already written. You can then copy, paste, amend and contextualize.

Pillar 3. Teaching and learning

The principal, as an instructional leader, plays a pivotal role in the quality of teaching and learning in the schools. He/She should always place the central focus on the students' learning and should always act as a role model of lifelong learning. These are the three main areas in teaching and learning.

- **Conducive learning environment**, a school principal is an educational leader who promotes, manages and upholds the success of all students by advocating, nurturing and sustaining a favourable learning environment.
- **Curriculum and instruction**, a school principal is an educational leader who manages the national school curriculum effectively, ensures quality instruction and maintains standards to assess, monitor and evaluate students' learning achievement.
- **Professional development**, a school principal is an educational and instructional leader who takes responsibility to strengthen the capacity of all staff through professional development activities and programs, to promote the quality of teaching and learning for students and the quality of leadership in a school.

Conducive learning environment

The learning environment goes beyond the layout and the facilities of the classroom and also includes teachers' relationships with their students (Zpeke & Leach, 2010). While we have little or no control over the physical layout and facilities, we do have much greater control over the learning climate of the classroom. The literature suggests that learners become more engaged within a supportive learning environment where teachers respect the students and appreciate their responses. (Dallimore, Hertenstein & Platt, 2004; Mottet, Martin, and Myers, 2004)

Ten tips to improve student/teacher relationships:

1. Get to know the students by name as quickly as possible
2. Get to know some personal things about each student
3. Conduct a values analysis discussion about some current event or topic
4. Provide positive comments when appropriate
5. Be positive and enthusiastic when teaching
6. Show students that you are not only interested in them, but that you also care about them
7. Avoid the use of threats and punishment
8. Do not play favourites
9. Create a supportive classroom environment
10. Create an environment where questions and answers (even wrong ones) are encouraged and valued.

Curriculum leadership

As a school curriculum leader, the school principal:

- Identifies curriculum needs
- Maintains subject inventories which are updated annually and orders curriculum materials
- Ensures teachers have access to necessary teaching resources and equipment (e.g. screens, projectors, laptops, CDs, Encarta etc.)
- Assists staff to implement the national curriculum in school programmes
- Supervises the delivery of the curriculum, ensuring that the school timetable covers at least the minimum hours allocated to each subject
- Stores all curriculum materials and examination prescriptions for reference.

The Curriculum Development Unit (CDU) is responsible for providing the official curriculum materials to schools. The National Curriculum Statement must be read and be familiarized with to understand the framework of the national curriculum.

It is also important that school principals ensure that all up-to-date curriculum materials used in the classroom should be the required national curriculum that has been approved by MoET. Other useful teaching resources should only be used to complement and enhance the national curriculum.

Where internet is accessible, website materials and downloaded materials can be used to make teaching and learning more effective and should be used to complement the prescribed curriculum. However, the content, authenticity and relevance of these materials should be closely monitored and evaluated by teachers.

Within the means and constraints of its available resources, the school should also endeavour to provide students with a range of **extra-curricular activities** relevant to their age level and interests. These activities should develop the skills, attitudes, abilities and talents of the students. Some examples could be: debating and public speaking, arts and crafts, performing arts, music, Christian Fellowship, Boy Scouts & Girl Guides, Cadets, chess, school magazine, projects and a variety of sports. Principals must purchase the needed resources to facilitate these activities.

Teacher evaluation & professional development



“If you refuse to accept anything but the best, you’ll quite often get it.” – W. Somerset Maugham

As an instructional leader, the school principal:

- Creates a monitoring system to ensure teachers attend and teach their classes effectively
- Formulates an annual plan for teacher observation, monitoring of lessons and reporting on the academic progress of students
- Signs student reports
- Carries out teachers’ observations at least once a term
- Carries out teachers’ appraisals and reports in a timely manner
- Plans and carries out professional development workshops
- Conducts student counselling
- Mentors and coaches novices and underperforming teachers
- Plans and provides effective feedback strategies/matrix on teachers’ teaching performances for improvement
- Encourages teachers to adopt student-centred teaching methodologies, using technologies that are available and reflecting blended learning methodologies and 21st century education philosophy that are accessible.

Note: If it is a large school, some of the activities may be delegated to the deputy principal.



