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FOREWORD

Zimbabwe has already commenced its journey towards transforming the economy into an upper middle income status by 2030. The education sector is an integral part of this transformation process as it is a key enabler for both human and economic development. Guided by the national vision, the Ministry of Primary and Secondary Education seeks to become the leading provider of 21st century inclusive and quality education for socio-economic transformation in line with vision 2030. This ministerial vision can only be achieved when the leaders at all levels in the Ministry possess 21st century knowledge, competences, skills, abilities and values. Such leadership attributes are vital in the transformation of the learners’ lives and the country’s economy through our education system.

The school level is where the education is delivered to the learners in line with the Competence Based Curriculum and various educational programmes and projects are implemented. It is imperative that the school leaders like Heads, Deputy Heads, Heads of Department (HODs) and Teachers-in-Charge (TICs) should be equipped with the desired knowledge, skills, abilities and values through a comprehensive School Leadership Manual that will enable them to execute their duties professionally, effectively and efficiently. This will enable them to fulfil the learner’s diverse needs and aspirations and in the end, Zimbabwe will not only remain at the apex in terms of highest literacy rates in Africa, but emerge as an upper middle income economy with highly educated, skilled, cultured and productive citizens.

This invaluable handbook is our roadmap to effective leadership at school level leading to the achievement of the Ministry’s vision as well as national vision 2030 as articulated by his Excellency Comrade. E. D. Mnangagwa.

Hon Ambassador Ndabazekhaya Cain Ginyilitshe Mathema
MINISTER OF PRIMARY AND SECONDARY EDUCATION
The success of every educational institution in Zimbabwe, be it a school, independent or correspondence college in terms of learner pass rates, skills development and discipline, infrastructural development and projects, inter alia, largely depends on the calibre of its leaders and staff. Successful 21st century school leaders possess the appropriate knowledge, competences, skills, abilities and values to transform their educational institutions in line with the national and ministerial vision. However, the Ministry of Primary and Secondary Education has realised that a considerable number of the current crop of school leaders lacks such vital characteristics, hence, the decision to develop a School Leadership Manual for Heads, Deputy Heads, HODs and TICs to equip them with such invaluable attributes.

The School Leadership Handbook is intended to guide the leaders in administering their schools professionally, effectively and efficiently. It covers ten detailed pertinent topics on school leadership and supervision, understanding the curriculum, human resource and performance management, staff discipline and grievance procedures as well as finance and administration. Additionally, the manual concentrates on procurement and business development, communication and public relations, learner-teacher friendly school environment, school planning and development, including information and communication technology (ICT).

All the school leaders in government and private schools are urged to understand and apply all the concepts in the handbook in order to achieve the Ministry’s vision and that of the nation at large.

Thank you

T. Thabela (Mrs)
Secretary for Primary and Secondary Education
The School Leadership Handbook is a product of collaborative work by many stakeholders. Profound gratitude goes to the following: The Minister of Primary and Secondary Education, Honourable Ambassador Ndabazekhaya Cain Ginyilitshe Mathema MP; Deputy Minister of Primary and Secondary Education, Honourable E. Moyo MP; and the Secretary for Primary and Secondary Education, Mrs T. Thabela, for their guidance, expert advice and assistance.

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The Ministry, on behalf of the Government of Zimbabwe, acknowledges, with thanks, the financial and technical support from UNICEF and the British Council.
Clients service charter: A written guiding principle that communicates your business’ commitment to doing business with others.

Complaint: It is viewed in this handbook as an expression of dissatisfaction / discontent or unhappiness by one or more members of the public about the organisation's activities or lack of it or standard of service.

Evaluation: Is a management or even leadership function that involves the rigorous analysis of completed or ongoing activities that determine or support management accountability, effectiveness, and efficiency.

Grievance: In this handbook, as guided by the relevant statutory instruments, is defined as any feeling of dissatisfaction or feeling of injustice on the part of a member which is connected with the member's work or the member's contact with other persons in the work place (Section 53 of S.I. 1 of 2000, as amended).

Inspection: This is an educational management function that involves examining and evaluating the quality of teaching and learning in the school system as well as gathering of information which will serve as a basis for supervision.

Investigation: Is a fact-finding exercise designed to collect all the relevant information relating to suspected acts of misconduct.

Methodology: This refers to a process or procedure used in a particular area of study or activity. It is also a selection of a variety of methods which reflect knowledge of learner and places them at the centre of learning and teaching.

Monitoring: It entails the systematic and routine collection of information from projects and programmes to learn from experiences to improve practice and activities in the future.

Procurement Officer: Meaning an officer, employee or agent of a school who is responsible for any aspect of the school’s procurement, including the implementation of procurement contracts.

Transport Officer: Meaning an officer or employee of a school who is responsible for any aspect of the school’s transport management and administration.

Project management: The practice of initiating, planning, executing, monitoring and controlling, and closing the work of a team to achieve specific goals and meet specific success criteria at the specified time.

Project proposal: Is a document that provides all the information required for project stakeholders to decide to initiate a project.
Public funds: Includes any money owned or held by the state or any institution or agency of the government including provincial and local tiers of Government, statutory bodies and Government-controlled entities.

Public property: In terms of management in education it refers to any property owned or held by the state or any institution or agency of the government including provincial and local tiers of Government, statutory bodies and Government-controlled entities.

School culture: It refers to the way teachers and other staff members work together and the set of beliefs, values and assumptions they share.

School leadership: Is a management practice that involves inspiring others to act in a way that benefits you, your subordinates and the organisation.

Supervision: This involves processes that lead to the improvement of teaching and learning while enhancing educational services. It has a coaching element where supervisee and supervisor interact.
2 April

country.

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our on

Black Nations
Leadership and Supervision

Introduction

School leadership plays a key role in improving learning outcomes by influencing the motivations and capacities of teachers, as well as improving the school climate and environment. Effective school leadership is essential for improving the efficiency, effectiveness and equity of schooling. The School Head, Deputy Head, Teacher-in-Charge (TIC) and Heads of Departments (HODs) share the collaborative leadership roles of managing, administering, directing, guiding and leading the activities in the school for purposes of meeting national education goals.

objective

By the end of this unit, readers/leaders should be able to:

- define the school leadership concept;
- identify dimensions of school leadership;
- relate school leadership roles to effective organisational development;
- define supervision, inspection, monitoring and evaluation; and
- identify types/models of supervision.
1.1 Leadership

1.1.1 Definition of school leadership

School leadership involves inspiring others to act in ways that benefits the school organisation and the community served by the school. Therefore, the leadership task is to influence goal-setting and achievement for the school. Leadership is involved in guiding staff talent development and motivating them towards achieving common school vision, mission and goals.

1.1.2 Dimensions of school leadership—linked to Practical Leadership Habits

Use the following eight key dimensions of school leadership that put the child at the centre of all the teaching-learning processes.

The inner circle illustrates the core focus of attention of the school leader;

The school leader sets the teaching-learning norms for the school (school commitment). Therefore, the school commitment is supposed to be known, practised and referred to by everyone in the school at all times. This means that the whole school should be committed to every:

a. learner becoming literate and numerate;
b. teacher improving their instructional skills; and
c. member of the school community being respected and valued regardless of gender, religion and cultural background.

- The inner ring refers to the core strategies that you may use;
- The outer ring of the circle suggests the key leadership behaviours that you may use to support the strategies from the first inner ring.

Figure 1: Adapted from, ‘The dimensions of successful leadership (Day et al., 2010)’
The school leader’s key responsibility is to build intrinsic trust among the subordinates and embed each of the core strategies as an essential part of the actions in the outer ring.

The outer circle

The outer circle includes the following among others, all of which call for the School Head to practise certain leadership behaviours;

- Enhancing teaching and learning; building relations inside the school community; improving conditions for teaching and learning; and enhancing teacher quality.

The expected school leadership behaviours include that the School Head should:

- Lead and promote school-based staff development programmes related to improving teaching/instruction or facilitation of learning by:
  - ensuring that a school-based staff development timetable with clear agenda on improving classroom teaching-cum-learning practice is developed. In this case, classroom practice is supposed to be the centre piece.
  - motivating teachers to participate in the school-based staff development meetings (this means teachers across the grades).
  - creating a conducive adult-learning atmosphere (for teachers) and other conditions for school-based staff development that should include the venues, adequate time to be spent on the staff development; and its activities.

School Head’s leadership behaviours may include, but are not limited to, the following actions:

- Classroom walk-throughs to gain an appreciation of how learning processes are developing with the school
- Walk in, smile and greet the class
- Find a place to sit close to the back of the classroom depending on the size of the classroom and its arrangement
- Observe how well the classroom looks, the walls, windows, light, air, classroom displays and what the learners are doing;
- If there is a group-work activity, visit the groups and participate with a few tips and ask questions;
- Give praise where it is due;
- Help if you are sure of what to do.
- Listen to the activities
- Scan the room
- Look down and avoid eye contact for a minute or so
- Scan the books
- Thank the teacher and the learners as you leave the room;
- Ask questions where necessary.

What to be as a school leader, includes being:

- Attentive
- respectful
- observant
- steady during the walkthroughs (unmoving); and
- Friendly
- humble
- positive minded
- able to radiate love for others, e.g., smiling.
1.1.3 Leadership roles

A summary of the School Head’s expected leadership roles and responsibilities.

**Figure 2: Leadership roles and responsibilities**

<table>
<thead>
<tr>
<th>Leading role</th>
<th>Directing/Guiding role</th>
<th>Communication role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitoring Roles</td>
<td>Decision - Making roles</td>
<td>Liaison roles</td>
</tr>
<tr>
<td>Conflict resolution Roles</td>
<td>Planning Roles</td>
<td>Entrepreneurship roles</td>
</tr>
</tbody>
</table>

**1.1.4 Leadership traits**

Table 1 briefly describes the traits that should be exhibited by a school leader.

<table>
<thead>
<tr>
<th>Effective Communicator Trait</th>
<th>Accountable and Responsible Trait</th>
<th>Long-term Thinkers Trait</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always communicate effectively by ensuring clear and concise communication and clarification of tasks, including anticipating problems and providing sound solutions. A school leader is expected to be a noble and attentive listener to issues raised by teachers. Utilise both internal and external vertical and horizontal communication channels to reach all the staff members.</td>
<td>School Heads are accountable and responsible for school’s successes and failures. They need to support and encourage individuality’s successes while abiding by and understanding the organizational structure, rules, and policies as guided by policy.</td>
<td>Effective school leadership is about collaboratively creating a school vision and planning for the future of the school with the help of all the teachers. Always draw-up measurable and quantifiable school goals. School leadership standards envisage that the School Head should be confident; and demonstrate full understanding of the need for continuous school improvement. Therefore, the School Head should be ready to introduce new and innovative approaches that improve current processes.</td>
</tr>
</tbody>
</table>
1.1.5 Leadership styles

There are a number of leadership styles that a school leader may use. The key task for a school leader is to identify situations when to assume and use the leadership styles appropriately. This section describes the nomothetic, idiographic, collaborative, autocratic, democratic, charismatic, transformational, transactional and the laissez-faire leadership styles that could be useful for effective school leadership.

1.1.5.1 Nomothetic styles

When using the nomothetic style, the School Head stresses the importance of work and organisational goals. All staff members are required to focus at achieving set school goals, objectives and specific tasks of the Ministry of Primary and Secondary Education (MoPSE) as an organisation. When employing this leadership style, success is achieved through close supervision and monitoring of school activities. Nomothetic leadership style does not emphasise that the leader addresses individual needs at the expense of school or MoPSE goals. When using this style, the subordinates are motivated to identify themselves with the goals of the school organisation.

1.1.5.2 Idiographic style

This style involves school leader delegating authority according to the teachers and staff’s expertise, abilities and interests. The use of idiographic leadership style is seen through the subordinates’ participation in shaping school organisational goals. However, when leaders use this style they are expected to show interest and to put emphasis on addressing individual needs as key motivators to access and achieve school goals.
1.1.5.3 Collaborative style

The collaborative leadership style aims at addressing both personal needs of the staff and the school organisation’s demands within given situations/contexts. For example, when delegating work assignments, collaborative leaders consider the professional needs and abilities of the individual subordinates as well as the goals of the organisation. This style satisfies individual needs while at the same time allowing set tasks to be accomplished through team-work and effort. In other words, put simply, for Zimbabwean schools, the collaborative leadership style is the type of leadership that is needed to ensure effective and efficient results across internal or external school boundaries. As a collaborative leader, the School Head invests time into building strong workplace relationships by handling conflicts in constructive ways and allowing others to share control of how relationships at various levels are cultivated and nurtured for the benefit of the school as a whole.

Behaviours that collaborative School Heads may exhibit include the following among many others:

a. Establishing a clear vision and goals for the school through collaboration;
b. Working with staff (collaboration) to establish consensus about the vision and goals among staff.
c. Modelling and fostering the desired workplace behaviours that help to successfully establish clear and consistent social expectations; and
d. Creating safe and supportive school environments for staff and learners to blossom and achieve goals.

1.1.5.4 Democratic style

When leading through the democratic leadership style at school level, the School Head should allow staff members to participate in the decision-making processes by encouraging them to make suggestions that help to improve the school. The School Head is expected to be actively involved in making consultations. This way, school leadership will serve as a facilitator who refrains from making criticisms; but in turn helps to keep the morale of their subordinates high.

Some of the characteristics that may be demonstrated by a democratic School Head in order to benefit the school include:

a. Allowing staff to participate in creating the leadership of the school;
b. Sharing the leadership of some of the activities to allow staff in the school to assume an increased participative role in the decision-making processes; and
c. Accepting criticism from staff members and allowing those with innovative ideas to build and improve the school.

1.1.5.5 Transformational leadership style

Zimbabwe as a nation is operating at a high transformational mode to enhance the economy through its education system. All transformational behaviours and efforts in other government departments depend on how the education sector performs. School leadership is the first level that determines how the whole education system of national transformation succeeds or fails; and School Heads are tasked with the oversight and success of this assignment. Transformational educational leaders who show idealized influence in education are those who

a. perform as role models for their followers because they engage in high standards of ethical behaviours that breathe success in their subordinates.
b. demonstrate intellectual stimulation for their staff to the extent that they in particular challenge their own assumptions.
c. take risks to reach high levels and also solicit for their followers' ideas to enrich the performance levels of others.

1 Show their followers what needs to be done, how it should be done and when it should be done—they are the main actors of educational standards of performance.
d. act as educational leaders guided by a transformational agenda to improve schools, hence they need to also show idealized or perfect influence for their followers to emulate because they want them to engage in high standards of ethical or moral behaviour. These and many other key transformation behaviours act as indicators of performance at the school where transformational leadership is practised.

1.1.5.6 Transactional leadership style

Contrasted with the transformational leadership, transactional leadership style involves school leaders achieving compliance of subordinates by offering both rewards and punishments (sanctions). Through the rewards and punishments system, the transactional school leaders are able to maintain their subordinates’ motivation high although this is usually for short periods of time. As transactional leaders, School Heads need to value clear order and structure in the school. Such school leaders at times combine this leadership style with the coercive power base to achieve desired results as they manage projects. Therefore,transactional leaders are viewed as a weak link for leading organisations like schools where the community values creative and innovative ideas.

Transactional leadership is often contrasted with the transformational leadership style. Transactional leadership style depends on self-motivated people who work well in structured and directed environments like schools. By contrast, transformational leadership seeks to motivate and inspire workers, rather than direct others. Some of the identified characteristics of transactional leaders include the following:
- focused on achieving short-term goals;
- bent on favouring the application of structured policies and procedures in order to achieve goals;
- able to succeed when they use clear rules and carrying out tasks accurately;
- contented to work in environments where subordinates show efficiency;
- known as people who are not flexible in their decision-making processes; and
- conservative about change.

Because of the above characteristics, the transactional leadership style may provide school leadership with the following advantages:
- It operates well in schools because structure is highly valued and important;
- It (Transactional leadership) only rewards subordinates who show intrinsic motivation to adhere to structured rules and instructions in the school;
- It is very clear on how the school structure should operate as a system that requires repetitive tasks and produce desired outcomes;
- The use of transactional leadership helps to achieve short-term goals timeously; and,
- The transactional rewards and penalties are collaboratively identified and defined for the subordinates before engagement.

It is therefore advisable to apply this leadership style taking cognisance of the following disadvantages that come with its use.
- Transactional leadership is not the right fit for organizations where initiative and creativity are encouraged.
- It only rewards the subordinates after they have achieved a given task and that is done on a practical level only. Zimbabwean schools do not have sufficient resources to empower the school leaders.
- It limits creativity because the goals and objectives to be achieved in education are already identified; and
- It does not reward personal initiatives among the subordinates.
1.1.5.8 Charismatic leadership style

Leading through the charismatic leadership style inspires others to aim to achieve high education standards and goals. Through the charismatic leadership style, the School Head stimulates enthusiasm among team members and it energises or motivates the subordinates. When leading a school while guided by the charismatic leadership style, the standards, traits and behaviours that are expected of a school leader should be acted out for others to emulate. These should encourage the development of particular followership behaviours among the school staff. Therefore, the School Head should demonstrate charismatic leadership through the following behaviours that are associated with it:

a. Motivating staff: The leader does this to get tasks done and completed.
b. Being honest: Charismatic leaders establish an honest connection with his or her peers.
c. Delegating duties to inspire others.
d. Using clear communication: the leader demonstrates the ability to communicate effectively.
e. Being humorous: Quality of life at a school is demonstrated by the levels of happiness in the school. A sad environment creates weak standards.
f. Inspiring confidence in others.
g. Showing positive attitude levels of commitment to duty.
h. Being creative, this is a mark of successful leaders—the competence-based school curriculum (CBC) in Zimbabwe highly depends on it.
i. Demonstrating progressive behaviours to continuously improve the way certain things are done—this means improving methods of achieving goals.
j. Showing dedication to work by ensuring that the school environment communicates the mission and vision of the MoPSE.
k. Showing empathy to those who struggle and empowering them to succeed.
l. Demonstrating school improvement ideas: The leaders bring to the table a variety of ideas that improve the school gradually and show expertise in how to operationalize those ideas.

