ROLES FOR HEADS OF DEPARTMENTS AND SENIOR TEACHERS

JOB PURPOSE

To supervise and teach in the specified subject /sessions in order to ensure delivery of quality education

What is management in teaching?

- Involves planning, coordination, organization, directive and control of the teaching activities.
- Involves coordination of staff in order to achieve set goals and objectives
- Involves controlling Staff and decision making
- Is how an educational institution looks at its affairs
- Is the process of managing information through people
- Is the act of getting work done through others
- Involves influencing, controlling and directing in order to achieve the institution goals
- Involves planning, organizing, directing, controlling, supervising, coordinating, motivating, monitoring and evaluation, material and human resources

What is administration?

- Involves in the effective implementation of procedures, systems, processes and supervision and control and production activities. Management of records and information, human resources
- The process of running and organization
- The process of effectively administering the entire organization
- Involves decision making, pertaining the issues of the institution in order to attend the objectives and goals
- Involves effective of institution rules and regulations

Roles involve, but not limited to, the following:

SCHEME AND RECORDS OF WORK

Monitors regularly the preparation of the schemes and records of work to ensure the proper implementation of teaching programmes.

- Schemes
- Records of work
- Lesson plans
- Class lists
- Tally sheet /SEN/OVC

- Tests
- Home work
- Assessment charts
- Time tables
- Syllabus
- Remedial work
- Professional adviser to the Deputy and Headteacher

TEACHING AND LEARNING

Ensures the availability of both teaching and learning materials in a particular subject in order to facilitate effective teaching and learning.

- Stock book
- Text books
- Teachers' guides
- Equipment
- Ordering of teaching and learning aids
- Reviewing of books
- Issuing teaching and learning materials
- Care of school property
- Carry out stock taking of materials and apparatus at the beginning and end of each term
- Assist in the preparation of teaching and learning aids.

PROFESSIONAL AND ORIENTATION MEETINGS

Plans and co-ordinates regularly professional meetings for serving teachers and timely orientation for new teachers in order to enhance standards of teaching and keep teachers abreast with new development.

- Research contemporary pedagogy
- Demo Lessons
- Sprint activities
- SBCPD
- Recommendation for study
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SUPERVISION AND MONITORING

Teachers' supervision and evaluation are essential and complementary functions, although they present distinctive characteristics (Glickman et al., 2008; Nolan & Hoover, 2004; Pawlas & Oliva, 2007). Supervision represents an organizational duty that promotes professional development, perfecting teaching practice and more learning and success for the student. Being of procedural nature, it has its basis on research-action and it configures ecological, cooperative and formative activities. As such, each teacher can exercise supervision duties, regardless of his/her duties in the organizational structure.

In turn, teachers' evaluation is an organizational duty that accomplishes an overall formal assessment of teacher's competence and performance. Evaluation makes sure that each teacher's performance in the system reveals a minimum level of competence, taking into account the student's success. The converging duties of evaluator, specialist and decision-maker are based on national-level criteria, as well as on objectives and targets stated by each school, within its pedagogical autonomy framework. Hence, the evaluator exercises duties of global assessment for each teacher, including class observation. Unlike supervision, the relationship between the evaluator and the evaluated is hierarchical, exercised by teachers appointed for that purpose.

HOD, Therefore, Supervises and monitors effectively teachers and provides advice on subjects.

- Lesson observation
- SPRINT activities
- Tests
- Class/individual time tables
- Rotas
- Co-curricular activities
- Checking of the absenteeism /punctuality of teacher /pupils
- Checking of written activities
- Checking preparation files
- Checking on classroom rules.
- Conflict resolution
- Guidance and counselling
- Enforcing Discipline
- Link / communication
- Quality management

GROUP DISCUSSION

Why should the HOD carry out each of the above activities?

TEACHING

Teaches effectively in order to impart the relevant knowledge, skills and attitudes using child centred methods.

- Own class
- Teaching a class whose teacher is absent
- Preparing adequately
- Marking
- Making teaching aids

Management and administration tasks and aspects that HODs do

- Formulation of strategic plan and budgeting

- Formulation of a discipline code
- Implementation and Interpretation of government policy – e.g. re-entry policy
- Enforce code of conduct
- Management of finances at departmental level
- Enforcing Students code of conduct
- Making departmental work plan
- Making institution work plan
- Record keeping
- Budgeting
- Programming of works
- Organizational structure
- Job descriptions
- Job evaluation processes
- Compensation programs
- Class room mgt.
- Lesson plans
- Schemes of work etc.
- School health programs, e.g. food provision
- Assessments

GROUP DISCUSSION

Why should the HOD have a class to teach?

Perform any other duties as Deputy and Headteacher may direct from time to time.

SOURCES OF AUTHORITY

1. Position
2. Training
3. Natural wisdom

Note: the opposite of the above QUALITIES OF A GOOD HOD

An ideal HOD must have the following professional and inter-personal qualities:

1. Good listener
2. Good researcher
3. Good communicator (eloquent speaker, ict wizard,
4. Good record keeper
5. Follow up addict
6. Submissive
7. Assertive
8. Protective
9. Cultured, mannerism,
10. Creative
11. Foresight/forecasting
12. Warm hearted / charismatic
13.

14. Punctual
15. Ethical/Professional
16. Knowledgeable
17. Prompt to complete assigned tasks
18. Self motivated
19. Self supervised
20. Sacrifice
21. Critical thinking
22. Empathy
23. Preparedness
24. Confidant
25. Analytical
26. Accountability
27. Dependability
28. Presentable
29. Resourceful
30. Availability
31. Suggestible (not conceited, insolent, I know it all, accept divergent views)
32. Integrity
33. Honest
34. Social
35. Role model. Remove what's in your eye before doing so for others

THE opposite qualities are the undesirable qualities of an HOD

GROUP DISCUSSION

Why should the HOD poses the above qualities?

SCHOOL IMPROVEMENT

- School improvement means the school is capable of learning to do something new with more positive results.
- Schools that foster a learning orientation among their staff and student is more likely to bring about development/ improvements.
- HODs need to implement policies and structures which enhance the

  School improvements

- HODs can foster colleagueship and participative decision making among staff.
- Such collaboration increase the capacity to cope with changes or to resist undesirable ones.

ROLES OF THE HOD IN SCHOOL IMPROVEMENT

To ensure success HODs should

- Allow stakeholders to interact during problem-solving and come up with shared opinions.
- Take active role in initiating and responding to desired changes and improvements.
- Involve the staff during planning of desired improvements.
- Leave room for risk taking and errors as staff learn new skills.
- Be aware of the need for improvements by analysing their observation profile SEL.
- Write commitment to try new ideas
- Afford opportunities to experiment with suggested improvements.
- Afford opportunities to discuss problems and solutions.
- Expose TEACHERS to values approaches that promote change

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Challenges • LACK OF RESOURCES • Financial and human resources • Planning events • Too many meetings not funded • Political interference • No capacity building • Brain drain • Poor attitude towards work • Low salaries • Teachers discipline • Human resource inertia • Poor communication between head teachers and management • Lack of teaching and learning materials • Less man power (vocational skills) • Absenteeism •