“The principal’s job is to visit classrooms to see if the children are learning.” – Johnny, aged 10.

Assessment

Assessment and examinations

The MoET emphasizes the importance of examinations and assessments in schools. Institutions have one major focus and that is to ensure that teaching focuses on the prescribed curriculum, of which assessments and examinations are an important part. The importance of teaching and the preparation of students for exams is crucial and must be done accordingly.

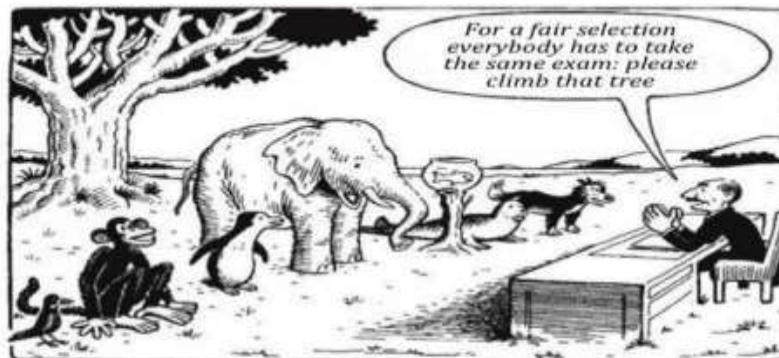
The principal must ensure that:

- In line with holistic education and in preparation for lifelong learning, teachers should teach life skills as well as the required content for examinations
- Students are prepared in exam conditions before actually sitting for an examination (referred to as mock exams)
- A range of assessment methods are used (diagnostic, formal and informal, formative and summative) to ensure that all students have the opportunity to display their strengths, taking into account differentiation and that each student is unique
- Exam results, both national and internal, are diagnosed and the data is used to inform decisions about further improvements in teaching
- All teachers ensure that continuous assessments (both formal and informal) are provided in each of the topics taught in all subject areas
- Results should be provided and follow up should be done with each student. The follow up activities/teaching is the focus for having continuous assessments in teaching
- All internal examinations, written by subject teachers, must be proofread by specific subject teachers to ensure that the language and level of the age group being tested is appropriate and examinations are mistake-free. It is the responsibility of the head of department to ensure that this important task is carried out
- Consultation with the Examination and Assessment Unit (EAU) are done to ensure appropriate accommodations and modifications are provided for students with special learning needs or disabilities e.g. visually or hearing impaired, dyslexia etc
- Students must always be informed of assessments and exams at least one week prior to the date set.

Examination environment

School principals and teachers should ensure that before exams, the following must be in place:

- A well-ventilated classroom with the students approximately 50-100cm apart
- The classroom is clean, quiet, private and free from distractions
- All instructions provided by the examination office for each exam are closely followed
- Make sure that there are enough exam papers for the students prior to the exams and they should be locked in a secured place until the actual date of the exams
- The teacher or supervisor is to remain in the classroom for the entire examination
- The subject teacher should not supervise students doing exams in the subjects in which he/she teaches
- The chief examiner in any subject should not teach students in his/her subject at that level
- Ensure that the school receives all exam papers one week before the examination dates.



Our Education System

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

- Albert Einstein

Pillar 4. Community and partnership

Community and partnership focus on the role of the principal to facilitate and strengthen school and community partnerships to improve student learning.

School community association (parents teachers association)

The school must establish a School Community Association (SCA).

The education Act No. 9 of 2014 section 52 points out the need of the SCA in schools as a tool to assist the SC and its administration with the development of the school for the benefit and welfare of their children.

SCA roles:

- Assist the SC and the administration of the school with development initiatives
- Promote the interest of the school by bringing parents, students and teachers together in close cooperation to discuss school issues and provide assistance
- Assist in working towards the welfare of the school community (teachers and students)
- Ensure that teachers are well treated and are supported in their roles and duties
- Ensure that children's welfare and the learning environment are satisfactory, resulting in better learning
- Implement SC planning in the provision of facilities and equipment
- Organize recreation activities in school that involves everyone
- Encourage and promote parents' participation in curriculum and other educational issues
- The chairperson of SCA should also be a representative of the SC.

Before accepting a person into the SCA, the principal and the prospective member should clarify:

How much time the member can devote to the school?