1.1.6 Emotional intelligence (EI)

It is the school leader’s ability to understand and manage personal emotions including those of people around the school leader. Behaviours that are expected of emotionally intelligent leaders include but may not be limited to the following:

Figure 3: Emotional intelligence leadership traits

1. A Self-awareness: This refers to emotional self-awareness, accurate self-assessment and self-confidence.
2. Self-management: This refers to self-control, trustworthiness, conscientiousness, adaptability, achievement orientation and initiative.
3. Social awareness: This refers to empathy, organisational awareness, and service orientation.
4. Social Skills: This refers to a visionary leadership, influence, development of other, communication, change catalyst, conflict management, building bonds, and team work & collaboration.
1.1.6.1 Strategies for improving your Emotional Intelligence Leadership

General intelligence is essential in any individual. However, emotional intelligence is a critical component for purposes of ensuring successful leadership in a school especially now that the Competence-based School Curriculum demands leadership creativity related to leadership ability to relate with others in the school. When dealing with others—teachers, ancillary staff, parents, school children and other stakeholders, school leaders should honestly strive to place themselves in the situation of the others (empathy). This may help the School Head to choose and use the best methods to solve any problems that may threaten success in the school, hence it may set the school to achieve identified goals. Emotional Intelligence is seen through some of these leadership behaviours that leaders may adopt, they

- Slow down whenever they are experiencing anger or strong emotions, and examine why they are having such experiences.
- Practise calmness. It allows them to evaluate the situation.
- Always re-examine why they are doing the job—so that they do not need to lose sight of the desired educational goals.
- Are always optimistic or positive and see the positive things in what others do.
- Are empathetic.
- Develop strong conflict resolution strategies.
- Ensure improved communication skills.
- Identify and know their values and spend time examining their personal ‘code of ethics.’
- Hold themselves accountable; that is, they show commitment to recognize and admit their own mistakes and they have the courage to face the consequences.
- Determine and demonstrate personal motivation levels and energy to lead.
- Celebrate the successes of others, for example, they may do so by praising others.

1.1.7 Social Intelligence

Social Intelligence (SI) is the ability by the school head to be able to successfully build workplace relationships that help to promote successful execution of work assignments. Social intelligence may be defined as manipulating people or even the ability to understanding them so as to help them to achieve certain goals. This means that the behaviours of people interacting together to achieve what they want can be considered as social intelligence. In this handbook, we define SI as inter-cultural communication, or human relations competence in terms of the person’s effective and appropriate behaviours towards others. A socially intelligent school leader is able to foster the navigation of the school social environment including the external contexts. The Zimbabwean society generally values education. Consequently, most people place emphasis on their children’s success in school work. School heads who are socially intelligent are particular about how relationships affect learners and teachers in achieving educational goals. Social intelligence is made up of three key components each of which is made up of several sub-categories. These are Social awareness: which includes

- primal empathy—meaning that the leader or any other individual for that matter should be aware of cultural aspects that connect that individual to the rest of the community in which they are operating. These cultural values should be respected and celebrated. Therefore, if the individuals are not able to embrace the cultural values of those in their working community, they will always be in violation of the other individual’s ways of thinking and doing things. In general, primal empathy refers to the issues around how to be able to communicate, cooperate and coexist with other people which may result in
those from diverse backgrounds feeling comfortable to be around their leader or any other person. This may present problems for leaders especially in the 21st Century school where multi-cultural school has become the order of the day.

- **Attunement** — this is about the ability of a leader to adjust his/her personality so as to fit into the social context where the ways of knowing and or doing things differ from those that one may already be accustomed to. For example, school leaders in Zimbabwe are being promoted and allowed to lead schools in various provinces of the country. A socially intelligent leader who is able to attune to a context will adjust his/her behaviours and learn to participate in social activities that are practised within the cultural guidelines of a community which is served by the school. In short, the school leader should be able to adjust to a social context and fit seamlessly.

- **empathetic accuracy** — Empathy is feeling for the other person and understanding what that individual is going through. This is also called social empathy or social understanding. This is the leadership ability to reward human interactions or encounters through non-verbal communication and emotions for purposes of mutually rewarding the inter-cultural communication that is accepted and recognized.

*Social cognition (SC)* — SC is a sub-topic of social intelligence in the area of leadership psychology. It focuses on how people in general, and in this case School Heads process, store, and apply any type of information regarding other people. In the school context it involves all the people who have interests in the school as a social institution. Practising social cognitivists focus on the role that the human cognitive processes play in workplace social interactions. The school leaders want to avoid failing to socially interact with their subordinates, hence it is critical to be aware of this aspect of school leadership.

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**SC as a branch of Social Intelligence involves:**
- seeing other people and the processes of how people acquaint themselves with the people around them;
- the mental processes of perceiving, remembering, thinking about, and attending to other people;
- showing interest in certain information; this is important about the school community as a whole;
- keeping information about other people in memory and then use that information to influence how others perform their duties;
- understanding the attitudes, perceptions of others, evaluating others, stereotyping, persuasion and decision-making.

### 1.1.7 Managing change

Change is inevitable, and it is clear in the current developments in Zimbabwe as a country. It threatens people and unprepared organisational leadership with ‘future shock’ which occurs when the nature, types and speed of change overpower their capacity and ability of school organisations to adapt to and adopt new ideas. School leaders are expected to initiate change or improve the schools to operate in line with external changes. From this perspective, school leaders need to approach change from a strategic management angle. For the school leaders, it is prudent to adopt the following leadership behaviours:

- Revise the environment of the school to ensure it supports school goals,
- Assess how the socio-economic environment affects operations in the school institution and its ability to generate revenue and adjust to match the new standards,
- Show an understanding of the political situation. Examples include, but are not limited to these; (a) change of government, (b) changes in legislation and (c) changes in regulations etc.
Assess the social trends, that is, changes in population or demographic tendencies, expenditure patterns, and migration patterns, introduction of new laws to match the demands of schooling; and

- Evaluating the technological developments such as the information communication technology (ICTs).

1.1.7.1 The process of planned change

There is an English adage that says, ‘To live in the future, you must plan for and create it.’ School leader’s planning function should help the school to commit to continuous school improvement by using planned change as a strategy for not failing to initiate change. Therefore, a leader is expected to create a user-friendly platform for introducing logical step-by-step methods that should lead to the effective accomplishment of the school improvement programme and changed objectives.

Planned change requires the school leader to follow designed step-by-step processes that lead to successful implementation of the plans as illustrated in Figure 4 below. The word ‘collaborate’ is used repeatedly to remind those who lead schools to involve others when introducing change. School leaders should therefore set targets together with their staff, agree on implementation policies and the use of appropriate steps for preparing them and their departments for the impact that the change will bring in their professional and personal lives.

It is important to note that staff in the schools will not always respond to the introduction of change with enthusiasm. This means that school leaders need to understand that for any announcement of change or even a small incremental improvement, there will be some form of resistance. It is because the school staff members prefer to live and work in a stable environment which they may refer to as their zone of comfort as compared to an ever-changing environment in their professional lives. School Heads should be guided by the process illustrated in Figure 4 when introducing change in a school.

Figure 4: The process model of managing change in educational institutions

- Select the lead change agent(s) from the school
- Collaborate in diagnosing the possible change strategies
- Collaborate in selecting the best strategy for intervention
- Collaborate in developing a plan for executing the change
- Collaborate in planning for the actual implementation
- Implement that developed plan at school-wide level
- Make follow-ups and evaluate the implementation process
- Re-develop incremental goals for improved change
- Identify the need for incremental change
1.1.7.2 Resistance to change

Any change is not necessarily readily accepted, including in schools. It is important for the school leader to appreciate that staff as individuals may resist change whether the change is minor or major, such as restructuring the whole school. The idea of effective leadership in schools is to prepare an approach for managing the introduction of any useful change in the school. Leadership is thus called upon to:

a. prepare for the introduction and the management of the change right from the inception level. Leaders manage resistance to change by planning and anticipating effective change management strategies right from the very beginning.

b. know, expect and prepare for the resistance to change (RTC).

c. understand and believe in the change first and be able to articulate it to their subordinates including (i) the expected results, (ii) the possible hurdles and (iii) the intended outcomes. They should never be unsure or hesitant when implementing change as uncertainty on the part of the leadership attracts resistance.

d. strategise for the management of the resistance to that change.

e. ask personal questions regarding what may be the origins or causes of resistance among some of the subordinates or staff, including reluctance to fit into the new model introduced by the change. The origins of resistance to change, when addressed by management may then be used to ensure the smooth introduction of change.

f. identify from among staff, a team that will help to manage the change and prepare them ahead of the change. In Figure 4 above we refer to this team as the change agents that a school leader may appoint. Once the change processes begin, the leader may now employ the strategies for overcoming resistance to change as summarised in the next section.

1.1.7.3 Strategies for overcoming resistance to change

Change is a constant variable in any social organization like a school, although the human resources in the workplace may oppose the change or the introduction of school improvements as we prefer to call it in this handbook. Several different reasons why employees resist changes have been heavily studied but, the primary reason why some change fails is the weak management of change in schools. Irrespective of how well a school leader may introduce and then manage a school-wide change, they will still encounter some degree or levels of resistance to the change processes. Therefore, the leader may need to be calm and flexible as one of school leadership’s important social tools when managing resistance to change. Figure 5 below shows processes for managing resistance to change.

1.1.8 Conflict management

School leaders will need command of the basic forms of conflict management techniques that a School Head may use to deal with any forms of conflict that may arise in the school before such conflicts escalate beyond undesirable levels. As you may already know, conflict is unavoidable, hence, school leaders will need to develop effective skills for handling conflict whenever it arises. First, there is need to be in control of information regarding (a) origins and or sources of conflict; (b) the processes to handle conflict as well as; (c) the methods that could be applied to overcome conflicts.

1.1.8.1 Causes of conflict in schools

A number of issues that may trigger conflicts may include but are not limited to the following:

i. Collection of levies and fees, only if it is not clear who is responsible for which task (role conflict);

ii. Procurement of school items that are either not sanctioned by the procurement committee or that are viewed as not essential by the users;
School Leadership Handbook

Figure 5: School leadership strategies for managing resistance to change

- **Education and communication**: Improved communication of all forms. This may involve the use of technology.
- **Participation**: Promote participation in decision making by your subordinates.

**A School Leader’s Strategies for Managing Resistance to Change**

- **Negotiation**: This involves you as a leader making trade-offs between the resisting parties and the school administration. You will be representing the MoPSE in all stages of the negotiations.
- **Facilitation and Support**: As a leader you facilitate skills development and aim to reduce anxiety among the staff. That prepares staff to hit the ground running in the middle of change.

Figure 6: Strategies for managing conflict at school level

- **One: Accommodating**: The accommodating strategy essentially entails giving the opposing side what it wants. The use of accommodation often occurs when one of the parties wishes to keep the peace or perceives the issue as minor.
- **Two: Avoiding**: The avoidance strategy seeks to put off conflict indefinitely. Delay by ignoring the conflict, so that the problem resolves itself without a confrontation. This may imply low-confidence in the leader. The hiring of a more productive replacement for the position soothes much of the conflict.
- **Three: Collaborating**: Integrate ideas from many members of your staff. This leads to creative solutions that may be acceptable to conflicting. Collaborate though useful calls for a significant time commitment to duty instead of conflicts.
- **Four: Compromising**: By compromising you invite conflicting parties in a conflict to surrender some aspects of their conflicts so as to establish a neutrally acceptable, if not agreeable solution. Compromising as a strategy normally succeeds in conflict resolution if the parties have equivalent power.
- **Five: Competing**: You may allow the parties to compete since competition brings out the best and motivates School Improvement. Depending on the personalities conflicting parties prefer competition as a conflict management and resolution strategy. Usually this works well in emergency and crisis situations hence the decisions that generate weak results will fall away naturally.
iii. Development at the school if it is not planned for;
iv. Inequitable distribution of resources;
v. Ineffective communication;
vi. Introduction of new instructional methods that implementers do not understand;
vii. Handling of social issues such as weddings and deaths;
viii. Allocation of classes/teaching loads and/or responsibilities;
ix. Sharing of duties; and
x. Favouritism.

1.2 Supervision

Supervision in schools involves the art and/or function of giving guidance and direction to members to ensure professional growth and development. It can also act as a control measure. In a school set-up, the School Head performs supervision; but does not always have the formal title of supervisor. The School head’s role as a supervisor is to ensure that the school operates efficiently, effectively and within the legal and policy framework of the MoPSE. From this view, the School Head’s key task is to make sure that teachers and all the other staff members of the school do what they are supposed to do and that they do it efficiently and professionally on time. This means the school supervisor needs to possess supervisory knowledge and skills of effective supervision to achieve school goals.

1.2.1 Types of supervision

This section summarises four examples of commonly used models of supervision as illustrated below.

| 1. Scientific Supervision | ● The leader as a supervisor focuses on teacher ratings, objective measurement in teaching, use of standardised tests, scientific methods of teaching as well as relying heavily on examinations to determine outputs.
| 2. Artistic Supervision | ● Leaders base their supervision on the notion that there is one perceived best method of performing the job and that there should be division of labour.
|  | ● Supervisors must be open-minded and be receptive to different ways/approaches of executing/carrying out tasks.
|  | ● An artistic supervisor bases his/her supervision on classroom needs and why they happen in the way they occur.
|  | ● The artistic supervisor’s assumptions are that, there is a lot that happens in the teaching process that is not measurable; and
|  | ● They use intuition, video tapes and teacher-student interviews. |
Supervisory models operate in environments that favour their implementation; and they tend to be person and situation specific. The School Head’s supervision practices in the school focus on school operations that should aim to achieve the MoPSE’s and the school goals and objectives without fail. To be an effective school supervisor, the School Head needs to strive to respond to the flowing question that helps to initiate strategic supervisory practices that produce outstanding results—How do I help the teacher to improve his/her teaching? The rest of the questions are illustrated in the next section.

| 3. Clinical Supervision | ● Clinical supervision focuses on improvement of instruction by means of systematic cycles of planning, observing and analysis of actual teaching performance in order to modify the teaching.  
● Supervisors emphasise continuous change of behaviour among teachers so as to match the current needs of the school.  
● Supervisors using the Clinical supervision model gather data from direct observation of actual teaching and learning processes for them to be able to effectively coach and mentor their staff/subordinates. |
| 4. Developmental supervision | ● The underlying philosophy of the developmental model of supervision is the notion that teachers, as adult learners each are supposed to be continuously developing/growing professionally.  
● Adult learners grow in fits, starts, and patterns, hence the school leader as a developmental supervisor needs to employ individualised models for supervising specific teachers.  
● The teachers are placed in a professional growth continuum that classifies teachers as belonging to performance related groups ranging from low to moderate to high performers—described in a developmental model with three levels of supervisees that may also be described as beginning, intermediate, and advanced; and  
● The human resources developmental focus of the school leader and supervisor is to help novice staff members to grow professionally from low to intermediate performance levels until they reach the advanced performance levels of professional development. |
1.2.2 Illustrated guiding key questions for effective supervision

These question words (interrogatives) create a model that points at the subject position of the school hierarchy; and is about the something that causes certain things to happen in the school from those (teachers and ancillary staff) managed by the School Head and then in a ripple effect, that causes students to behave and achieve certain learning outcomes. Figure 7 below gives some illustration.

Schools fail or succeed because of the type and quality of leadership and supervision in the respective schools. This means that the final evaluation of the school means a lot to the type of leadership and supervision that the School Head provides in their respective school. To ensure that supervision is consistently serving the national vision and mission the School Heads need to ensure that their leadership behaviours are directed at the individual needs of their staff. Therefore, the school leaders will need to be guided by the preceding important question indicators to be able to develop effective strategies for supervising staff in the schools. Staff should be supervised with an eye to help them grow professionally and for the achievement of quality instructional strategies as guided in the Table 3.

Figure 7: The key questions guiding effective supervision at school level
<table>
<thead>
<tr>
<th>Low or beginner staff member characteristics</th>
<th>Moderately experienced staff member characteristics</th>
<th>Highly experienced staff member characteristics</th>
</tr>
</thead>
</table>
| • Such workers are professionally dependent on experienced supervisors for them to be productive.  
• They are highly vulnerable in professional terms—they can break down easily in the face of challenges.  
• They experience anxious moments and are not sure of what to do in the face of a new problem.  
• They are fragile in their self-confidence—this means they withdraw in the face of people including the learners that they teach. | Moderately experienced teachers:  
• They know what needs to be done.  
• They are not confused but are motivated to improve on their work standards.  
• Such teachers can easily emulate the required work standards if they are given hints and scaffolds where they may lose it. | Experienced teachers are  
• More confident—this group is made up of highly experienced teachers and other staff. They know what is to be done, when it is to be done and how to do it.  
• Experience drives their confidence.  
• Authentic in approach to school work—their confidence makes this group to be dependable. This is the group which will be used in many situations to improve the less confident one and even to introduce change. |

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### Low or beginner staff member professional needs
This kind of teacher needs to be helped to:  
• Establish professional autonomy;  
• Take professional risks where need be;  
• Produce a structural approach to work;  
• Directed when doing their work—this is because they have little or no confidence; and  
• Instructed or told to do work.

### Moderately experienced staff member professional needs
This group of teachers requires the overall approach where the School Head as a supervisor collaborates with them because the leader’s supervisory behaviours will help them develop more confidence.

### Experienced staff member professional needs
They are good to go, and they only need their space to be creative, hence they need to be encouraged to take more risks. They need  
• Less structure;  
• Non-directive ways of supervision;  
• More focus on theory since they are pragmatic; and  
• To be allowed to invite the supervisor so as to know when supervision is necessary—usually to confirm or reject their own hypotheses.

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4 Professional independence
i. Who supervises who?

In a school, supervisors include the Deputy Head, TICs and HODs with the Head as the overall supervisor. They supervise teachers, learners and other workers in the school. These groups require special skills that relate to how they are supervised. School leaders/supervisors will encounter situations when their supervisory behaviours are practised/effected differently in front of the various members of staff because they are different and perform at different levels of expectations.

ii. When do School Heads and other leaders supervise?

They supervise following a planned itinerary or whenever necessary. This requires them to plan for this activity as it cannot be done haphazardly. School heads need to plan according to the guidelines provided in Table 3 that explains the levels of experience and development that may be found among the school staff. Inexperienced and vulnerable teachers need close supervision in order to increase their growth and confidence as compared to moderately and highly experienced teacher and worker groups. This could be done daily, weekly, monthly, quarterly and termly all depending on where the teacher or worker is in terms of their professional growth levels.

Supervision should be done at every moment of the working day because there are different other areas (not only human) and other aspects of the school that happen around the leader. These require immediate responses to ensure that they also support the school’s improvement agenda. It is not professional to chase only the number of school supervision reports that are expected by the higher offices, but is critical to ensure that staff in the school really benefit from the supervision processes. Today, the CBC requires tangible outcomes of performance measured consistently over a period of time.

iii. Why do school leaders supervise?

For quality of education. This aspect addresses the quality issues and assures stakeholders that goals are being met in progressive ways. As an effective and goal-oriented quality control supervisor, the school leaders’ concern for quality should focus on:

- continuous professional development of teachers—there is a direct relationship between quality and professional growth of school personnel;
- promotion of effective teaching and learning processes—this gives motivation to learners and goals are achieved through motivating teaching methods;
- fulfilment of stakeholders’ expectations—this is the reason for establishing a school; and,
- the creation of equal opportunities for learners—it is a response to issues of gender equality, access to education, participation by learners in education, caring for the vulnerable groups and addressing equity issues.

Access to education. In terms of access to education school leaders:

- supervise to assure the improvement of the welfare of teachers and learners;
- provide supportive environments for learning that motivate others to participate in the effective education of the learners;
- identify outstanding performers and reward both staff and learners to ensure commitment to work; and also they
- create opportunities for advancement and growth as well as involving staff in decision-making so that they may own their successes.

iv. The how to of supervision

In this handbook, and according to the constitution of Zimbabwe, the purposes of providing education to the nation is for ensuring that schools create and maintain a common national brand of the education model including within the region. School heads need to be conversant with the published
Zimbabwean Teacher Professional Standards (TPS); and the supervision instruments that are used on the supervision of Teacher, TIC, HOD and Head. Appropriate tools for inspection, monitoring and evaluation are available in all Schools District Offices. School leaders as supervisors of standards should avoid using only the school-based supervision tools since these do not necessarily address the common national standards of supervision in education.

1.2.3 Writing supervision reports
Reports give information and accounts of what would have transpired during supervision. Informative reports must be written timeously, objectively and must be error free. It is therefore imperative for the school head as the overall supervisor to read reports produced by other supervisors in the school. The MoPSE authorities use these findings in these reports to assess the School heads’ effectiveness. Reports that are informative and error free will help to acquit school supervisors as effective leaders. The opposite is very true. School leaders should provide feedback to the supervisee within two weeks from the date of supervision to ensure professional growth on the part of the supervisee. However, the sooner the better. The supervisor should use reported speech in the recent past when writing supervision reports.

1.3 Syllabus interpretation
A syllabus is a key document which guides what teachers are expected to teach for a particular learning area at each grade or form level. The types of syllabi that school leaders should know and use are National Syllabus and School syllabus. School leaders should consistently carry out professional development on how these documents are interpreted.

1.3.1 National syllabus
School leaders need to understand that the National syllabus is a breakdown of the curriculum, comprising such features as the syllabus aims, objectives, content, methodology, examination forms and assessment modes.

The school leader is expected to be familiar with what the aims, objectives, methodologies, assessment objectives and procedures as well as examination formats entail and how best these can be utilised to achieve maximum learning outcomes by the learners. They key reason for leading a school is to achieve school objectives. This process of conceptualising and breaking down the syllabus content into small teachable units is called syllabus interpretation.

In view of the critical importance of syllabus interpretation processes, school leaders should therefore understand every aspect of each learning area of the syllabus, considering that they are the core player for effective service delivery and quality assurance of educational outcomes in the school.

Through regular staff development engagements, School Heads orient their subordinates on each syllabus component as expressed in the following syllabus aspects:

i. Aims—refer to the steering wheel which gives school leadership the direction and guide teachers on the key long term skills, competencies and exit profiles that should be acquired.

ii. Objectives—are those indicators of behaviour change after learning or covering a section of the syllabus. In this vein, focus must be on supervising for achieving them.

iii. Assessment Objectives—remember that, assessment objectives are examination oriented indicators that guide subordinates on what is tested mainly for the summative assessment.

iv. Methodology—School Heads should emphasise on contemporary 21st century approaches that recommend child centred, participatory, inclusive and adaptive for learners with diverse needs. Leadership focus should be
placed on instructional methods that enhance critical thinking skills, creativity, project-based learning, research, problem solving, discovery of new knowledge and innovativeness.

v. Examination format—the examination format indicates how learners will be assessed, hence the need for School Heads to continuously and consistently encourage subordinates to frequently refer to them as they undertake their teaching endeavours. These may also be referred to as standards of achievement in terms of how teachers provide instruction to the learners.

1.3.2 School Curriculum

In a bid to effectively implement the national curriculum, School Heads as instructional leaders should facilitate the development of a school-based curriculum by their staff. In the process of drafting the school-based syllabus, school leaders need to consider how the following factors influence and relate to their product:

i. Level of learner performance—that is the knowledge they already have;

ii. School facilities and available funding;

iii. Time allocation in the official syllabus – meaning the need to comply to the minimum time allocation standards;

iv. Available teaching and learning resources such as textbooks and applicable teaching methods;

v. Educational technology;

vi. The local environment – resources and community.

1.4 Scheme-cum lesson plans

A scheme-cum-lesson plan defines work to be done in the classroom and is drawn from the syllabus, broken down into small teachable pieces of work to be taught per given short time frame. The role of the school leader is to ensure the accomplishment of these goals by doing the following:

i. making sure that every teacher has scheme-cum-planned for all lessons for all the learning areas offered weekly at the school.

ii. checking on the thrust given on pertinent components such as the week-ending dates, topics/content, lesson objectives, skills/competencies, source.

iii. of matter, media, activities (for both teacher and learners) as well as on the evaluation of the scheme-cum-plan.

1.4.1 Components of the scheme-cum-plan

The figure above simply highlights the need for school leaders to understand that the layout is usually landscape and should include the key aspects that are indicated in each section of the scheme-cum-plan.
1.5 Record-keeping

Professional teachers’ records contain information about the teaching and learning processes:

i. As school leadership, ensure that critical progress and administrative records are carefully updated; and should contain relevant information that facilitates decision-making about how to help learners.

ii. It is an activity of organising, managing and safely storing documents in relation to curriculum delivery and effective school management.

iii. Keeping of records about the teaching and learning processes is critical, hence it can help promote efficiency and effectiveness in the evaluation of teaching-learning processes in the school; and

iv. School records should contain information and data on what is happening in the school. They should be kept safely and must be made readily available at all times for quality control purposes.

1.6 Curriculum delivery

Defining school curriculum

1.6.1 The definition of curriculum planning

It is the process of unpacking academic learning areas and experiences in consultation with expert teachers in a school.

1.6.2 Importance of curriculum planning

The school leaders should note that curriculum planning:

i. helps in understanding selected learning areas in the school;

ii. assists in complying with dictates of curriculum framework;

iii. enables the school to mobilise resources such as human, material and finance in order to achieve the curriculum goals.
1.6.3 The purpose of curriculum planning

It helps the School Heads and their staff to understand the school’s preparedness in curriculum implementation in relation to the influences of environment, infrastructure and societal needs all depending on the dictates of the competence-based curriculum (CBC) framework.

1.6.4 Requirements for effective curriculum planning

The school leadership needs to acquire critical materials that include:

i. Adequate copies of curriculum framework
ii. Relevant teaching and learning materials
iii. Relevant copies of syllabi/syllabuses.

1.7 Timetabling

It is a process of scheduling the times that teaching-learning processes have to take place or for educational activities to take place at a particular period. As a leader, there are so many areas and situations that will need timetabling, planning and programming in advance, considering that timetabling gives order and direction to activities taking place in the schools.

1.7.1 Areas that require timetabling

The School Head should know that there are many issues that need to be diarised and timetabled for ease of remembering and these include among others:

i. Teaching timetable on a class-by-class basis and this forms the school master timetable.
ii. Head’s supervision schedule indicating clear time frames and areas of supervision.
iii. Important dates schedule for special programmes which can be on daily, weekly, monthly, termly or yearly basis.
iv. Examination dates for school, cluster, district, provincial and national levels.
v. Annual science, sports arts festivals at school, cluster, district, provincial and national levels.
vi. Educational tours’ schedules.

1.7.2 Learning area allocation

School Heads need to understand the learning areas per grade and or form levels which at Primary school level cover ECD A to Grade 2 and Grade 3 to 7. In the Secondary school levels they include Form 1 to 4 and ‘A’ Level Forms 5 to 6. It is imperative that school leaders show a full grasp of the learning areas and their time allocation especially in cases where there are double sessions at a school. Time allocation standards should be compliant with national goals and emphasis should be placed on assisting teachers to utilise times available for the benefit of the learner.

Important points to note and include:

i. The times given in the syllabus per learning areas are just a minimum requirement, School Heads can find creative ways for doing better.

ii. Double session schools: Such schools require thinking outside the box as the teaching day is shorter because of the double session.

iii. Homework extends the learning time and makes parents partners in the teaching-learning process, hence school leadership should remember to give appropriate guidance. School leadership need to ensure that learners fully benefit from the collaborations between home and school —meaning parental involvement in school matters.

iv. Leaders will need to consider factors that affect learning, including topics that require practical approaches, the state of learner-physical, mental and psychological readiness to learn, considering in some cases long distances...
travelled by learners and maximum resource utilisation in the school.

1.7.3 Critical timetabling guidelines

When considering a school timetable, the School Head needs to be guided by:

i. the teacher establishment at the school, that is, teacher-to-learner ratio;

ii. teacher qualification and experience of teachers;

iii. the number of classroom and specialist rooms in the school. Specialist rooms include ICTs’ rooms, agricultural rooms and practical subjects rooms/workshops;

iv. nature of learning area; and

v. seasons of the year.

1.8 Assessment

It is the process of collecting and analysing information from a variety of and diverse sources in order to come up with a deep understanding of what learners know, understand and can do with their knowledge as a result of their learning experiences in education. The results of the assessment place the learners at some achievement milestones; that is creating a clear understanding of how to personalise learner programmes for each student. Learner assessment is a vital instructional component of student learning because it helps students to acquire ideas related to how their learning is progressing. Once learners are able to internalise how their learning processes are progressing in a class, they become empowered to be able to determine what in those reports should be addressed, including if they are not understanding the learning area material. This will motivate them to ask relevant questions so that they may update their understanding of the learning area and strategize to close those learning gaps. The School Head’s assessment of students’ learning goes a long way to help motivate learners. Similarly, just as the assessment of students’ work helps them, teacher evaluation and supervision also helps motivate the teachers to make up for any yawning instructional gaps.

1.8.1 The purpose of assessment

This handbook is designed to guide School Heads to be able to help the academic units to develop and or improve the processes of assessing the learning processes at school levels. Therefore, leaders should be appraised that there are fundamentally two (2) reasons why their schools need to conduct assessment of the students’ learning processes in relation to teacher supervision:

1. Assessment is needed for improving learning outcomes and for school improvement;

2. It is used for improving teacher performance; and

3. Finally, assessment also enhances communication between the school and guardians/stakeholders on learner performance.

The purpose of assessment is to gather and collate relevant information about learner performance and interests in order to make them worthy of spending time participating in the learning processes that are offered at the school. Assessment further seeks to find ways to improve learning and teaching processes as both the learner and teacher respond to the information assessment provides.

1.8.2 Types of assessment

There are so many types of assessment but School Heads need to be well-versed with these three;

i. Formative assessment—which focuses on both formal and informal tests and tasks taken during the learning processes to improve learner’s performance and achievements. This type of assessment is used to adjust teaching programmes to ensure that learners are assisted effectively. This also allows the School Head to
initiate effective supervision of teaching methods so that learners may fully benefit.

ii. Summative assessment—which refers to the assessment at the end of a programme for learners and focuses at the final outcome such as midyear, final year, Grade 7, O’ and A’ level examinations. The School Heads use summative assessment to fine tune the school programmes and to prepare for the new school cycle. The Head thinks and plans for the necessary adjustments that need to be made to improve school practice.

iii. Diagnostic assessment—which involves establishing causes of learning disorders and weak performance by workers and teachers with an eye to correct them. The School Leadership needs to identify these especially for teachers to be able to update their teaching methodology. In other words, this may be used as an instructional improvement strategy.

Figure 8 summarises these three forms of evaluation;

Learner profiling entails details about learner attributes. To get more details on this type of assessment please refer to the Assessment Framework 2015 – 2022.

1.8.3 When to conduct assessment

The School Leaders need to conduct learning assessments at several levels and stages in order to strengthen learner and staff performances. Major examples include:

i. assessing the progress as teachers perform the teaching and learning processes daily in class and sporting fields.

ii. Weekly assessment, meaning to say that as teachers assign learners tasks to assess
progress on learnt concepts in various learning areas; their reports should also inform school leadership regarding progress.

iii. Monthly assessment, done as teachers apply tests on learners and the School Heads write reports on staff and enrolment issues.

iv. Quarterly assessment, whereby the assessments by School Heads track on IRBM tasks with staff members.

v. Termly assessment, whereby the school administrators tests on learners and produce learner profile reports on learned concepts; and then

vi. Yearly assessment, when reports for school progress, learners’ progress and staff provide final ratings on IRBM.

1.9 Non-Formal Education

National Non-Formal Education Policy of Zimbabwe (2015) page 9 establishes the school as a centre for the provision of Non-Formal Education (NFE). On page 12 the same policy states that:

The School Head of every primary or secondary school shall be responsible for the establishment, administration and management of NFE programmes. School development committee shall support the School/Head in mobilising and utilising resources to promote the useful implementation of the NFE programmes. (2015, p. 12)

NFE lessons should be timetabled, monitored and supervised by the School Head. Similarly, the District, Provincial and Head Office’s PSNE department supervise all MoPSE programmes including NFE.

1.9.1 Non-formal education programmes

They include:

i. Basic Literacy beginners;

ii. Zimbabwe Adult Basic Education Course (ZABEC);

iii. Part Time and Continuing Education (PTCE);

and

iv. Functional Literacy (Projects and acquisition of skills).

Summary

This unit demonstrated that School Heads are a critical cog in determining the success of the school programmes. The definition of leadership was presented in addition to the dimensions of leadership as they relate to leadership habits. Seven leadership styles that may be used with staff to ensure compliance under different contexts were discussed in this unit. The unit also showed that these styles may be used in relation to two types of leadership intelligence—emotional and social intelligence; and how leaders may introduce and manage change. Issues related to supervision, types of supervision and guiding teachers on syllabus interpretation and types of planning were also discussed. Finally the unit looked at leadership in relation to record-keeping, curriculum delivery, timetabling and the types of assessment both in the context of formal and non-formal education. In conclusion, it should be noted that the focus of school leadership behaviours and their role as supervisors of school activities is to achieve compliance on effective curriculum planning and implementation. School leaders need to have a clear grasp of issues related to how they too can influence others to be compliant. If school leaders fail to demonstrate these leadership behaviours, their schools may struggle, and the result cannot be placed on the teachers’ desks, but on the school leader. This unit guides school leaders on how to perform their duties effectively and efficiently.
Introduction

It is important for the School Heads to have an appreciation that the competence-based curriculum (CBC)’s aims to move the system away from a largely academic and examination-oriented approach to a more applied and skills-based approach. This approach emphasizes values, applied knowledge, skills and increases emphasis on practical learning areas and ICT. It also gives emphasis on continuous assessment. Unit two (2) discusses the main features of the CBC, ICT and Curriculum implementation, Teaching and instructional approaches; record-keeping, teaching and learning materials and resource mobilisation.

objective

By the end of this unit School Leaders should be able to assist teachers to:

- identify the main features of the competence-based curriculum (CBC) in the context of the philosophy of Unhu/Ubuntu/Vumunhu;
- explain the role of ICT in a school context as a resource, as part of learning and as a management tool;
- select the most appropriate learner-centred methods for lesson delivery;
- maintain critical documents for record-keeping; and
- identify, as well as source teaching and learning materials.
2.1 Main features of the competence-based curriculum

2.1.1 Aims of the competence-based curriculum

School administrators should appreciate that the competence-based curriculum aims to produce learners with problem solving skills, innovative skills, leadership skills and self-management capacities, which are key to national development. There is need for leadership to acquaint themselves with the following instructional aims as expressed in the new Curriculum Framework for Primary and Secondary Education 2015-2022, (MoPSE: 2016: 6-8).

2.1.2 Principles of the new curriculum

The Ministry of Primary and Secondary Education cherishes the following principles:

These principles should be reflected on the day-to-day running of a school, and in particular in the teaching and learning processes.

2.1.3 Pillars of the new curriculum

The curriculum reform process in Primary and Secondary Education is premised on the five key pillars which should inform school leadership and instructional behaviours to raise some awareness of how to strengthen teaching and learning activities and make them relevant to the Zimbabwean context. The five pillars of education have the potential to enhance the education processes to produce learners who are innovative, creative and research-oriented thereby assuring high quality education. School leaders should ensure that these pillars of education are infused into all teaching-learning processes. Further, school leadership could help to achieve this by providing quality professional development and instructional support. Teachers are critical determinants of the quality of education that needs to be supported through provision of relevant media that enhance the implementation of the recently introduced curriculum and ensure development of creative skills among learners. For example, to achieve quality education one needs to ensure that teachers use information and communication technology by embracing the power of the internet and modern technology. The five pillars of

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Table 5: Principles of the new curriculum

<table>
<thead>
<tr>
<th>School leaders should note that their leadership;</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Inclusivity;</td>
</tr>
<tr>
<td>2. responsiveness;</td>
</tr>
<tr>
<td>3. life-long learning;</td>
</tr>
<tr>
<td>4. balance;</td>
</tr>
<tr>
<td>5. equity and fairness;</td>
</tr>
<tr>
<td>6. diversity;</td>
</tr>
<tr>
<td>7. gender sensitivity;</td>
</tr>
<tr>
<td>8. transparency;</td>
</tr>
<tr>
<td>9. respect (Ubuntu/Unhu/Vumunhu); and</td>
</tr>
<tr>
<td>10. accountability</td>
</tr>
</tbody>
</table>

Source: *Curriculum Framework for Primary and Secondary Education 2015-2022: pp. 5-16*
education to guide school leadership are shown in Table 6.

### Table 6: Pillars of the curriculum framework

<table>
<thead>
<tr>
<th>School leaders should note that their leadership;</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Legal and Regulatory Framework</td>
<td>iv. Infrastructure Development</td>
</tr>
<tr>
<td>ii. Teacher Capacity Development</td>
<td>v. Centre for Education Research, Innovation and Development (CERID)</td>
</tr>
<tr>
<td>iii. Teacher Professional Standards</td>
<td></td>
</tr>
</tbody>
</table>


#### 2.1.4 Learner exit profiles

One of the key components of the Curriculum is the Learner Exit Profile which the leader will need to focus on. Learner exit profiles describe the acquired knowledge, skills, values, attitudes and attributes that a learner should possess and be able to demonstrate as a result of his/her learning experiences at a particular grade level. It refers to what the learner is equipped with at any time when she/he exits the school system at any given level; helping the learner to face the real world of work, or the next grade level of participating in further studies and post-school life with determination. The School Head should constantly remind teachers that, teaching and learning methods are critical to attain the expected learner exit profile.

### Table 7: Learner exit profiles

<table>
<thead>
<tr>
<th>Skills</th>
<th>Values</th>
<th>National identity</th>
<th>Attitudes and dispositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Critical thinking.</td>
<td>• Discipline.</td>
<td>• Exhibits pride in the Zimbabwean identity in every respect of their life.</td>
<td>• Self-initiative and enterprising, self-starting.</td>
</tr>
<tr>
<td>• Problem-solving.</td>
<td>• Integrity.</td>
<td>• Manifests patriotism.</td>
<td>• Creative, innovative and self-managing.</td>
</tr>
<tr>
<td>• Leadership.</td>
<td>• Honesty, and</td>
<td>• Recognizes and values national symbol and</td>
<td>• Setting targets and work them through with little or with no supervision.</td>
</tr>
<tr>
<td>• Communication and team-building.</td>
<td>• Unhu/Ubuntu/Vumunhu</td>
<td>• Voluntarily engages in participatory citizenship</td>
<td>• Ability to plan and organise.</td>
</tr>
<tr>
<td>• Technological skills.</td>
<td></td>
<td></td>
<td>• Ability to know when to do what and why; and</td>
</tr>
<tr>
<td>• Enterprise skills.</td>
<td></td>
<td></td>
<td>• How to execute the planned activities, costing and prioritising.</td>
</tr>
<tr>
<td>• Self-management skills.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Management skills.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Learning and innovation skills.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


All School Heads need to ensure that these learner exit profiles permeate through all the learning areas and that the teaching and learning approaches should help learners to achieve them. This means they focus on teacher development in order to equip them with skills, knowledge and methods that help them to achieve the exit profiles with learners.