What is their vision for the school's development?

What do they see as challenges and problems that need to be solved?

What skills, ideas or expertise can they bring to the SCA?

Other forms of community involvement

- For an effective means of communication, community involvement and inclusive collaboration, a school principal is an educational leader who promotes and facilitates active participation and dialogue with all communities and stakeholders in the affairs of the school. In doing so, this establishes consistent and appropriate methods of information dissemination to and from all communities and stakeholders
- Promote respect and maintenance of traditional Vanuatu cultures and customs within the context and curriculum of the school
- Where appropriate, the school management should explore any possibilities of using the school premises and personnel to offer community education in the evenings and holidays
- Opens the school for parents and the community (e.g. guest parents-of-the-day, parent/teacher days)
- Cooperates and networks with other principals in the zone or province to achieve common goals.



Section 4: School middle management

Deputy principal – administration

In his/her absence, the principal may appoint the deputy principal-administration to assume the responsibilities as directed by the principal.

The following are the key responsibilities and performance measures for the deputy principal:

Deputizing for the principal

- Deputize for the principal in his/her absence
- Support the principal in school management
- Undertake responsibilities as delegated by the principal
- Assist the principal in developing school policies, the improvement plan and other school plans
- Provide assistance in areas of discipline and staff appraisal
- Assist the principal with school budget preparations.

Day-to-day organization

- Ensure all day-to-day organizations and routines are planned and implemented
- Plan and publish daily and weekly communications with the staff
- Manage staff absences and relieve staff/allocation of work to students
- Assist the principal in overseeing building mechanisms involving community, health, chiefs, justice and awareness
- Be responsible for boarding, dining hall and meals
- Manage and coordinates special duties and responsibilities for teachers
- Assist to ensure administration buildings are inclusive, safe and secure
- Assist to ensure school administration is consistently and effectively implemented.

Discipline / Tone

- Implement the policies and rules of the school
- Support teachers by planning and implementing procedures for discipline in all areas of the school
- Plan for the maintenance of the school and supervise staff/students in carrying this out
- Monitor students' attendance issues and communicate with parents
- Ensure counselling of students in relation to drugs, gender issues or relationship concerns.

Report directly and regularly to the principal.

Note: The principal remains the overall responsible person for the implementation of these functions.

Deputy principal – academic

The academic deputy principal's position is often established in schools to assist the principal in the academic portfolios such as the curriculum and assessment.

The academic deputy principal shall be responsible for the following:

Curriculum

- Ensure classrooms are sorted and prepared at the beginning of each academic year and term
 - Develop and draft the school timetable
 - Work in collaboration with the Heads of Departments (HODs)
- Ensure subject inventories are in place and updated
- Assist the principal on teacher appraisals
- Liaise with the principal on any curriculum matters.
- Check teachers' schedule of work to ensure teachers cover what is mandatory at each year level
- Check preparation of lessons before the actual teaching (maybe every Friday afternoon for the following week). This also allows time for teachers to prepare their teaching aids
- Ensure teachers teach according to the national curriculum
- Provide academic leadership in the areas of discipline and assistance with organising staff appraisal.

Assessment

- Coordinate the school assessment program
- Liaise with the EAU on matters concerning internal and external examinations
- Facilitate academic reports
- Check assessment plans/blue prints before the actual assessing.

Professional development

- Coordinates teachers' professional development
- Coordinates teachers' workshops and retreats
- Assists the principal with further teachers training needs.