### 2.1.5 The philosophy of Unhu/Ubuntu/Vumunhu

It is important for the School Head as the lead teacher to understand that educational philosophy expresses societal ideals and practices and it clarifies thinking about the curriculum. This guides the preparation of learners for appropriate roles in society. Always remind teachers that the Zimbabwean education is anchored on the philosophy of Unhu/Ubuntu/Vumunhu. Zimbabwean beliefs and values underpinning the curriculum include: sovereignty, inter-dependence, mutual support, mutual respect, discipline, and readiness to help others. Further, moral uprightness and pride in Zimbabwean identity and heritage should permeate the curriculum. Effective School Leaders, when guided by the philosophy of Unhu/Ubuntu/Vumunhu help teachers to reflect consistently on the content and instructional behaviours that foster this philosophy during lesson delivery and in any other school activities.

### 2.2 Learning areas and the school structure

MoPSE has come up with the Primary and Secondary Schools structures. The Primary School comprises of the Infant school, including ECD A, ECD B, Grade 1 and Grade 2) and Junior School (including Grade 3-7). The Secondary School comprises of Forms 1-4 and Form 5 and 6. School Heads should take cognisance of the fact that whatever the teacher does at each level, or handling has a bearing on the next grade because of the spiral nature of the syllabi. Each school level has a set of expected learning areas that should be covered. School Heads should make careful choices regarding the packages they offer at their schools. The following are the learning areas offered per school level:

#### 2.2.1 Infant school (ECD A-Grade 2)

The medium of instruction at this level shall be the Indigenous language which is commonly used or spoken in the area served by the school as outlined in the Constitution of Zimbabwe. The infant school consists of the following learning areas:

i. Languages  
ii. Visual and Performing Arts  
iii. Physical Education  
iv. Mass Displays  
v. Mathematics and Science  
vi. Heritage Studies (Social Studies)  
vii. Information and Communication Technology (ICT).

All these learning areas are presented to teachers together with the syllabi documents that clearly spell out what teachers should cover (See Syllabus Interpretation).

#### 2.2.2 Junior school (Grades 3 to 7)

While all grades are important, the Grade 3 teachers should be made to understand that they have a critical role in the seamless movement from ECD to Junior school levels. This is so because Grade 3 is a transitional grade which requires special teaching skills. The following are learning areas at Junior School:
The secondary school curriculum offers learners from Forms 1 to 4 with a broad based curriculum from which they acquire the necessary competences from different Learning Areas to cater for their diverse talents, interests, aptitudes and abilities. The choice of Learning Areas at this level guides learners on progression to various career paths or further studies and should be guided by the MoPSE emphasis on STEAM/STEM, Visual and Performing Arts, Humanities and Languages, Design and Technology and Commercials. Learner Profile reports/certificates should also inform learner choice of the necessary elective Learning Areas at Forms 1-4 and pathway at ‘A’ Level. School Heads in Zimbabwe are expected to ensure that each learner participates in at least ten (10) learning areas, seven (7) of which will be compulsory and three (3) to five (5) others will be necessary electives.

The necessary electives indicate a choice of Pathway by the learner at Forms 5 and 6. The grouping of the Secondary school learning areas as indicated in the Secretary’s Circular number 2 of 2017 should also be used as a guide in the choice of necessary electives. Therefore, the School Head, teachers and parents/ guardians/stakeholders should assist learners to make meaningful choices of necessary elective learning areas. The Heads should also remember that the available resources at their schools have a bearing on the package that the learners may take or what the school will offer to learners as a school. To be better informed, School Heads may need to refer to the Secretary’s 2 of 2017 on Curriculum Implementation Modalities.

### 2.2.4 Guidelines for learning area selection

Schools encounter challenges on what package to offer at school. This is more common in secondary schools than junior and infant schools. However, School Heads should take guidance from the Secretary Circular 2 of 2017 on the curriculum implementation modalities. While there are no options on learning areas selection at primary school, the situation is different at secondary school level. School leaders need to consider the following when helping learners to choose learning areas (LAs) at secondary school level:

**a)** The Ministry has clearly outlined cross-cutting/compulsory LAs; seven were identified and those need to be offered to every learner.

**b)** The 3-5 necessary elective LAs should be chosen based on the following:

- i. the emphasis placed by MoPSE on STEM/STEAM and Design and Technology;
- ii. Mathematics
- iii. Heritage and Life-skills Orientation Programme
- iv. Science and Technology
- v. Agriculture
- vi. Information and Communication Technology
- vii. Visual and Performing Arts
- viii. Family, Religion and Moral Education
- ix. Physical Education, Sport and Mass Displays.
ii. career paths or line of further studies of the learner;

iii. the available resources at school to support the LA requirements;

iv. the abilities of the learner;

v. the profile report/certificate which reflects the key competencies of the learner; and

vi. the philosophy of the education system.

At ‘A’ Level, while all that influences the choice of LAs at ‘O’ Level applies, the learner’s needs are to be given preference in LAs allocation. Learners will not be restricted to a number of LAs to take, but their choice is influenced by factors in (a) and (b) above. LAs are grouped into pathways, but it is not compulsory that learners should only take LAs of one particular pathway, they have room to cross to other pathways, and for example, the following are possible combinations:

Next, Table 9 shows the possible learning area combinations at ‘A’ level.

However, learners may take any combination with 3 or more learning areas.

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### Table 9: Possible advanced level combinations

<table>
<thead>
<tr>
<th>Possible Combination</th>
<th>Pathways covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Additional mathematics, Chemistry, Geography, technical graphics, PESMD</td>
<td>● STEM (Pure mathematics, Chemistry, Geography) and Design and Technology (technical graphics)</td>
</tr>
<tr>
<td>● Art, ICT, Physics, Business Enterprise</td>
<td>● Visual &amp; Performing Arts (Art)/STEAM/STEM (ICT, Music)/Commercials (Business Enterprise)</td>
</tr>
<tr>
<td>● Literature in English, French, History, Film</td>
<td>● Humanities &amp; Languages (Literature in English, History, Geography, Divinity, Economic History) and Visual &amp; Performing Arts (film)</td>
</tr>
<tr>
<td>● Design and Technology, Design and Food Science and Technology, Textile, Business Studies</td>
<td>● Design and Technology (Design and Technology, Design and Food Science and Technology), STEM (Chemistry); and Commercials (Business Studies)</td>
</tr>
</tbody>
</table>

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2.3 School Annual Science, Sport and Arts Festivals

The school heads are advised that the School Annual Science, Sport and Arts Festivals are a critical component of the learning and teaching processes. They will need to plan for a time and school structures shall plan and organise these festivals at all levels as part of an assessment strategy to gauge or measure the levels of achievement that learners have acquired. These festivals should provide opportunities and space for teachers, learners and their communities to appreciate the general performance of learners against the goals of the Curriculum. The festival is a public performance which should embrace Sports, Arts and Science exhibitions and should be done on annual basis. Every learning area should find something to exhibit at these festivals—but there needs to be evidence that the learners have put up those exhibitions since in most cases teachers end up doing these for the learners.
2.3.1 Levels of School Annual Science, Sport and Arts Festivals

They will be done in the following levels:

a. School Annual Science, Sport and Arts Festival (SASSAF)

b. Cluster Annual Science, Sport and Arts Festival (CASSAF)

c. District Annual Science, Sport and Arts Festival (DASSAF)

d. Provincial Annual Science, Sport and Arts Festival (PASSAF)

e. National Annual Science, Sport and Arts Festival (NASSAF)

2.3.2 Calendar for School Annual Science, Sport and Arts Festivals

Heads of schools should ensure that the school calendar for all school events is set up, which includes the school festivals. The School Annual Science, Sport and Arts Festival dates can be determined by Schools, Clusters, Districts, Provincial and National organising committees.

2.3.3 Organisation of School Annual Science, Sport and Arts Festivals

At school level, the School Head should involve the teaching staff to champion these events. It is advisable to co-opt parents, through the SDC and other supporting partners. Heads need to take the festival opportunity to invite key stakeholders to their schools.

At cluster level, the cluster chair will co-ordinate the event, working together with the committee of cluster School Heads or teachers. They can also co-opt SDC members of cluster schools and supporting partners. At District level the DSI and a committee should organise the festival. The same pattern from the Province to the National level is followed. At every level, an organising committee that includes the involvement of the SDCs should be involved. Therefore, although not prescriptive, it will be advisable to create a committee which comprises:

i. School Head(s).

ii. Teachers.

iii. SDCs.

iv. Responsible Authorities.

v. Key partners from organisations such as Learning Area Associations and Teacher organisations; and

vi. Private partners.

For further guidance, please refer to Secretary Circular number 17 of 2018.

2.3.4 The National School Pledge

The Government of Zimbabwe has recommended that the education system, should help citizens to develop a sense of commitment to their country. The National Pledge is key to that purpose. School leaders should pay attention to how children internalize and learn the national pledge. The vision develops in the learners an understanding of the founding principles and aspirations of our nation and these are expressed through the National Constitution. The Constitution is the bedrock of a nation’s values and defines the national philosophy, development aspirations and national commitments of the citizenry. It is therefore the duty of every citizen, government, national organisation or institution to uphold and inculcate the national values in the learners. The mandate of MoPSE is anchored on a set of fundamental national values such as Commitment, Integrity, Honesty, Dignity of hard work, Transparency, Empathy and Team Work. These values are clearly outlined in our National Constitution and they include, for example in the Preamble; honesty, hard work, commitment and spirituality.
The MoPSE has a constitutional obligation to teach about the National Constitution. It is this National Constitution which is the basis of the National School Pledge. The key words of the National School Pledge are derived from the Preamble of the National Constitution. Besides using the pledge to teach about the Constitution, it is also a platform for learners to commit themselves to do good to their nation. The pledge does not replace school assembly activities such as prayer and singing, but must be done to complement the school assembly activities. It is not a religious activity. All learners are expected to participate by reciting the version of the pledge for their level.

2.4 ICT and curriculum implementation

ICT is mainstreamed in the curriculum both as a tool for learning and as a learning area. The syllabus is intended to equip learners with the general understanding of how information systems are designed to enhance particular applications and how such systems work. The ICT syllabus is intended to be infused into all the other learning areas in the school curriculum. Besides taking it as a Learning Area, ICT should be used as a cross-cutting theme. School leadership should understand the role of ICT in the teaching and learning processes. Every School Head should appreciate the need to use computer-based teaching, learning and management where the computer is used as a resource for teaching and learning; and a tool for school administration.

2.4.1 Roles of ICT

ICT is an umbrella term that includes any communication device or application, encompassing: radio, television, mobile phones, calculators and computers. It is expected of the School Heads to take advantage of the existing technologies to facilitate teaching and learning as well as to improve administration at their schools. Like any other teaching tools, teachers are expected to promote and be sensitive to issues of inclusivity and promoting effectiveness. The School leadership should ensure that teachers do not just use ICT tools because they are available, but to use them when necessary. The following are some of the uses of ICT in teaching and learning as well as in administration.

- Teaching media;
- Research tools and media;
- Creating documentation such as scheming, planning, record-keeping, time-tableing, report writing and keeping, information transfer and school administration;
- Promoting e-learning;
- Management tool like Biometric systems, CCTV, clock cards, accounting packages, on-line profiling;
- Accessing MoPSE website for current updates, and
- Communication.

2.4.2 Management of ICT at school

While ICT tools such as computers may be housed in the hands of ICT teachers, the school leadership should ensure that other teachers and learners have access to the tools and avoid a situation whereby only the ICT teacher has a monopoly of accessing and using the ICT tools. For example, where there is Wi-Fi access, let it be beneficial to learners and teachers to support the learning and teaching processes. The School Heads should not monopolise access to Wi-Fi, but should control it so that there is responsible use of the facility. The use of ICT tools should be strictly controlled to avoid abuse by both teachers and ancillary staff members. This may be achieved by engaging ICT specialists with competencies to block access to undesirable sites. Remember to have proper inventory for all the ICT gadgets that the school has.
2.5 Teaching approaches

The CBC advocates for the development of creative and active learner-centred participatory learning approaches. This means that learners should learn through the hands-on and minds-on approach. Thus, this section provides teaching and learning methods that enable the learners to achieve the learning outcomes in the Curriculum Framework.

2.5.1 Teaching methods

It is important for the School Head to ensure that the teachers use a variety of teaching and learning methods such as problem-solving and learner-centred approaches. The teacher’s role during this learning process is that of a facilitator of knowledge discovery and demonstration of skills.

The thrust of the curriculum on teaching-learning methods or approaches is on learner participation. This includes development of hands-on and minds-on approaches. These include among others:

a. learning through doing;

b. problem-solving;

c. discovery methods; and

d. critical thinking.

The teaching methods or approaches may be grouped under three main categories. School Heads must ensure that all these are catered for when conducting supervision as listed below;

- Cognitive development methods which address the learner’s brain and their ways of knowing. This means learning is culturally based;

- Affective development methods which methods appeal to the heart and emotions; and

- The psychomotor development methods which promote the doing part of it with their hands.

The School Heads will need to constantly refer to the Curriculum Framework Chapter 5 (pages 40-49). The methods as characterised above are categorized as learner-centred and are not exhaustive.

2.6 Teaching and learning materials

2.6.1 Resource mobilisation and distribution

The School Head should be resourceful and innovative in the production and sourcing of relevant teaching and learning materials for their school. The Competence-based School Curriculum demands the use of a whole range of teaching resources and these may include:

i. human resources, which include the provision of teachers for the various learning areas provided for in the New Curriculum and ancillary staff such as clerks, general hands and laboratory technicians.

ii. material resources, which include infrastructure, stationery, textbooks and other support learning materials and

iii. Time, a principal resource.

2.6.2 Resource Mobilisation Strategies/Strategies of mobilising resources

With the increased number of learners in schools, limited infrastructure has led to some schools resorting to hot-sitting, the CBC has also placed a great demand on the School Heads to mobilise adequate resources for the effective implementation of the curriculum.

The School Head should therefore be able to:

a. identify the resource demands of the curriculum and come up with local strategies to mobilise the resources.

b. take the initiative to mobilise resources in order to safeguard the quality of educational outcomes in their schools.

c. adopt different methods of fundraising and resource mobilisation as a means of addressing the funding gaps and challenges in schools.

d. engage in fundraising activities such as civvies days, agricultural projects, tuck-shops and accommodation-hire and provision of events that guarantee hiring/renting out premises.
Overall, the school should create a School Development Plan (SDP) that has potential to support the leadership’s ability to mobilise and utilise resources in the school. The parents and SDAs and SDCs need to be involved as team players in resource mobilisation.

Summary

Unit Two (2) discusses the main features of the Competence Based Curriculum (CBC) and the pillars that support its implementation. The emphasis on the exit learner profiles shows that leaders need to be heavily involved in understanding the various implementation procedures to achieve success. Unit Two also clarified the role of school leadership in structuring the learning areas, meeting deadlines of the annual school calendar as it relates to festivals. ICT and curriculum implementation are emphasised throughout the unit, but it is key to note that ICT should run through all the learning areas and the teaching themes. It is critical for school leaders to keep abreast with new developments in the education system in Zimbabwe; and those from the other parts of the outside world since they influence the way Zimbabwe interacts with the international community.
Introduction

All school leaders are human resource managers because they deal and work with people. The School Heads, Deputy Heads and or TiCs/HODs, need to lead and manage both teaching and non-teaching staff, hence they should be conversant with various Human Resources (HR) management functions to enable them to achieve the goals and objectives of their schools through their staff. This unit focuses on some human resources qualities and activities that will be expected to be exhibited by School Heads, like understanding the job descriptions for the school leaders, teaching and non-teaching staff. The unit also covers employee resourcing, conditions of service, continuous professional development, performance management, change management, conflict resolution as well as emotional intelligence.

By the end of this unit, the school leaders should be able to;

- Identify the duties and responsibilities of the School Head, Deputy Head, Head of Department, Teacher in Charge, Senior Master/Lady, Teacher, and non-teaching staff.
- Summarise the areas of induction and their importance.
- Facilitate the payment of various allowances payable to the members of Public Service.
- Identify the staff performance gaps and facilitate the implementation of continuous professional development activities at school level.
- Identify the causes of resistance to change and suggest solutions to overcome them for the benefit of the school.
3.1 Job descriptions for school leaders

School leadership should understand their job description and that of teaching and non-teaching staff to enable them to supervise them effectively. This section covers the job descriptions for the School Head, Deputy Head, teaching and non-teaching staff.

3.1.1 School Head’s duties and responsibilities

School Heads should;

- assume the ultimate responsibility for the overall management and operation of the school in accordance with the Education Act, Administrative Code and School policies and regulations;
- develop, refine and propagate the vision, mission and goals of the school in line with the current Education Act of Zimbabwe;
- maintain personal contact with all school staff members, fostering outstanding public relations, promoting high morale and identifying personnel problems as early as possible.

- conduct frequent classroom observations to analyse instruction and collaborate with staff to ensure continuous improvement in teaching-learning.
- prepare annual budget proposals for the school.
- manage fundraising efforts by articulating the goals for which funds are being raised.
- serve as an ex-officio member of the School Development Committee.
- Oversee the implementation of all government policies.
- Chair the Finance Committee.
- Be signatory to all school accounts.
- develop the school calendar in consultation with teaching staff and in partnership with stakeholders.
- ensure the accurate interpretation and implementation of curricula and syllabi at school level;
- determine the standards and take appropriate steps to measure and maintain reasonable performance and professional growth of subordinates.

- Explain the employee resourcing procedures like the appointment of Teachers and non-Teaching staff.
- Identify and explain the conditions of service issues.
- Facilitate the processing of different kinds of leave to the members of the Public Service.
- Assist in the implementation of the performance management scheme at school.
- Identify the strategies for improving emotional intelligence and mental health.
develop and implement procedures and strategies for tracking student progress and intervening early when concerns are identified.

manage and efficiently utilise the available human and material resources in the school.

encourage meaningful alumni, parent and past parent participation in events that aid support to the goals of the school.

maintain accurate personnel, enrolment, financial and other records.

establish a collegial environment that honours and encourages students and staff’s continuous learning.

Initiate the development and implementation of school disaster management plan.

develop the school timetable in consultation with the teaching staff; records.

3.1.2 Deputy Head’s duties and responsibilities

A Deputy Head’s duties include;

- taking charge of the school in the absence of the School Head.
- implementing performance management system.
- drawing up termly programmes and organising school functions.
- monitoring production units.
- conducting induction and orientation of new pupils and teachers.
- organising and monitoring co-curricular activities.
- monitoring the development and maintenance of school grounds.
- informing the School Head on matters/issues affecting the school.
- planning and conducting in-service courses for teachers.
- ensuring that official records are kept up-to-date.
- nurturing and fostering student and staff discipline, team spirit and business ethics; and
- attending to disciplinary matters of pupils and staff; and chairing the Disciplinary Committee and reporting recommendations to the School Head.
- drawing up the school timetable in consultation with the School Head.
- procuring and distributing teaching materials in consultation with School Head, TICs/HODs and Teachers.
- supervising schemes, plans and all class records.
- monitoring and assisting in the education- with-production activities.
- ensuring that the school buildings, furniture, equipment and other facilities are maintained in desirable state of repair.
- assessing teachers’ performance regularly and writing reports as may be required by the School Head.
- introducing and maintaining systematic and comprehensive methods and records of assessing pupils’ performance.
- supervising the non-Teaching staff and reporting on their performance to the School Head as may be required; and
- delegating some duties.

3.1.3 Head of Department (HOD)’s duties and responsibilities

Head of Department (HOD) should;

- formulate the departmental aims, objectives and policies.
- draw the departmental syllabi from the curriculum in consultation with other members of the department.
- Inspect the department’s learner exercise books to establish the quantity and quality of written work and write book inspection reports.
- offer professional guidance to the teachers in the department on drawing schemes of work, teaching records and lesson delivery and evaluation in line with the departmental policy.
- keep an inventory of the departments’ assets like textbooks, furniture, equipment, etc.
- organise subject clubs and attend to subject panels to keep abreast of curriculum developments.
- identify training gaps and resource persons to prepare training content, materials and conduct staff development programmes for the teachers in the department.
- assist learners to choose the right learning area combinations.
- co-ordinate the departmental analysis of results.
- conduct talent identification amongst staff in the department
- attend the workshops organised for the HODs to promote effective teaching-learning.
- plan for the departmental co-curricular activities
- mobilise, distribute and manage resources for the teachers and learners in the Department.
- promote effective teaching-learning by supervising the teachers and conducting lesson observations at departmental level and producing reports.
- Inspect the schemes of work and teaching records written by the department’s teachers to establish quality delivery and write reports.
- conduct and chair the department staff meetings and keep minutes for such proceedings.
- keep and update the departmental files containing timetables, staff details, learning area enrolment statistics, analysis of results, departmental policies, syllabi, curriculum learning areas, minutes of departmental meetings, supervision reports, etc.
- induct newly appointed teachers and newly enrolled learners on departmental requirements, practices and procedures.
- set, mark and administer internal departmental and external tests.
- take care of the welfare of the learners in the department in terms of health and safety.
- appraise the performance of the departments’ teachers using the right performance appraisal tools.
- act as link person between the department and the school administration; and

3.1.4 Teacher-in-Charge’s duties and responsibilities

The School Head needs to ensure that the Teacher-in-Charge (TIC) carries out the following duties as indicated in the relevant statutory instrument:

- leads and supervises the Infant Section at school level.
- mobilises and manages resources for the Infant Section.
- inspects the infant learners’ exercise book to establish the quantity and quality of written work.
- identifies non-readers in collaboration with infant teachers and draw a non-readers programme (Early Reading Initiative)
- analyses the test results at infant level.
- identifies training gaps and resource persons to prepare training content, materials and conduct staff development programmes for the infant teachers.
3.1.5 Senior Master’s/Lady’s duties and responsibilities

The Senior Master/Lady the leadership of the School Head should:

- draws an inventory of the Infant Section’s assets that include textbooks, furniture, and equipment.
- draws the menu for the school feeding programme at infant level and supervises meal preparations and the entire feeding process.
- draws-up the Parents Consultation Days’ calendar for the Infant Division.
- offers advice, guidance and counselling to the learners, teachers and parents/guardians.
- draws the timetable for the infant grades (ECD A, ECD B and Grades 1 to 2) in consultation with the Head/Deputy Head.
- Promotes effective teaching-learning by conducting lesson observations at infant level and producing reports.
- inspects the schemes of work and teaching records written by infant teachers to establish quality delivery.
- sets dates for the end of term tests (timetable) at infant level and administer such tests.
- selects high performers at infant level in collaboration with infant teachers for ASSAF.
- conducts and chairs the staff meetings held at infant level and keeps minutes for such meetings.
- attends the workshops organised for the TICs.
- performs any other duty assigned by the School Head;
- becomes a member of the Procurement Committee at school level.
- identifies talents amongst staff in the Infant Department.

3.1.6 Teacher’s duties and responsibilities

The teacher’s duties are described in the relevant section of the related instrument. The Head of the school will need to ensure that these duties are conducted in relation to the other discussed duties in the school as follows: The teacher,
• reports to the School Head through their immediate supervisors.
• prepares the schemes of work, lesson plans and teaching media to guide and facilitate the teaching-learning processes.
• marks the learners’ written exercises and tests assigned to the learners to assess the learner’s performance and progress.
• offers remedial and extension work to learners with different learning styles and levels.
• offers counselling services to the learners in his/her class.
• keeps and maintains the class inventory of furniture, textbooks and other teaching-learning materials.
• is responsible for profiling learners; and
• draws the class timetable in consultation with the Deputy Head of the school.
• delivers lessons, facilitates class discussions and activities, assigns oral, written exercises, practical activities and evaluates the efficiency and effectiveness of teaching/learning processes.
• assesses the learners’ performance in academic, practical, sporting and other activities.
• prepares, maintains and updates various teaching records including the class register.
• promotes learner discipline
• participates in co-curricular activities through coaching and supervising the learners.
• initiates and develops a classroom disaster risk management plan.
• liaises with the parents/guardians on issues concerning the learner.

3.1.7 Accounting Assistant’s duties and responsibilities

The Accounting Assistant at school level reports to the School Head by conducting these duties that define the officer’s terms and conditions of service:

i. issues out receipts for funds received or deposited into the school accounts.
ii. prepares payment vouchers in respect of expenditure against the general purpose fund.
iii. enters figures in the cashbook/sub collectors schedule.
iv. prepares monthly bank reconciliation statements.
v. prepares the final accounts in respect of School Services Fund (SSF) account and General Purpose Fund (GPF) account.
vi. keeps and maintains up to date school fees ledgers, record of exam fees and industrial fees received and those outstanding.
vii. physically checks the school’s assets.
viii. makes payments for authorised expenditure.
ix. acts as the secretary to the School Finance Committee.
x. ensures that requisitioning procedures are followed in terms of regulations; and
xi. compiles responses to audit queries/observations on behalf of the School Head.

3.1.8 Hostel Matron/Boarding Master duties and responsibilities

The duties for the school matron/boarding master include the following:

i. compiling and submitting reports to the School Head
ii. maintaining cleanliness of the school hostels.
iii. supervising hostel staff.
iv. maintaining and updating the Hostel Registers such as Asset, Roll-Call and Duty Rosters.
v. taking care of learners’ welfare in hostels, ensuring order and safety among the learners;
vi. giving parental advice on matters affecting the learners; and

vii. offering guidance and counselling services to learners.

3.1.9 Cook’s duties and responsibilities

For schools that offer food services to learners and staff, the cook is expected to perform the following duties:

i. preparing healthy menus for the learners in consultation with the relevant authorities.

ii. ensuring proper ordering, receipting, storing and issuing of foodstuffs.

iii. making sure that the learners’ foodstuffs are handled hygienically; and

iv. ensuring good house-keeping of kitchen and dining equipment and premises.

3.1.10 Driver’s duties and responsibilities

The schools where the school runs a school transportation system may require to do the following through the school driver, including those who may be hired to provide transport services:

i. Performing daily pre-trip and post-trip vehicle inspections.

ii. Cleaning the vehicles before use by learners and staff.

iii. Performing minor vehicle maintenance tasks when necessary.

iv. Preparing trip, accident and incident reports and submit them to the School Head.

v. Reporting the periodic scheduled vehicle maintenance; and

vi. Driving vehicles to authorised destinations safely.

3.1.11 Science Laboratory Assistant’s duties and responsibilities

The Science Laboratory Assistant’s duties will include the following:

i. Ensuring that laboratories are clean in readiness for the teaching/learning purposes.

ii. Keeping the laboratory equipment and chemicals safely and orderly.

iii. Setting up apparatus for demonstrations and experiments in Science laboratory; and

iv. Carrying out any other duties assigned by the HOD/Science Teacher; and

v. Advising the HOD on stock levels.

3.1.12 Watchman/Security Guard’s duties and responsibilities

i. Patrolling and guard ing the premises during the day and at night.

ii. Checking that all gates, taps, doors, lights and windows are closed and locked at appropriate times as scheduled by the school leadership.

iii. Reporting all incidents that occur during the watchman’s tour of duty.

iv. Summoning for assistance either by blowing whistle or flashing a torch, or both.

v. Alerting authorities on any dangers that may be threatening at the school; and

vi. Controlling movement of traffic and assets in and out of the school premises.
3.1.13 General Hand's duties and responsibilities include:

i. maintaining school grounds such as weeding, grass cutting, mowing, hedge trimming and landscaping.

ii. keeping records.

iii. issuing tools.

iv. cleaning toilets and school premises.

v. helping with safe movement of assets, including school furniture; and

vi. carrying out any other related duties as assigned by the school leadership.

3.1.14 Office Assistant’s duties and responsibilities

i. Cleaning offices and surrounding spaces.

ii. Sorting and collecting files, delivering files, mail and other documents.

iii. Collecting and dispatching mail as well as distributing newspapers.

iv. Providing catering services to the teaching staff; and

v. Any other duties as assigned by the school leadership.

3.2 Employee resourcing

MoPSE expects School Heads to be knowledgeable of these listed activities of employee resourcing:

3.2.1 Appointment procedures

School Heads should be guided by the relevant legal instrument to perform their school leadership duties in order to professionally guide the school on appointment procedures. Section 6 of the Statutory Instrument 1 of 2000, as amended guides that, the School Head’s responsibilities under these circumstances are to:

i. declare timeously all vacancies that arise due to a member’s transfer, resignation, retirement, discharge, or expiry of a teacher’s contract as well as increase in enrolment;

ii. report overstaffing to the District Schools Inspector (DSI);

iii. ensure that teaching and non-teaching staff deployed at the school have filled assumption of duty forms; and to

iv. ensure that a teacher should teach for what he/she is trained for and not for what they can teach; that is, personnel should be properly placed.

3.2.2 Induction of newly appointed staff

Induction is the process of introducing new employees to the school organisational culture, system, processes, conditions of service, staff, his/her duties and responsibilities with the aim of making them feel socially comfortable and aware of their professional responsibilities. It is therefore, the responsibility of the school leaders to ensure that all newly appointed staff at their stations are inducted into the school system for them to hit the ground running.

3.2.3 Benefits of induction programmes

School leaders should ensure that the induction process results in;

i. increased staff retention;

ii. improved staff morale;

iii. increased productivity;

iv. increased sense of acceptance into the organisation; and finally

v. improved workplace safety.
3.2.4 Aspects of an induction programme

School leaders should use these standard aspects of the induction procedure to;

i. introduce the school’s vision, clients charter, values, policies and procedures to the new staff;
ii. tour of the workplace, pointing out all important facilities;
iii. explain the safety and emergency procedures;
iv. introduce the school code of conduct;
v. go through the job descriptions;
vi. introduce other school staff members; and
vii. explain the school structure and the functions of departments.

3.3 Conditions of service

Part II of the Statutory Instrument 1 of 2000, as amended guides the School Heads’ understanding of the conditions of service for the employed staff members in their schools. The school leaders should be conversant with the Public Service Regulations of 2000 and related circulars that the Public Service Commission and the Ministry produce that deal with various aspects of the following conditions of service as follows;

3.3.1 Re-grading:

This refers to the movement of a member from one category or group of functions to a higher grade. After re-grading the member needs to serve probation for not less than one year. See Section 9 of the Statutory Instrument 1 of 2000, as amended.

3.3.2 Advancement:

It is a movement of a member within the same salary grade or from one grade to another after satisfying laid down advancement procedures and subject to satisfactory performance appraisal. This procedure is guided by Section 10 of the Statutory Instrument 1 of 2000, as amended. Heads should be guided by the contents of that legal instrument.

3.3.3 Promotions:

A promotion occurs when a member is being appointed to a vacant post of greater responsibility and a higher salary through an interview and other selection procedures. The guidelines of the Promotions Act are laid down in Section 11 of the Statutory Instrument 1 of 2000, as amended. According to this instrument, the onus is on School Heads to:

i. ensure that schools receive every Vacancy Circular of the advertised posts;
ii. display prominently and in good time the vacancy circulars for the benefit of the school staff; and to
iii. check and forward application documents of school staff to the District Office.

3.3.4 Transfers:

These refer to the movement of a Civil Servant from one Ministry to another or within the same Ministry. Read the Section 13 of the Statutory Instrument 1 of 2000, as amended and be guided by its contents. The school leaders should note that:

i. a member may be transferred with or without his/her consent.
ii. every transfer should be planned to avoid discomfort of the member and his/her family.
iii. a member should be notified in time and be provided with all necessary information; and
iv. transfers shall not be used as a punitive measure except where it is a disciplinary determination.
3.3.5 Secondment:

Is when a member may at any time, with his/her consent be seconded by the Public Service Commission or the Ministry to a post in an approved service. Secondment will not be for a period exceeding three years. This is guided by Section 14 of the Statutory Instrument 1 of 2000, as amended. The school leaders should note that;

i. The member will still be part of the Public Service.

ii. The member retains his/her post and pension rights.

iii. The member retains the right to apply for promotion; and

iv. The member remains subject to the Public Service Regulations of 2000.

3.3.6 Allowances:

is money paid to a Civil Servant for performing duties in a higher grade or as a reimbursement for expenses incurred on duty. Payment of allowances is guided by Section 21 of the Statutory Instrument 1 of 2000, as amended. It is the School leaders’ responsibility to facilitate the payment of various types of allowances to deserving staff as discussed below.

3.3.6.1 Travel and Subsistence allowance (T & S):

allowance paid to a member when he/she is away from home station to cover for travel expenses, meals and accommodation costs (Section 24 of the Statutory Instrument 1 of 2000, as amended).

3.3.6.2 Acting allowance:

this is an allowance paid to a teacher who is undertaking the duties of a post in the next higher grade that is in his/her direct line of promotion where the post is vacant or the incumbent is on leave. For example, a Senior Teacher may be given duties of Deputy Head. School leaders should be guided by Section 27 of the Statutory Instrument 1 of 2000, as amended.

3.3.6.3 Responsibility allowance:

this is an allowance paid to a member who is undertaking work that involves special responsibilities. For example, a Senior Teacher being given responsibilities for Head; or a Deputy Head being given responsibilities of a Schools Inspector. The School Head’s leadership practices are referred to in Section 28 of the Statutory Instrument 1 of 2000, as amended for guidance.

3.3.6.4 Sixth Form allowance:

is that allowance paid to Teachers who teach the Six Form classes.

3.3.7 Types of leave

Leave is a period of time that a member is away from his/her primary job, while maintaining status of employee as stated in Part VII of the Statutory Instrument 1 of 2000, as amended. School leaders should ensure that teaching and non-teaching staff are:

i. not abusing sick leave;

ii. comply with the requirements of each type of leave;

iii. granted the type of leave they deserve.

iv. completing the necessary forms before proceeding on leave.

v. the medical board is initiated where necessary on the 59th day of sick leave.

The types of leave that school leaders should be acquainted with include;
3.3.7.1 *Vacation leave:*

is the leave granted to a member to afford him/her the opportunity to take one long period of rest. See Section 36 of the Statutory Instrument 1 of 2000, as amended.

3.3.7.2 *Annual leave:*

is that leave granted to a member during the calendar year in which it has accrued to enable him/her to take short breaks from work to attend to personal matters. This is provided for in Section 37 of the Statutory Instrument 1 of 2000, as amended. Annual leave is only applicable to non-teaching staff.

3.3.7.3 *Sick leave:*

is that leave granted to a member who is unable to attend to his/her duties because of illness or injury or is undergoing medical treatment not occasioned by his/her failure to take reasonable precautions. The School Head should be guided by Section 38 of the Statutory Instrument 1 of 2000, as amended to implement this type of leave.

3.3.7.4 *Maternity leave:*

is that leave granted to pregnant women who have served for at least one year. This is acceptable only upon production of a medical certificate from a Medical Officer as stated in Section 39 of the Statutory Instrument 1 of 2000, as amended.

Therefore, to supervise and implement this regulation school leaders should be aware of the following;

i. Maternity leave is granted to a woman who would have served for at least one year in service;

ii. Ninety (90) of the days is granted on full pay;

iii. Maternity leave is granted only once during any period of twenty-four months;

iv. No sick leave shall be granted once maternity leave has commenced;

v. A maximum of three (3) periods of maternity is granted;

vi. On the fourth or further periods of maternity, a member may utilise her accrued vacation leave, annual leave, and vacation leave without pay or request for unpaid maternity leave.

3.3.7.5 *Manpower Development Leave (MDL):*

is a type of leave granted to a member to engage in studies or training for the purpose of enhancing their knowledge, efficiency, effectiveness and motivation of such members. The decision to facilitate the successful approval of such leave are accounted for through Section 40 of Statutory Instrument 1 of 2000, as amended read in conjunction with Section 40 (3) (a) of the Third Schedule.

To facilitate MDL, school leaders are guided by the following legal procedures:

i. the member should have served for more than two years in the Public Service;

ii. the MDL programme must be relevant to the member’s current duties or to projected responsibilities in the Public Service;

iii. MDL can be granted for:

   - work exchange programmes;
   - work attachments;
   - short courses;
   - professional training;
   - academic courses and examinations above the secondary level of education; and
   - training and development seminars, workshops and conferences.
3.3.7.6 Special leave:

is that leave that is granted to a member; to take care of personal matters, or for health, social and compassionate reasons. See Section 41 of Statutory Instrument 1 of 2000, as amended for guidance.

For the school leaders, the purposes for facilitating special leave may include purposes to allow the applicant to;

i. prepare for and sit for examination;

ii. be quarantined;

iii. respond accordingly when subpoenaed to attend court as a witness;

iv. attend any approved conference organised by a recognised association as a delegate or office bearer;

v. attend a funeral following the death of a spouse, parent, child or legal dependant;

vi. attend to any issues on justifiable compassionate grounds; and

vii. allow the applicant to fulfil conditions for being detained for questioning by police or any other lawful state agents;

3.4 Termination of employment

It is a process of ending a member's employment as guided by Part III of Statutory Instrument 1 of 2000, as amended. The termination can be voluntarily initiated by the member, or mandatorily initiated by the employer.