Special responsibilities

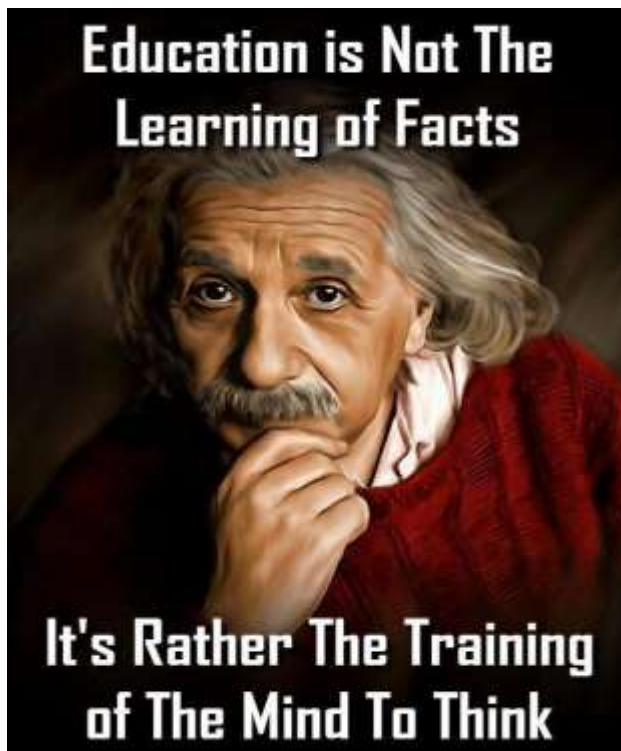
- Coordinate students counselling
- Assist the principal with posting and relieving staff (sick and maternity leave)
- Assist and oversees safety and the maintenance of buildings to ensure that they are accessible to people with special needs
- Coordinate feedback on teacher assessments done by the students.
- Report directly and regularly to the principal.

Note: The principal remains the overall responsible person for the implementation of these functions.

Heads of department / subject heads

A **Head of Department** or a teacher who has the overall responsibility for a subject area in school is required to:

- Be an advocate for the needs of the subject and promote it within the school
- Conduct induction for new teachers for that subject in school
- Produce and maintain a departmental scheme outlining what should be taught each week and at what level
- Develop and manage the department budget, including the required stationery and materials
- Maintain the inventory of the department, update regularly and recommend additional purchases
- Coordinate the assessment programs of the department
- Ensure that teaching in separate streams is aligned and at the same level
- Establish a quality assurance system to proofread all internal exams for content and accurate language use
- Ensure lesson plan books and weekly plans are handed to the deputy academic for signing off
- Provide professional support for the teachers within the subject area
- Encourage teamwork within the department
- Manage the department within the guidelines established by the principal.





Section 5: Teacher as leader

Teaching staff manual

One of the three strategic goals of MoET is to improve the quality of education in Vanuatu. In order to achieve this goal, teachers have a major role to play and that is to improve their performances in their assigned tasks. Teachers are the curriculum practitioners and the policy implementers so they are the ones who will make the difference.

The four pillars for the teacher standards include:

1. Professional development
2. Improving the learning outcomes for students
3. The professional standards of teachers
4. Working with the community

Professional development

Teaching is a profession that requires training, skill and knowledge in order to practise. Therefore, the following standards must be met to be a qualified teacher:

- Use every opportunity to improve their knowledge and skills in accordance with the set education policy
- Develop and update technical skills to the required level, which is appropriate to the role
- Respectful and be prepared to assist and encourage his/her colleagues by sharing their knowledge and expertise to develop confidence and skills in others
- Qualified in particular subjects and year levels appropriate to their role and deliver for different students with different needs



- Able to reflect on every lesson and review with a view to improvement
- Know the subject matter of the levels they teach
- Understand different levels of student development, learning theory and appropriate methodologies
- Understand all relevant policies and instructions of the MoET
- Be aware of the history and culture of Vanuatu, the local community in which they teach, as well as a general understanding of the Pacific and the world
- Use available teaching technologies to facilitate and enhance learning
- Use age appropriate languages and methods, and ensure they are presented in a way that suits all children.

Guidelines for professional development opportunities

There are many ways teachers can develop themselves.

- Apart from accredited university courses and qualifications or workshops organized by the MoET, the principal, deputies, HODs and colleagues can also organise workshops related to their areas of expertise and experience
- There are numerous free courses online.
- There are countless websites and books in effective teaching and school management – teachers can share what they read in a PowerPoint or form a literature circle (shared reading and discussion of a book)
- Results of action research can be shared
- Choose a mentor or organize with a trusted colleague to peer observe your lessons and give you feedback
- Keep a reflective teaching journal of your teaching successes and difficulties.