Part III of Statutory Instrument 1 of 2000, as amended guides the School Heads to know that they should:

- Initiate the cessation of salaries for the terminated members; and

- Ensure that vacancies arising from such resignations, retirements, deaths and abolition of office are declared to the District Office so that they are filled in officially by the employer.

The thirteen (13) legal forms used for termination of employment that are included as appendices to this leadership handbook include;

- Resignation: is a formal and voluntary act of ending one’s employment. (Section 15 of Statutory Instrument 1 of 2000, as amended).

- Expiry of employment contract: is that ending of employment through expiry of a contract (Section 16 (2) of Statutory Instrument 1 of 2000, as amended).

- Normal retirement: is the ending of employment after reaching pensionable age. (Section 17 (1) (a) of Statutory Instrument 1 of 2000, as amended).

- Early retirement: is the ending of employment after reaching the age of fifty five years. (Section 18 (1) of Statutory Instrument 1 of 2000, as amended).

- Medical retirement: is the ending of employment due to a severe medical condition making a member incapable of performing his/her duties. (Section 18 (3) of Statutory Instrument 1 of 2000, as amended).

- Abolition of office: is the ending of employment due to restructuring exercise. (Section 18 (4) of Statutory Instrument 1 of 2000, as amended).

- Discharge: is the termination of employment due to act of misconduct in terms of Section 50 (1) (a) of Statutory Instrument 1 of 2000, as amended.

- Death: loss of life terminates the employment contract.

3.5 Continuous Professional Development

This section focuses on Continuous Professional Development (CPD) and Performance Management (PM) in the school system. Continuous Professional Development is a means
for teachers to maintain and acquire new and updated levels of knowledge, skills and attitudes that will benefit their professional practice and that of others. In turn, the CPD and PM will enhance and promote professional integrity among teachers, thus ensuring that teachers are up-to-date with the latest pedagogical and technological advances in education.

CPDs support school improvement by focusing on professional learning and development. If desired for learners to become independent, the School Heads need to empower all those working in schools to become effective professionals. School leaders should offer:

- An inspiring and relevant programme and social networks that respond directly to the needs of school professionals (school leaders, teachers and support staff)
- Appropriate personal development and career progression, advice and guidance;
- Opportunities for collaboration for schools in and out of the station.

### 3.5.1 Benefits of the continuous profession development

CPD brings a number of benefits to the school leader, and these include;

- Developing new skills and gaining a competitive edge;
- Building your confidence — the School Head can verify their progression;
- Allowing the head to showcase achievements;
- Equipping the School Head with tools to cope positively with change;
- Encouraging reflection on the School Head’s learning experiences; and
- Achieving multiplier effect in relation to all teachers in the school.

### 3.5.2 Significance of continuous professional development (CPD)

School Heads should foster the behaviours that indicate the importance of CPD that include promoting:

i. critical reflection related to teaching-learning outcomes;
ii. individual and collaborative planning;
iii. action research and staff development;
iv. personal, professional and staff development;
v. democratic decision-making in the school with the involvement and active participation of teachers; and
vi. inquiry /action research.

The following CPD cycle is designed to help the School Head to identify and act on both the head’s and the others’ professional development needs as illustrated in Figure 9 below.

![Figure 9: The continuous professional development cycle](image-url)
The process of CPD is designed to help the school leadership to identify and act on their own development needs. Heads of schools should be able to:

i. Identify staff needs through planning

The number of ways through which heads may use to strategise for the identification of staff development needs include:

- conducting broad skills audit;
- receiving continuous feedback from other colleagues;
- revising the content of the supervision reports such as the Zimbabwe Teacher Professional Standards (TPS) and the school-based self-assessment tools; and
- Performance appraisals.

ii. Conducting continuous staff development activities at the school

For Continuous Professional Development (CPD), the School Head may use the formal learning procedures such as training courses or particular qualifications or the informal learning such as side-by-side learning, video training, shadowing, mentoring, and teacher coaching. Some of the benefits of conducting continuous staff development for teachers include that it

- encourages scaffolding of professional knowledge;
- encourages classroom leaning facilitators to exchange knowledge and ideas among themselves in school;
- improves communication systems within and among schools in the same district. Teachers meet colleagues from other schools and cross-pollinate professional ideas;
- promotes flexibility during practical lessons;
- improves the career patterns and opportunities for teachers;
- improves staff confidence and teamwork; and
- is viewed as a product of effective school leadership.

iii. Reflecting on leadership learning

When leaders take the time to reflect about their own leadership practice, it is viewed as one of the most effective ways to ensure school-wide school improvement; and also as a way teachers provide instruction in the classroom. We view reflection as a deliberate and structured thinking about one’s professional choices in education. It is vital for the School Head to reflect on what they would have learnt from their day-to-day activities. A self-reflective teacher is an asset to a school, but they can only achieve that if the leadership demonstrates and fosters reflective professionalism.

Therefore, a reflective school leader has the potential to provide a number of advantages both for the teachers and the learners. If teachers are able to identify the weaknesses of their teaching methods, and how these impact on the learners’ activities, it will help them to improve how they develop their teaching practice. However, for some it may be difficult for them to accept it and change their own instructional styles since some old habits die hard. For purposes of improving leadership practice, this handbook provides a few tips on how to develop the self-reflecting practice both by the School Head and their teachers:

Developing a habit of self-reflecting will lead to a natural process of self-evaluation. In short, during self-reflection, practitioners will look clearly at their successes and struggles; and then consider various options for improving their facilitation of learning so as to improve practice, and that will greatly impact learning outcomes.
Table 10: The self-reflective process model for school leadership practice

- Develop a rationale for practice.
- Identify one’s own delivery and presentation strengths; and areas for improvement.
- Assess pacing of the class lessons and amount of student engagement.
- Identify the degree to which the teachers’ instructional goals and objectives were met.
- Identify strengths and weaknesses in a lesson plan.
- Take informed actions about what is being done in the classroom and why it is being done.
- Obtain information about learners’ class participation and their responses.
- Observe on-task behaviour of students.
- Assess how effectively the teacher is performing.
- Assess student learning and understanding of taught concepts.

Figure 10: Leadership self-reflective model for adapting to change
School leaders need to encourage teachers to do the following exercises to develop a habit of reflection.

**Figure 11: A model for teacher reflection exercises**

- **Teach**
- **Practise**
- **Self-assess**
- **Consider**

**i. Applying your learning**

Going on and participating in training courses or watching training videos is only the beginning. The leaders of schools should apply what they would have learned to their own job, and show their staff members how certain things need to be done. This will help to add value to the leadership charisma and the teachers will find reason to emulate their leaders and to be motivated to take risks that lead to high level benefits to the learners. This will also motivate the teachers to become creative and innovative, an aspect that the CBC standards expect.

**ii. Sharing learned concepts with others**

The School Head should be able to teach others to become outstanding professionals. It is certainly true that being able to articulate and share ideas about professional learning is an important art of making sure that the individual has fully internalised the new information. School Heads are expected to conduct professional development with their teachers and this involves:

- seeking internal talents among teachers and allowing the talented staff to develop others in their areas of expertise,
- using their expert knowledge as a source of sharing skills; and
- inviting external professional development experts for teachers and adding value to the professional growth of others.

### 3.5.3 Methodologies of continuous professional development (CPD)

Some of the CPD strategies at the disposal of School Heads as legitimate leaders include among many others:

i. mentoring and coaching staff.

ii. developing professional networks with for example, nearby schools, colleges, universities and non-governmental organisations like UNICEF.

iii. encouraging staff to read and write professional articles.

iv. allowing staff to attend conferences.

v. performing work shadowing strategies.

vi. conducting staff meetings.

vii. attaining recognised leadership qualifications; and

viii. participating in exchange programmes.

### 3.6 Performance management

One of the functions of a school manager is to conduct Performance Management as a leadership role; and this should be viewed through the processes which continuously identifies, measures and develops the performance of the teachers as human resources within the school system. When School Heads manage human resources, their performance is measured against the achieved
School Leadership Handbook

outputs and outcomes of their schools. The school leader plays supportive roles of mentoring, coaching and focusing on the continuous improvement of the school as opposed to judging.

The School Head’s Performance Management roles include:

i. planning for work and setting performance goals;
ii. monitoring staff performance;
iii. developing human resources capacity for the benefit of the learners;
iv. reviewing performance;
v. rewarding outstanding performance.

3.6.1 Approaches to performance management

Although it has an international outlook, the Integrated Results Based Management system (IRBM) in Zimbabwe and MoPSE is guided by the General Letter No. 6 of 2005 issued to all Public Service Ministries. It involves the Integration of all major performance components which include:

i. development planning;
ii. budgeting;
iii. personnel management;
iv. monitoring and evaluation (M&E); and
v. decision-making.

3.6.2 Benefits of performance management

Performance management and or appraisal allows the School Head to provide constructive feedback on teacher performance as well as identifying areas that require improvement for the benefit of both the teacher and the learners. Through performance management, educational employees have the opportunity to discuss and even create individualised professional developmental plans with the school leader. This helps to improve the teachers’ skills so as to benefit learners. It also motivates both the teachers and the learners if supported by an evaluation system that is merit-based in terms of the rewards. When implementing the Performance Management system in the school, it should:

i. lead to increased focus on driving school results;
ii. deepen staff engagement by creating a culture of shared accountability for their career growth and development;
iii. ensure that the teachers and staff members are receiving guidance or direction to standards achievement, feedback and motivation; and
iv. identify low and high performers then track their growth patterns and evaluate the effectiveness of employee development activities.

3.6.3 Significance of performance management

One duty that the School Head is expected to perform efficiently, is to conduct Performance Management as a continuous process for improving quality assurance for high education standards delivery and mechanism for:

i. improving teaching-learning processes;
ii. delivering quality education for learners in schools;
iii. constituting valuable professional development for teachers;
iv. enabling the school leaders to assess teachers’ performance;
v. aligning the teachers skills, knowledge and attitudes to their learning areas;
vi. assisting teachers to recognise and encourage improved performance;
vii. re-grading, advancement and promotion; and
viii. identifying areas for development and improving overall performance of teachers.

The role of the school leaders is to familiarise themselves with the following IRBM guidelines and its supporting documents:

i. Ministerial Integrated Performance Agreement (MIPA)

ii. Departmental Integrated Performance Agreement (DIPA)

iii. Performance Monitoring and Evaluation Plan

iv. Individual Work Plan

The following performance management cycle summarises the main aspects of performance management:

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**Figure 12: Performance management cycle**

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### 3.6.4 Process of performance management

The School Head should be guided by the following process of Performance Management:

i. setting of education targets.

ii. performing and monitoring the plan (according to assigned duties).

iii. development of individual work plans.

iv. quarterly reviews; and

v. final rating and validation.
3.6.5 IRBM focus in the education system

<table>
<thead>
<tr>
<th>Table 11: The distinction between the traditional performance appraisal and IRBM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Traditional Performance Appraisal Focus</strong></td>
</tr>
<tr>
<td>● Number of lessons delivered</td>
</tr>
<tr>
<td>● Number of officials trained</td>
</tr>
<tr>
<td>● Number of workshops held</td>
</tr>
</tbody>
</table>

**Summary**

Unit Three (3) focuses on the Human Resources Management responsibilities of the School Head. The leadership roles and the expected responsibilities of all human resources grades within the school system were outlined in order to benefit the School Heads leadership approaches on how to strategise for the supervision of human resources. The unit also outlined and explained issues related to employee resourcing, induction and related conditions of service in the education sector of Zimbabwe. Employee resourcing as a management issue was outlined through all the twenty-two (22) procedures ranging from appointment of employees to special leave processing procedures. Finally, the unit also guides school leaders on understanding how to process the types of leave, termination of employment procedures, facilitation of continuous professional development and performance management. It is also important for school leaders to be aware of these government procedures when dealing with staff matters and for effective management of schools for the twenty-first century.
Introduction

Misconduct begins as suspicion that an act of misconduct has been committed by a member of the educational service. Where there is such suspicion by the Head of Office, the Act, Section 44(1) of S.I of 2000, as amended, provides that the Disciplinary Authority shall conduct or cause to be conducted such investigations as may be necessary.

By the end of this unit school leaders should be able to:

1. discuss the disciplinary procedure from the investigation stage to the determination and penalty stages;
2. discuss summary dismissals;
3. discuss the remedies available for everyone who is grieved by the determination and penalty imposed against them; and
4. discuss the grievances and complaints handling procedures and the benefits of resolving grievances and complains.
4.0 Staff discipline and grievance procedure

4.1 Staff discipline

4.1.1 The investigation procedure

4.1.1.1 What is an investigation?

An investigation is a fact-finding exercise designed to collect all the relevant information relating to suspected acts of misconduct in any organisation, and in this case a school as an organisation. The purpose of an investigation is to gather evidence for the Head of Office to be able to decide on the most appropriate course of action to take, that is whether to counsel and staff-develop or charge the individual staff member concerned with alleged misconduct depending on the gravity of the offence.

Incidentally, when the School Head suspects that some acts of misconduct have been committed, the Head will appoint an investigation team comprising at least three confirmed members. During the appointment procedure, the investigation team should consider the following factors about the composition of the team:

- Establish if the prospective members are not personally involved in the matter to be investigated;
- Be sure the prospective investigation team members are not likely to be influenced by the people involved in the matter. The head does so by establishing their social patterns;
- It will be advantageous for leadership of the school leader to have reasonable experience on how to conduct investigations, to be able to give expert advice to the team;
- The Head needs to be sure that their seniority levels may not cause conflict with the grade of the member under investigation.

- Ascertain if their appointment does not have the potential to raise any conflict of interest concerns;
- For purposes of their period of investigation, it is critical to be sure they will not be involved in any subsequent decision-making on the matter. Therefore, the leadership establishes if the team has sufficient knowledge on the matter at hand;
- Establish how efficient and effective in terms of their communication skills in writing and orally; and finally

It is also important to consider an appropriate gender mixture when appointing the investigation team members. The nature of the case will determine who can be appointed. However, whoever is appointed should act in a fair and objective manner.

If the matter under investigation has some criminal elements, a report should also be made to the local police so that the administrative and criminal processes run concurrently.

4.1.1.2 Planning and preparing for the investigation

When the investigation team has been appointed, it is given the terms of reference (TORs). Terms of reference guide the team on what to investigate. The team then comes together and agree on the time frames within which the investigation should be carried out. They also establish the places to be visited and the possible witnesses to be contacted although some of the witnesses may only be known during the course of the investigation. The team also needs to establish and secure resources for the investigation.

4.1.1.3 The role of the investigation team

The investigation team gathers all the documentary evidence relating to the alleged misconduct. These may include receipts, vouchers, registers and records among many other forms of evidence. The
team also gathers oral evidence from all the relevant witnesses to the matter. When the witnesses are being interviewed, information must be solicited from them in friendly ways. Duress should not be used to extract information from witnesses. Leading questions must also be avoided as much as possible. Instead, the witness must be probed so that they freely volunteer information. Witnesses may also need to be advised that they may be requested to appear before a disciplinary committee to give more evidence relating to the matter.

As the interviews progress, an accurate record must be kept and every interviewee should be requested to produce a signed report on their testimony.

4.1.1.4 Attributes of the investigation team

The investigation team must:

i. be objective and impartial. Prejudices must be avoided and interested parties must recuse themselves;

ii. be open-minded, fair and observe the principles of Natural Justice, that is, affording the member under investigation to freely state their case and be listened to;

iii. avoid being selective on what to record. All evidence for and against the member must be recorded;

iv. be thorough, methodical and accurate;

v. be confidential and ensure that the member and witnesses also observe confidentiality; and

vi. avoid openly showing that they either do not agree with the witness by shaking their heads or that they are in agreement by nodding their heads.

After gathering all the documentary and oral evidence from all the possible witnesses including the member, the investigating team documents its findings in preparation for presenting them to the Head. The findings must address all the issues raised in the terms of reference. The team also makes its recommendations based on the findings, as well as on the course of action to be pursued by the Head of Office.

Soon after completing the investigation the team should submit its report signed by all the members of the team to the Head of Office so that other subsequent proceedings, where necessary may be instituted. Delay in producing the report may negatively prejudice the case.

4.1.1.5 Common mistakes made during investigation

i. Delaying to carry out the investigation.

ii. Not planning.

iii. Inappropriate investigators such as biased and incompetent investigators.

iv. Engaging biased investigators.

v. Failure to gather all the relevant evidence.

vi. Disclosing confidential information related to the investigations; and

vii. Failing to come up with findings; and failing to produce an investigation report.

4.1.2 The misconduct charge

The School Head is the disciplinary authority for purposes of investigating, charging and suspending a member who may be suspected of having committed an act of misconduct. The Head of Office also compiles the misconduct report as guided in the Fourth Schedule. However, for this to happen without any complications, the Head of Office must be a person of integrity. It will be difficult, if not impossible, for the Head to institute misconduct proceedings against their subordinates if they are also deviant. The School Head needs to lead by example. When it is time for the Head of Office to institute misconduct proceedings, they will be able to do so without fear or favour.
According to the Public Service regulations, misconduct result either from commission; that is, acting in a manner which is prohibited or, by omission, meaning failing to do what is expected. There are twenty four (24) acts of misconduct defined in the First Schedule (Section 2) of S.I 1 of 2000, as amended.

When an act of misconduct has been committed, the Head of Office should consider other remedies before misconduct proceedings are instituted depending on the nature and gravity of the offence.

4.1.2.1 Issues to be borne in mind before instituting misconduct proceedings

The following ideas should be used to guide leadership decision-making processes before initiating misconduct proceedings.

i. Misconduct proceedings should not be used to settle personal scores.

ii. No charge should be preferred without first carrying out thorough investigations;

iii. It is only the Head of Office who should decide to charge or not to charge after considering the pros and cons. This does not mean the Head of office can decide to sweep a matter under the carpet;

iv. Members should not be charged for minor offences, like for example, charged for stealing $1. Please note that the amount is not important but intent to steal must be proven for this kind of charge to stick; and

v. Charges should not be split.

4.1.2.2 What is a charge of misconduct?

Section (44) (a) of the Public Service Regulations, 2000, as amended provides that a member who has committed an act of misconduct is informed in writing on the nature of the allegations they are facing. The charge letter should clearly define the nature of misconduct indicating what happened, when, where and how it happened. The charge letter should indicate which of the 24 paragraphs was breached and details of how the breach was committed also need to come out clearly.

It is important to note that members cannot be charged with misconduct for rape or theft as these are criminal offences. Misconduct charges of a criminal nature such as theft or rape are only instituted after a conviction through a court of law has been decided or concluded. Otherwise, if there is no conviction members who commit criminal offences (rape or theft) are charged with misconduct for indecorous or unbecoming behaviour or failure to account for, respectively.

The Head of Office is also advised not to split charges. For example, a member charged with misconduct for absence from duty without good cause again be charged with misconduct for not marking learners’ exercise books during the same period of absence.

NB: In the case of a satellite school, the Head of the mother school should prefer the charge

Section 42 of S.I. 1 of 2000, as amended provides that the Commission may determine that it shall be the disciplinary authority in any particular case.

It is also important to note that the charge letter should have the correct title and accurate details of the member being charged with misconduct. The substantive post should be indicated together with the grade in which they are acting.
4.1.2.3 Who should prefer the misconduct charge?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Office responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior grade members.</td>
<td>Head of Office or the Public Service Commission.</td>
</tr>
<tr>
<td>Director, equivalent grades and any other grade above.</td>
<td>Head of Office or Head of Ministry.</td>
</tr>
<tr>
<td>Middle grade members.</td>
<td>Head of Office or head of Department.</td>
</tr>
<tr>
<td>Deputy director, Head, deputy Head (and all promotional grades below the Director).</td>
<td>Head of Office or HOD.</td>
</tr>
<tr>
<td>Junior grade members (All grades below the promotional grades) operatives.</td>
<td></td>
</tr>
</tbody>
</table>

Table 12: Offices responsible for preferring misconduct charge

Secretary’s Circular No. 2 of 2011 defines the grades.

4.1.2.4 Drafting the charge letter

When drafting the charge letter, the Head of Office is guided by a pro-forma designed by the Public Service Commission. Relevant details of the member being charged with misconduct are entered in the appropriate spaces provided.

The charge letter should be:

a. Sustainable - good charge should be water-tight. It should withstand any test even in a court of law;

b. Realistic - issues raised in a charge letter should not be fictitious or exaggerated;

c. Time-framed - where a member should be charged with misconduct, this must be done within a reasonable time as provided for in the regulations. Allegations should not be allowed to accumulate for use months or even years later.

The Head of station needs to ensure that relevant sections of the regulations have been cited. It is important to ensure that the paragraphs which have been breached have been indicated and accurate supporting details provided. The Head of Office then authenticates the charge letter by signing it. The designation of the Head of Office also needs to appear on the charge letter.

Important points to note include that:

i. a charge letter should not be signed by a proxy (acting person);

ii. those who sign charge letters in acting capacities should have been appointed to act in writing; and

iii. where the Head of Office is directly involved in a matter, they should recuse themselves. For example, they cannot charge a teacher who has beaten them since they are an interested party.

Once the charge letter has been signed, it is served on the member before witnesses who are members of staff. The member should acknowledge receipt of the charge letter. If the member refuses to acknowledge receipt of the charge, it should be recorded on the acknowledgement slip that the member refused to acknowledge receipt of the charge.

All the evidence used against the member should be attached to the charge letter. If some of the evidence cannot be attached, the member must be afforded sight of such evidence.

The member is then given 14 days within which to respond to the charges.
4.1.3 The suspension order

Section 48(1) of S.I. 1 of 2000, as amended provides for the suspension of members who are suspected of misconduct. Where such an order has been imposed, it shall state any one or more of the reasons provided in the aforementioned section. It is important to note that a suspension order which does not give reasons for its imposition is null and void.

A member who has been suspended from service no longer reports for duty and they no longer receive a salary. They can however get an allowance equivalent to half of their gross salary if the case they are involved in does not involve financial prejudice to the state. If the case involves financial prejudice the member is not entitled to anything.⁵

A suspension shall be in force for a period of three months from the date of its imposition. For example, if a member was suspended with effect from 01 May 2019, their suspension will expire on 01 August 2019.

A suspension order can be cancelled anytime by the disciplinary authority. However, it can also go beyond the three months if it has been extended by the Public Service Commission (PSC). Only the Public Service Commission has the powers to extend a suspension order upon request by the disciplinary authority. Specifically, a suspension order can only be extended before it expires. Once it expires it can no longer be extended. The following important points must guide leadership behaviours in such situations:

- The suspension order should be served on the member before witnesses.
- The member should acknowledge receipt of the suspension order.
- A member who refuses to acknowledge receipt of a suspension order and continues reporting for duty commits another act of misconduct.
- A suspension order is imposed only when it is necessary. Where suspension is not called for, the case should be processed while the member is at work.
- There are also some cases where members are not suspended when they deserve to be suspended, for example, a case involving improper association with minors or other serious acts of misconduct. This type of omission must be avoided.

4.1.4 Appointment of a disciplinary committee

The disciplinary authorities for the purpose of appointing a disciplinary committee in terms of Section 43 of S.I. 1 of 2000, as amended shall be:

i. The PSC for senior grade members;
ii. The Head of Ministry for middle grade members;
iii. The Head of Department for junior grade members.

A disciplinary committee shall have three members consisting of a Chairperson and two other confirmed members. The services of a minute taker may have to be obtained.

The choice of a chairperson who will hear any case is critical to the success of the disciplinary hearing. If the chairperson lacks an appreciation of the hearing process, it may prejudice the outcome of the case or lead to the hearing process being challenged. To avoid prejudice, it is critical for the chairperson and committee members to:

i. be impartial;
ii. have no prior knowledge of the case;
iii. have accurate knowledge of the hearing procedure;

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⁵ This is very important and the School Head as the State Representative in his/her office should advise and act accordingly. This is guided by an act of law and must not be breached.
iv. be capable of taking down own notes during the hearing proceedings; and

v. be able to listen without showing some emotions.

4.1.4.1 Factors to consider when appointing a disciplinary committee

These include,

i. nature of the misconduct case;

ii. grade of the chairperson in relation to the grade of the member to be heard;

iii. relevance to the case;

iv. specialist skills; and

v. gender mix.

The disciplinary committee members must be appointed in writing. Once appointed, the committee will have the task to organise for the hearing to be conducted.

4.1.5 The hearing process

A member who has been charged with misconduct has a right to be heard. The member is given an opportunity to orally present their side of the story. It is at the hearing that the member will be able to cross-examine witnesses. The member also has a right to legal representation. It is at a disciplinary hearing that a member can be legally represented. The following steps represent the expected standard process. Heads of Schools should acquaint themselves with the twelve-step process as follows;

1. The Disciplinary Committee which has been appointed is given all the documentation relating to the case to be heard so that they can acquaint themselves with the case. It is from the analysis of the case that the Committee can identify the venue and possible witnesses. So the Committee will come together for a pre-hearing meeting.

2. At the meeting, the Committee will identify possible witnesses. The Committee also agrees on how they are going to conduct the hearing, that is, the nature of their questioning and how the hearing is going to be conducted generally. The Committee also agrees on the venue and date when the hearing can be conducted. This pre-hearing meeting is a prerequisite for a successful hearing.

3. Once the Committee has agreed on the basic modalities, the chairperson invites the member and witnesses to the hearing in writing. The invitation letters should indicate the venue and time of the hearing. The letter to the member should also indicate the composition of the committee members and the possible witnesses. The member should not be given less than 7 days’ notice to attend the hearing. It is within the notice period that the member can raise any objections.

4. The member or even the Disciplinary Committee can request for postponement and this should be granted if the request is justifiable. Section 45 (4) of S.I. 1 of 2000, as amended, provides that, if the member fails to attend the hearing after they have been given adequate notice, the hearing can proceed in their absence.

5. At the hearing, a suitable arrangement should be made so that there is no direct contact between the witnesses and the member charged with misconduct. The sitting arrangement should create a conducive environment for a successful hearing. Minors coming to testify may be accompanied by an adult support person. The whole set-up must be Victim Friendly.

6. When the hearing is commencing the chairperson makes introductions. After the introductions, it is the role of the chairperson to create a conducive atmosphere and diffuse any hostility which may ensue. The member must be made to appreciate the role of the Committee. The member is asked the language they are comfortable to use in the hearing. A verbatim record of the proceedings is made by the minute secretary although committee members must also write minutes if they are to contribute
meaningfully to the proceedings.

7. The charge letter is read and the member is asked to plead and then to give their defence. When the member is done, clarifications on issues which may be unclear or any questions which the Committee may have are asked. When they are through, the first witness is invited. The witnesses give evidence one at a time in the presence of the member.

8. After the Disciplinary Committee interviews a witness, the member is given an opportunity to cross-examine the witness.

9. When all the witnesses invited by the Disciplinary Committee have been interviewed, the member is asked if they have any witnesses of their own. If they do the witnesses are also called in to give evidence before the Committee.

10. When all the witnesses have testified, the Disciplinary Committee will ask the member to make any closing submissions. This usually happens when the member is legally represented. After the closing submissions the member is asked to say anything in mitigation in the event that they are found guilty by the disciplinary authority. This will mark the end of the hearing and the member will be advised that a decision on their case will be made by the disciplinary authority.

11. The Disciplinary Committee will now make recommendations on whether the member should be found guilty or not. If the recommendation is to find the member guilty, a recommendation is also made on the penalty.

12. A complete record of proceedings is then produced and submitted to the disciplinary authority.

4.1.6 Misconduct determination and imposition of penalties

Upon receipt of the record of proceedings of the hearing, the disciplinary authority considers all the facts gathered on the case from the investigation to the hearing. On the basis of his or her analysis and the findings made by the disciplinary committee and its recommendations the disciplinary authority makes a determination whether the member should be found guilty or not. If the member is found guilty, the disciplinary authority also imposes an appropriate penalty.

The imposition of a penalty is determined by many factors which should include the gravity of the offence, whether or not the member showed contrition, whether it was the first offence or any other mitigatory factors.

4.1.7 Request for review to the Public Service Commission and appeal to the Labour Court

A member who is aggrieved by the determination and penalty imposed against them has 21 days to either request the Public Service Commission to review their case or appeal to the Labour Court. Any challenge outside the 21 days may not be considered if no plausible excuse as to why it was not done within the prescribed time is given.

A request for review to the Commission usually focuses on issues of procedure while an appeal to the Labour Court focuses on issues of merit. However, where the procedure is defective, it is pointless to pursue issues of merit. Once the procedure is defective it renders everything null and void.

A member cannot request for review and appeal to the labour Court at the same time.

4.1.8 Summary discharge

When a member has committed an act of misconduct, they are deemed innocent until proven guilty. If a member is to be proven guilty, the above procedures should have been followed. In other words, the member must be afforded all their rights. However, there are some instances when it is not
possible to afford members these rights because they either have been restricted, detained, imprisoned or have absconded. Under such circumstances, the disciplinary authority has no option but to summarily discharge the member from the service. Section 63 of S.I 1 of 2000, as amended, provides for the summary dismissal of such members, and this should also give you guidance.

The most common cases where members are summarily dismissed involve members who are imprisoned for an effective period of three months or more and those who absent themselves from duty for a continuous period in excess of thirty days.

Section 63 (d) of S.I. 1 of 2000, as amended provides for the summary discharge of members who are imprisoned in pursuance of a conviction of a sentence of imprisonment for an effective term of three months or more. What is important to note here is that for this section to be invoked, the member must serve their sentence for at least three months.

Section 63(e) of the same regulations provides for the summary discharge of a member who has been absent from duty for a continuous period in excess of thirty days. When a member does not report for duty, genuine efforts must be made to try to establish their whereabouts. The member may be in trouble or in a situation which requires assistance from the office. It will be sad to discover that the member we had discharged from the service is in fact deceased. The Head of Office must make all efforts to get information from the member’s spouse or next of kin.

The attempt to establish the member's whereabouts should be done at least three times before recommending summary discharge. The Head of Office shall cause the member's salary to be ceased after 14 days of continued absence. Ed 92 (a) forms must be completed immediately after

14 days and after the member has been advised that their salary will be ceased.

Distribution of the Ed 92 (a) forms should be done in the normal way but noteworthy is the fact that the original copy is submitted immediately by the Head of Office to the Salary Service Bureau. The second copy goes direct to the Secretary for Primary and Secondary Education.

If the member's whereabouts cannot be established after a period of 30 continuous days, the member's Head of Office should immediately notify the Head of Ministry and recommend summary dismissal in terms of Section 63 (e) of S.I. 1 of 2000, as amended.

Members are also absconding from the service following:

### 4.1.8.1 Sick Leave

Steps must be taken to have the member appear before a medical board within a period of 45 to 60 days. If the sick leave lapses after 90 days and the member does not report for duty, salary must be ceased after 14 days from the day the sick leave lapsed. Thereafter, the normal processes for absconding will apply.

### 4.1.8.2 Vacation Leave

This refers to failure to resume duty upon the expiry of vacation leave. Cessation of salary will be after 14 days from the last day of vacation leave and the date of discharge will be the last day of vacation leave.

### 4.1.8.3 Manpower Development Leave

Salary is ceased after 14 days from the last day of Manpower Development Leave and the same process as indicated above is followed.

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Summary discharge refers to a report provided as a conclusion or decision to dismiss a long absentee employee who has been away from work without giving sufficient information.
4.1.9 Resumption of duty before Section 63(e) has been invoked

If a member reports for duty less than 30 days but after salary has been ceased, the member is allowed to resume duty but charged with misconduct. If the member reports for duty after 30 days but before any procedure have been initiated, the member is allowed to resume duty, charged with misconduct and suspended from service.

It is important to note that where the member reports for duty after recommendations for summary discharge have been made, the Secretary must be made aware so that summary dismissal processes will be halted.

4.2 Grievance handling procedures

4.2.1 Definition of a grievance

Section 53 of S.I. 1 of 2000, as amended defines a grievance as any feeling of dissatisfaction or feeling of injustice on the part of a member which is connected with the member's work or the member's contact with other persons in the workplace.

Section 54 of the above cited regulations outlines the procedure to be followed when there is a grievance involving middle and junior grade members. Section 55 outlines the procedure to be followed when there is a grievance involving senior grade members.

The spirit of the grievance procedure is that it be resolved as close to the source of the grievance as possible.

4.2.2 Causes of grievances

i. Work environment - poor physical environment like lack of classrooms, shortage of staff accommodation, poor working conditions, lack of tools and equipment, unfair rules, etc.
ii. Supervision- objections to the general methods of supervision, allegations of bias, favouritism, nepotism etc.

4.2.3 Importance of resolving grievances

i. Attractive working relations are maintained between supervisors and supervisees;
ii. Prevents costly external dispute resolutions, for example issues referred to the Labour Court;
iii. Subordinates will be more cooperative and productive.

4.3 Complaints handling procedure

4.3.1 Definition of a complaint

A complaint is an expression of dissatisfaction/discontent or unhappiness by one or more members of the public about the organisation's activities or lack of it or standard of service.

4.3.2 Causes of complaints

i. Failure to provide a service;
ii. Poor standard of service;
iii. Treatment of clients and attitude of staff;
iv. Disagreement with bureaucracy;
v. Failure to fulfil a promised action;

4.3.3 Common complaints received

i. Rudeness;
ii. Delays in processing documents;
iii. Non-fulfilment of promises;
iv. Poor treatment;

v. Wrong advice given;

vi. Incompetence.

4.3.4 The importance of complaints management system

Complaints are opportunities, not problems. They point to service failure and the need for service recovery. Complaints serve as a useful source of information and constructive ideas for improvement. It is also an efficient way of improving an organization's public image. Complaints serve as an efficient way of measuring and increasing clients' satisfaction.

The system provides a means of communication with the public. The organization is also in a position to review its performance, identify and address system and service delivery related problems.

Therefore it is expected that every station (and in this case schools as institutions) should appoint their complaints focal persons and ensure that the complaints handling mechanisms are in place for receiving and resolving complaints.

4.3.5 The Ministry’s focus on complaints

i. Resolve complaints as close to the source as possible.

ii. Identify learning points.

iii. Implement lessons learnt.

iv. Improve service delivery.

4.3.6 Outcomes of a well-managed complaints system

i. Satisfied clients.

ii. Support from stakeholders.

iii. Reduction on wastage of resource.

iv. Improved service delivery.

Summary

In Unit Four the handbook outlines all the staff discipline and grievance handling procedures. The various stages that should be followed when an act of misconduct has been committed by a member of the Public Service were outlined and explained. The steps that are involved for each of the disciplinary requirements are discussed starting with how school leaders should set up teams to conduct investigations. This stage is followed by the procedures that are supposed to be followed in order to charge the individual involved in the act of misconduct. The other key stage involves how the team may initiate disciplinary hearing procedures, misconduct determination and finally the imposition of an appropriate penalty. Finally, the unit discusses how summary dismissals are initiated, as well as grievance and complaints handling procedures.
FINANCE AND ADMINISTRATION

Introduction

The success of all operations in schools is dependent on sound financial management principles and practices. School leadership plays a pivotal role in the administration of public funds. The broad technical areas covered in this unit are financial management, administration, procurement and business development.

objectives

By the end of the unit, readers should be able to:

- ensure accountability and proper management of school financial resources as spelt out in the Public Finance Management Act Chapter 22.19 and other policy circulars and regulations governing school finances;
- outline the various processes involved in asset, stores, transport and security management at school level;
- conduct outline procurement processes and procedures according to the Public Procurement and Disposal of Public Assets Chap 22:23 and S.I 5 of 2018 (Procurement Regulations);
- identify enterprising projects for sustainable resource mobilisation at school;
- govern the school in an ethical way by displaying values of responsibility, accountability, fairness and transparency.
5.1 The legal framework

To administer finances, you will be guided by the following legal frameworks:

i. Public Finance Management Act chapter 22.19
ii. The current Appropriation Act
iii. Treasury Instructions
iv. Accounting Officers’ Manual – Circular P70
v. Finance and Administration Circular No.6 of 1994
vi. Accounting Procedures Manual
vii. Statutory instrument No. 87 of 1992
viii. Education Act Chapter 25:04

x. Government Standing Security Instructions

xi. Public Procurement and Disposal of Public Assets Act Chapter22:23

xii. Statutory Instrument 5 of 2018

xiii. The Indigenization and Empowerment Act Chapter 3

xiv. The Prevention of Corruption Act Chapter 9:16

xv. Customs and Excise Act Chapter 23:02

5.2 Public finance

Public finance is the aggregate of economic relationships arising from the creation and use of centralised and decentralised monetary resources. School Heads need to demonstrate leadership that shows understanding that public finances are resources collected from the public for use by public entities.

5.2.1 Public funds and public property

It is the duty of school leadership to spend public funds on legally authorised purposes following legally authorised amounts and to use public property appropriately.

5.2.2 Public finance principles

School leadership will need to be guided by the following public finance principles:

i. show transparency and accountability in financial matters;

ii. that public finance management system must be directed towards national development;

iii. that the burdens and benefits of the use of resources must be shared equitably between present and future generations;

iv. that public funds should only be expended transparently, prudently, economically and effectively; and

v. that financial management must show responsible and fiscal reporting in clear manner.

5.2.3 Budgeting and budgetary control

A budget is an approved plan expressed in monetary terms of expected revenue and expenditure in an accounting period to meet the objectives and goals of the institution. The school leader should be guided by the following budget processes that will ensure operating within the Government of Zimbabwe’s legal framework.