Improving the learning outcomes of students

The standards in this area describe how a good teacher can improve the learning of every student in their class. Teachers must acquire the following standards in order to improve student learning:

- Create an attractive classroom with wall displays and welcoming signs, displaying a safe and healthy environment where students will want to attend and feel included
- Design lessons that connect to the 'real life' of the students, so that they can be able to apply the learning skills into their lives
- Keep students' interest in learning through fun and meaningful lessons
- Have a range of strategies and routines to manage classes of all sizes and ensure students respect each other and work together
- Plan their lessons according to the Curriculum Guidelines for Vanuatu
- Be able to use many strategies to teach different ability levels within one class (differentiation) and must have multiple teaching skills to meet students at their levels
- Have a range of assessment tools to assess individual student's progress and development and provide quality feedback in a timely manner
- Be well prepared with creative lessons and resources, according to the levels and needs of the students in their classes
- Speak in a clear voice, giving instructions and good explanations appropriate to the students' needs
- Be prepared to teach classes with a wide range of student /teacher ratios according to the needs of the school
- Recognize the needs of all students and address those needs appropriately
- Provide students who are struggling with a framework to understand the purpose of learning.

Professional standards of a teacher

The standards in this area refer to the professional behaviour of the teacher as follows:

- Be able to carry out the assigned duties and responsibilities according to the instructions from the school administration
- Be committed to the job, understanding that it is a profession and vocation of service to the country
- Have a healthy lifestyle, body and mind
- Be professional in dressing and behaviour (refer to teaching staff rules link below)
- Respect, love and treat all students in the same way. A teacher must be open, friendly and interested in every student in the class
- Have the skills and knowledge to be a good role model and leader both inside and outside the school. The students and community must be able to look up to them as a good example
- Must be at school and in the classroom on time and should always be present in school during working hours
- Be innovative, creative and willing to experiment with new methodologies and thinking “outside the box”
- Accept the role as an agent of change.

Working with the community

The standards in this area refer to teachers working with parents and the community:

- Make it a priority to learn and respect the culture of the community, establish good relationships, work with the community and encourage the community to support the development of the school
- Make time to visit parents to talk to them about their child’s progress and encourage parents to support their children in attending school regularly
- Respect different religions within the community.

The job description of a teacher

An effective teacher is an expert that is **PASSIONATE** about teaching and creates an environment that is conducive to learning. A great teacher develops a good relationship with the students and other teachers. He/She has good communication links with all the school stakeholders.

The key responsibilities and performance measures of a teacher are as follows:

Teaching

- Create a good learning environment (classroom) e.g. clean and tidy, wall displays etc.
- Set clear guidelines and standards for students’ behaviour in the classroom
- Plan and prepare lessons
- Know and master the concepts of the subject
- Show passion and enthusiasm for helping students
- Manage conflict in a constructive, professional and sensitive manner
- Attend all classes punctually
- Update student attendance records daily
- Teach the national curriculum, appropriate examination prescriptions and any other requirements of the school program
- Prepare and involve students in a variety of learning activities
- Assess students’ progress and performance regularly and maintain records
- Set homework, check that it is completed and provide feedback as appropriate
- Provide quick and positive feedback to students after an assessment
- Demonstrate perseverance and use creativity
- Assist students individually as required
- Use appropriate class and behaviour management, without the use of corporal punishment
- Carry out self-evaluation.

Professional

- Attend and fulfil other duties punctually
- Maintain high standards of dress and behaviour
- Refrain from any activity that reflects poorly on his/her integrity
- Support and promote school rules
- Demonstrate a commitment to personal professional development
- Maintain cooperative relationships with their colleagues
- Tell the truth to students (keeps promises).

Others

- Carry out duties and responsibilities as directed by the principal and reports to the principal (e.g. music night, sports day, graduation day, fundraising etc.)
- Attend and fulfil other delegated duties and responsibilities
- Prioritize the welfare of students in a boarding context.

Note: Teaching Service Staff Rules are accessible from this link:

www.pacii.org/vu/legis/consol_sub/tssr250.doc

Guidelines on how Teachers Expect to be treated by Principal

As a principal, you can increase the motivation of your teachers if each one feels:

- known and valued as a person
- part of a worthwhile vision and endeavour
- safe in the school environment
- part of a team effort
- appreciated for efforts
- recognized for accomplishments
- their ideas and contributions are valued
- informed about what is going on about the school
- included in decisions and changes that affect them
- safe to try new ideas and seek assistance.

SERVANT LEADERSHIP: Servant leaders achieve success for the organizations by prioritizing attention to the needs of their colleagues and the individuals they serve. They view themselves as stewards of their school 's human, financial and physical resources. They do what is right because it is the right thing to do. People respond to these leaders because they are proven and trusted. Servant leaders try new ideas, offer solutions and are willing to accept the risk of failure and the promise of success. They are solutions oriented and not confined to established norms. Treatment of others is grounded in a deep respect for the dignity and value of all people.



Section 6: Disciplinary procedures for non-compliant staff

Teacher

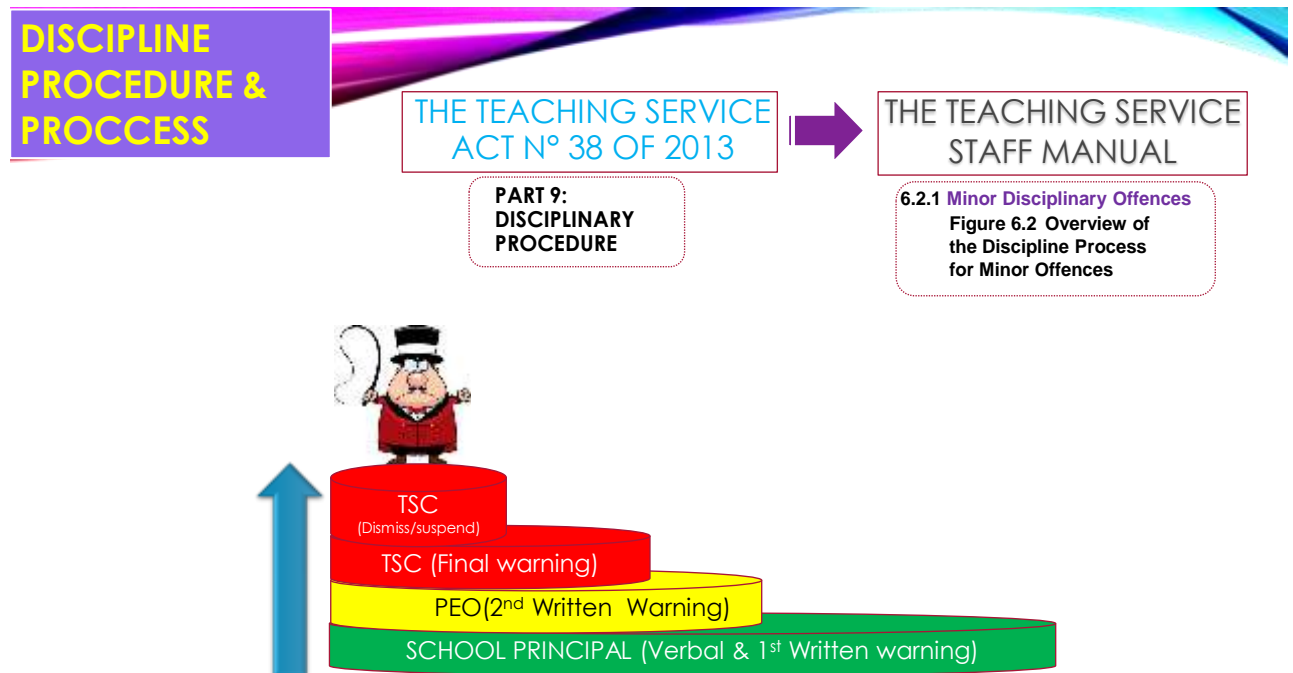
A principal often has to deal with teachers who are not cooperative, who ignore their directives or clearly break the Teachers Code of Ethics. There are procedures in place at the TSC to help principals discipline such teachers.

Minor offences

A teacher commits a disciplinary OFFENCE when he/she –

- is negligent, inefficient, incompetent, or unfit or unable to perform his or her duties; or
- wilfully disobeys or disregards a lawful direction given by a person in authority; or
- uses kava or alcohol too excessively or in a manner that adversely affects the performance of his or her duties; or
- is absent or chronically late without valid reasons; or
- does not attend assigned classes

The diagram below illustrates the discipline procedure.

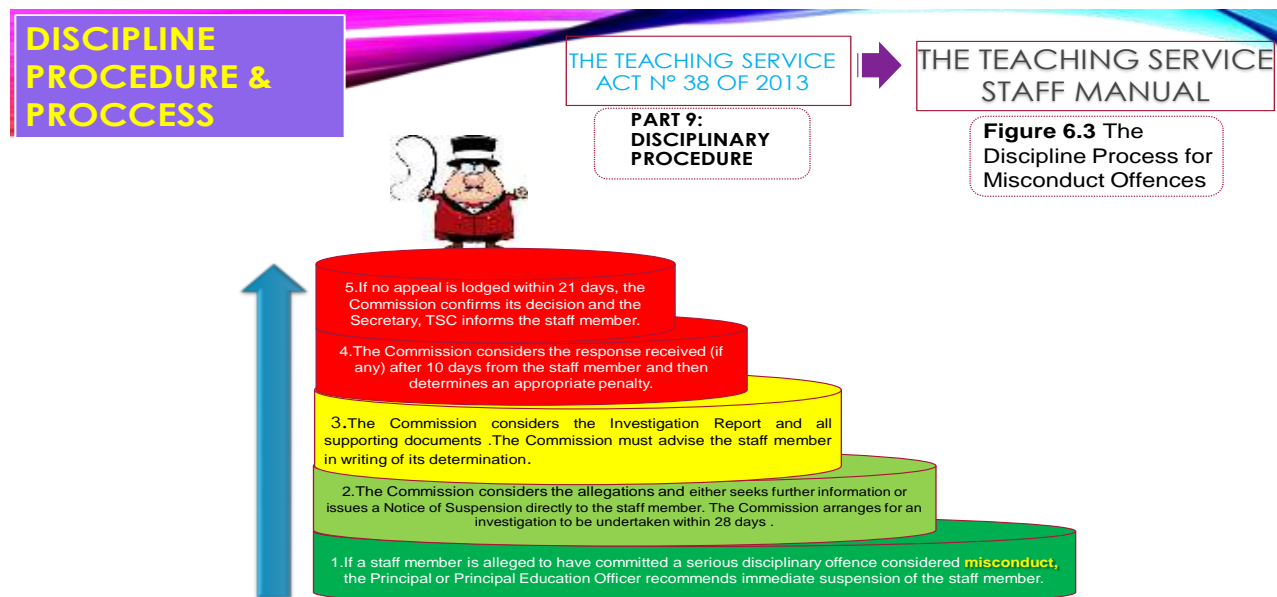


Major offences

A teacher is guilty of a MISCONDUCT when he/she commits the following offences:

- Theft, fraud, misappropriation of funds or goods and gains an improper personal benefit or procures an improper benefit for someone else; or
- Serious misuse of Government property; or
- Assault and sexual harassment; or
- Has any sexual contact or a sexual relationship of any kind with a student at any school or a fellow staff member or a community member (extra-marital); or
- Physically assaults a child, including administering corporal punishment of any kind to a student; or
- Has failed to comply with the Teaching Service Act No 38 of 2013 or regulations or the Education Act (CAP 272) or regulations; or
- Uses illegal drugs – including but not limited to cannabis, cocaine and heroin; or
- Is guilty of disgraceful or improper conduct which is likely to have a detrimental effect on the reputation of the Teaching Service; or
- Has failed to comply with the Code of Conduct.

The diagram below illustrates the discipline procedures.



Ancillary Staff

A suggested internal disciplinary procedure might include:

- First offence: verbal warning by the principal, recorded in the Discipline Book
- Second offence: Written warning letter, filed
- Third offence: hearing at school disciplinary board.

The outcome of the hearing should be noted in the minutes during the SC meeting and the punishment which has been approved must also be stated (e.g. fine from salary or dismissal).

References

Primary School Head Master Handbook

Secondary School Principal Handbook

https://www.google.com/search?q=professional+leadership&rlz=1C1CHBF_enVU867VU867&oq=professional+leader&ags=chrome.1.69i57j0l7.14050j1j8&sourceid=chrome&ie=UTF-8

<http://www.ntu.edu.sg/tlpd/tlr/eyes/Pages/conducivelearningenvironment.aspx>