5.2.3.1 The budget process

The standard budget process steps are as follows;

i. prepare the School Development Plan;

ii. identify and prioritise needs for the period;

iii. verify budget compiled by the Finance Committee;

iv. present the budget to parents’ assembly for authorisation;
5.2.3.2 Commitments and budget reviews

i. These include tools for regulating expenditure. The school leadership should always maintain an updated commitment register.

ii. The purpose of budget reviews is to analyse the budget against the actual expenditure in order to monitor its performance against the plan and to take corrective measures on unexpected developments. School Heads should carry out this termly.

School leadership should be guided by the following budget review process as illustrated below:

i. analyse budget against the actual expenditure;

ii. implement corrective measures on negative outcomes;

iii. make termly reviews.

Figure 13 illustrates the overview of the financial management process that takes place in schools. School leadership needs to be guided by this model as they conduct management of finances.
5.2.4 Revenue

The school leadership, composed of the Head, Deputy Head, TIC, HODs and Senior Teachers, should be aware that revenue in general means all taxes, fees and other forms of income from whichever source. Examples of revenue at school level include levies, tuition fees and boarding fees, building fees, grants, examination fees, sport fees, practical subject fees and donations. All such revenue collected on behalf of the school shall be accounted for through the school fund account.

5.2.5 School bank account

The authority to open at least a double signature current account shall be obtained from the Finance-Sub Committee by a resolution passed in the committee’s first meeting following approval of the respective fund by the Accounting Officer or his/ her designate.

i. A copy of the minutes containing this resolution and its accompanying letter of approval should be produced before the bank as proof that authority was granted to open the account.

ii. The bank should be authorized to only accept the signatures of specified signatories on cheques and RTGs against the School Fund Account or any other transaction thereof.

The signatories to the school bank account shall be as follows:

<table>
<thead>
<tr>
<th>Account</th>
<th>Signatories</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDC</td>
<td>Head, Deputy Head, Chairperson and Vice Chairperson</td>
</tr>
<tr>
<td>SSF, GPF and SIG</td>
<td>Head and Deputy Head/ Teacher in Charge/ Senior Teacher. In instances where accounts are merged- Head, Deputy Head and two (2) parents should be signatories</td>
</tr>
<tr>
<td>SSF, GPF and SIG</td>
<td>DSI, Inspector, Chairperson and Vice chairperson of BSPZ Management Committee,</td>
</tr>
</tbody>
</table>

The following is the expected composition of the school finance committee.

i. Head of the school (Chairing);

ii. Deputy School Head.

iii. SDC Chairperson

iv. SDC Vice-Chairperson; and

v. The bursar or clerk can be the secretary of the Finance Committee but with no voting powers

School leadership needs to acquaint themselves with the duties of the Finance Committee:

i. Ensuring that proposals made by the School Development Committee in respect of education facilities are pursued in light of uncommitted funds available for the purpose.

ii. Authorising expenditure arising out of these activities and record such authority in the minutes.

iii. Assigning the Evaluation Committee to initiate procurement processes (evaluation committee to be chaired by the Deputy Head).

iv. Approving all payments from the fund by signing the relevant documents.

v. Ensuring that all members of the committee sign the documents.

vi. Confirming in the minutes all expenditure incurred since the last meeting.
vii. Keeping the bank account in credit.

viii. Holding monthly meetings (Decisions must be taken unanimously/or through a majority vote where differences occur).

5.2.7 Accounting procedures

These include the following and should be observed at all times:

5.2.7.1 Invoicing

School leadership needs to know that an invoice is a document issued to detail fees and levies owed to the school on behalf of a learner for a particular term.

All learners should be issued with invoices at the end of each term showing the amount owing and due to be paid at beginning of the following term.

5.2.7.2 Receipting

School leadership should be aware of the following standard procedures on receipting:

i. it serves as acknowledgement of payment by the service provider;

ii. all funds received must be receipted into an official receipt book;

iii. the amount, in figures and words on a receipt must always be the same;

iv. the original receipt and its duplicate must contain the same information;

v. if an error has been made on a receipt, the receipt must be cancelled and a new one issued. The cancelled receipt and its duplicate must be retained in the receipt book;

vi. RTGs are receipted after they reflect on the bank statements while swipe should be immediately receipted.

vii. payments made through the biller code related to (a) OneMoney (b) EcoCash and (c) TeleCash are receipted as soon as they reflect on the bank statement.

5.2.7.3 Banking procedures

The following financial leadership behaviours related to banking must always be followed accurately:

i. the School Head must ensure that all monies received are banked into the official school account regularly as prescribed in order to reduce the risk of loss through other calamities;

ii. the total amount receipted must be equal to the actual/physical amounts to be banked; and

iii. all money receipted must be banked before they are used for anything.

These procedures will help to ensure accountability of the school fund usage. The following is a summary of revenue to collect from authorities and reporting that you must practise and be aware of.

7 The BSPZ funds include funds raised through schools for cluster and district-based activities to which School Heads are members.
5.2.8 Risk control

The school leadership should institute the following controls to minimise financial risks at their schools:

i. ensure that cash is secured at all times;

ii. establish controls over handling of safe keys and only issue them to authorised personnel;

iii. keep cash balances to a minimum;

iv. only one officer should be assigned to the task of receipting cash;

v. receipt books and cashbooks should be checked by the Head of Office;

vi. the individual who receives cash should not be the one who banks the cash; and

vii. all receipt books should be recorded in a register which should be checked by the Head of Office.

5.2.9 Expenditure on travel and subsistence
Expenditure refers to payment of cash or cash equivalents for goods or services, or a charge against available funds in settlement of an obligation as evidenced by an invoice, receipt, voucher, or other such document. This is your responsibility as school leadership to ensure expenditure is done according to MoPSE standards.

The following guides how expenditure by school leadership on travelling and subsistence should be conducted:

- Travelling and subsistence payments are governed by Circular number 5 of 2019.
- However, school leadership through the Finance Committee must approve rates that do not exceed the stipulated rates in the Public Service Commission Circular as annexed.
- This claim is used when a person is away from the home station as per Public Service Circular.

5.2.9.1 The payment process

i. Ensure that no expenditure on public money shall be incurred on any service unless a provision thereof has been made by or in terms of this Act or any other related instruments (PFMA Section 17.1.b).

ii. Ensure that no expenditure of any money in the school fund account shall be incurred except as directed and approved by the Finance Committee.

The following steps and or levels of the payment process will guide School Heads.

5.2.9.2 The payment voucher

i. The school leadership must be familiar with the fact that a payment voucher is used in all transactions not covered by purchase order, the travelling and subsistence (T&S) form and on such services as electricity, water, rates and telephone bills.

ii. To ensure accuracy, complete the payment voucher, sign and confirm that it had not been previously paid for.

iii. The Deputy Head/Chairperson or vice chairperson of the SDC should certify voucher as correct and check whether the charges are correct and that the expenditure is proper charge against the vote or fund and is supported by

<table>
<thead>
<tr>
<th>Steps/levels</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Authorisation-finance sub-committee.</td>
</tr>
<tr>
<td>Step 2</td>
<td>Original invoices certified not previously paid.</td>
</tr>
<tr>
<td>Step 3</td>
<td>Pay invoices, not statements.</td>
</tr>
<tr>
<td>Step 4</td>
<td>Ensure invoices are not more than one month before they are processed.</td>
</tr>
<tr>
<td>Step 5</td>
<td>Check for Arithmetical accuracy.</td>
</tr>
<tr>
<td>Step 6</td>
<td>Stamp PAID on paid vouchers.</td>
</tr>
</tbody>
</table>
finance committee or competent authority that includes two members of finance subcommittee must certify by signing.

iv. The Head should confirm and pass the payment voucher for payment.

v. All supporting documents must be attached to the payment voucher and these may include but not limited to these: delivery notes, invoices receipts, quotations, comparative schedules all marked supporting voucher only

vi. All processed payment vouchers must be filed according to the serialised document numbers.

5.2.9.3 Passing payment voucher for payment

The school leadership passes for payment, ensures and checks for the following:

i. that expenditure is for purposes for which the budget was approved;

ii. that charges raised are correct and accurate;

and

iii. that the amount to be paid as shown on the vouchers is correct and agrees with the figures on the invoices attached.

NB: No payment should be made before delivery of goods and services

The following summary of the payment procedure is meant to guide the practice of School Heads and financial administrators.

5.2.9.4 Guidelines for processing travelling and subsistence allowances

The following should guide the school leadership on processing travelling and subsistence:
i. Travelling and subsistence (T&S) payments are governed by Circular No 1 of 2011 superseded by Circular Number 5 of 2019.

ii. However, school leadership through the finance committee, must approve rates that do not exceed the stipulated rates in the Public Service Commission circular;

iii. The T&S claim is used when a person is working away from the home station as per Public Service Circular.

5.2.9.5 Internal controls

i. Ensure that all payments are independently authorised before they are made.

ii. One who creates a payment voucher and the one who initiates and passes for payment should be separate individuals, and this is for purposes of ensuring security against possible losses.

iii. There should be at least two signatories to the bank account.

5.2.10 The cashbook

School leadership:

i. Need to be guided by the standard practice that the cashbook is the main book of accounts at the school; and all transactions relating to money received, banked and paid out must be entered in this book daily.

ii. Need to keep an analysis cashbook with at least 14 columns spread across two pages.

iii. Should, on each last day of the month, ensure that the cashbook must be balanced and ruled off using blue/black ink for total receipts and red ink for total payments.

iv. Should ensure cashbook entries in respect of monies received, banked and paid out are be done on a daily basis.

v. Make entries in respect of receipts and deposits in blue or black ink and entries for payments must be done in red ink.

vi. Should not over write, use pencil or erase entries, and use tipex to make corrections on money entries. If an error is made when making entries in the cashbook, cancel the entry by a single straight line and then insert the correct entry above the cancelled one. Spoilt pages should be re-written and the spoil one should be retained in the cashbook; and

vii. Should ensure receipts and payments/cheques (including those cancelled) are entered in the cashbook in numerical order using the serial numbers on the receipts.
5.2.10.1 Balancing the cashbook

On the last day of each month, the cashbook is balanced and ruled off using blue/black ink for total receipts and red ink for total payments.

The School Head must personally check and ensure that entries made in the cashbook are correct, including that:

i. receipts which were issued during the month are entered in the cashbook.

ii. receipts which were issued during the month were deposited. Receipts not deposited should appear on the bank reconciliation statement for the month in question as cash on hand.

iii. payments which were made during the month should have been entered in the cashbook; and

iv. the cashbook balances for the month are correct and accurate.

5.2.11 Bank reconciliation

The following procedures should act as guidelines in the preparation of bank reconciliation statements in the school fund account:

i. Compare the entries in the cashbook (the bank column and the total payment column) and the bank statement and ticking transactions that appear in both.

ii. Make entries for items which appear on bank statement but not in the cashbook, for example bank charges, interest received.

iii. Investigate entries which appear in the bank statement but do not appear in the cashbook. These may include direct deposit. Officially write to the Bank Manager for transactions whose origin cannot be identified.

iv. Record the amount of the total receipts column as the opening entry.

v. Add any cheques/RTGS or payments that have been issued but not appearing on the bank statement, direct deposits and interests (unpresented cheques) entering each cheque number and amount separately.

vi. Deduct any:

- deposits shown in the main cashbook but not appearing in the bank statement;
- cheques referred to drawer in the bank statement;
- petty cash on hand;
- cash on hand relating to unbanked money also known as cash in transit; and

vii. The final figure in the bank reconciliation statement must agree with the balance shown in the bank statement.

When the main Cashbook has been reconciled and agrees with the bank statement, the head of station must further verify the entries for correctness of the transactions. If he/she is in agreement, a certificate must be signed to the effect that the transactions have been ‘Certified as Correct.’ The Head must append his or her signature and date stamp the review.

5.2.12 Internal checks and controls

School leadership should be conversant with internal controls. Refer to the whole system of controls, financial or otherwise established by management in the conduct of institutional business in an orderly manner, to safeguard its assets and maintain the accuracy and reliability of its operations and records, enhance efficiency and effectiveness and compliance with rules, regulations and procedures.

5.2.12.1 Internal checks

Internal checks refer to a system under which the work relating to carrying out and recording of transactions is arranged in such a manner that the work of one staff member is automatically checked by another.
Heads should always be aware of the purposes of internal controls as listed below to ensure that:

i. records are valid, complete and accurate;
ii. recorded transactions are duly authorised;
iii. transactions are recorded at proper times;
iv. transactions/assets are properly classified and valued; and
v. transactions are properly posted to the ledger account.

5.2.13 Financial reports

School leadership needs to be conversant with the following practices of maintaining financial reports including:

i. that it is a statutory requirement of the Public Finance Management Act Chapter 22.19 Part (iv) Section 32; 33 and 34 that monthly and quarterly financial statements must be prepared and submitted to the Accounting officer;
ii. that every institution is required to prepare financial reports;
iii. that in schools, monthly, quarterly, termly and annual reports are expected; and
iv. that for details of the financial reports required, reference should be made to the Financial Management Manual for Non-Finance Education managers Chapter 6, and Administration and Finance Circular number 6 of 1994.

5.3 Administration

As school leadership, it is important to demonstrate relevant competences required in stores, asset and transport management at school level. This is essential for effective and efficient resource utilisation for the benefit of the learners.

5.3.1 Stores management

School leaders should know that stores management is a process of ensuring that all activities in storekeeping and stock control are carried out effectively and economically. It is expected that School Heads should be aware of the following activities involved in stores management.

i. Ordering
ii. Receiving
iii. Inspection-physical verification by checking the quantity, quality and conditions of items received
iv. Produce goods received report
v. Storage/store keeping
vi. Dispatching/Issuance
vii. Record-keeping/registers
ivii. Stock-counting/Physical checking.

5.3.1.1 Stores registers

Effective School Heads check and sign the following registers for different stores items as internal control measures.

i. Provisions register;
ii. Stationery register;
iii. Computer consumables register;
iv. Airtime register; and
v. Uniforms and Protective clothing register.

Other documents used in stores include these:

i. Goods received note/report;
ii. Issue voucher; and
iii. Bin cards.
5.3.1.2 Duties of the person assigned to take charge of stores

As school leadership, you should ensure that the person assigned responsibilities for controlling stocks does the following:

i. locks storerooms;

ii. keeps proper records for all stocks;

iii. maintains proper levels of stock and cost value of the available stock; and

iv. uses first in first out (FIFO) principle rather than last in first out (LIFO) principle;

5.3.1.3 The stores management cycle

School leadership should be guided by the stores management cycle whenever items are drawn from stores. Figure 16 illustrates a diagrammatic model of the cycle for easier reference.

5.3.2 Asset management

A School Head needs to know that an asset is a resource with economic value that an individual, corporation, or country owns or controls with the expectation that it will provide future benefit. School Heads should be guided by the following Acts of asset management for improved management of the school assets. Public Finance Management Act asserts that there are two types of assets in the form of non-current assets and current assets. The Treasury Instructions assets comprise of:

i. Equipment;

ii. Livestock; and

iii. All other government property (excluding immovable property such as land and buildings).

School Heads should be conversant with various methods of acquiring assets as outlined below.

i. Purchase;

ii. Manufacture;

iii. Transfer;

iv. Donation; and

v. Compulsory expropriation.

5.3.2.1 Asset management registers

It is a prerequisite for School Heads to be familiar with the registers maintained under asset management register tools which should be regularly checked and signed for internal control purposes. These include the:

![Figure 16: The stores management cycle](image-url)
i. Departmental asset register;
ii. Master asset register;
iii. Departmental losses and damages register;
iv. Gifts and Donations register; and the

Other assets records include the;
i. Goods Received Note (GRN);
ii. Internal and external issue vouchers (these are obtained from Print flow);
iii. Door inventory;
iv. Asset file;
v. Asset Transfer form; and the
vi. Handover takeover certificate.

5.3.3 Handover-takeover procedure

School leadership as the key individual must value this process seriously, whenever need arises; and a certificate signed by both parties and witnessed by those present during the exercise should be submitted to the Head Office. The District Office should be invited to witness the handover-takeover processes.

5.3.3.1 Circumstances leading to handover-takeover

School leadership should know the circumstances leading to handover-takeover which are as follows:
i. Leave in excess of 29 days.
ii. Transfer.
iii. Resignation.
iv. Retirement.
v. Prolonged illness.
vi. Secondment.
 vii. Abscondment or death.
 viii. Permanent closure of school.

5.3.4 Procedures for handling lost or damaged school property

School Heads should be conversant with procedures related to handling losses and damages to school property as provided in the following Acts:
i. Treasury Instructions (TI 2300) which states that any deficiencies in, damage to or destruction of government property shall be reported to Asset Leader immediately.

ii. Accounting officers/sub-accounting officers should constitute an enquiry in terms of section 12(7) of the PFMA into any deficiency, damage or destruction of state property reported to the school leader.

For lost or damaged assets, a board of inquiry should be instituted by the School Head to verify if there was any negligence on the part of officers responsible. The outcome report should facilitate the lost asset to be written off upon approval by the Accounting Officer.

5.3.5 Gifts and donations

At every institution, it is the School Leadership that is mandated to ensure that the following procedures are done when seeking authority for acceptance of donations. The receiving institution should always attach the following:
i. Application letter from the School Head;
ii. Letter from the donor;
iii. The applications must be supported by the district and the province;
iv. All original documents must be attached; and
v. Monetary values of all donations should be clearly spelt out, for example, 75 textbooks valued at US$2 500.
NB: All applications without monetary values will not be processed.

5.3.6 Asset returns

On an annual basis, school leaders are required to produce the following annual asset returns accompanied by asset certificates signed by the sub-accounting officer confirming that all assets were physically checked against the records:

i. Security items;
ii. Surpluses and deficiencies;
iii. Recovered or replaced;
iv. Loses and damages; and
v. Departmental assets.

5.3.6.1 Procedure on asset disposal

It is the role of school leadership to initiate the process by identifying and listing the unusable assets for submission to the chairperson of the Disposal Committee based at Ministry Head Office. At school level, the School Leadership must refer to the Public Procurement and Disposal of Public Asset Act (Chapter 22:23 and SI 5 of 2018) for guidance through these sections of the Chapter.

- **Section 90**: The Accounting Officer is the final authority for asset disposal.

No asset may be written off without the Accounting Officer/Permanent Secretary authority in line with Section 90 of the Public Procurement and Disposal of Public Assets Act (Chapter 22.23 and Statutory Instrument number 5 of 2018).

- **Section 91**: outlines how the disposal committee functions and recommends the appropriate disposal method to the Secretary.

- **Section 92 (1)**: The Officers responsible for custody of Public Assets identify and submit a list of unusable assets to the Chairperson of the Disposal Committee at Head Office.

- **Section 93**: restricted disposal of assets to employees or member of the board,

- **Section 94**: Any person can challenge the selected disposal method.

5.3.6.2 Ways of asset disposal

School Heads should be familiar with the processes for the disposed of assets after authority has been granted.

i. Donations/Free giving;
ii. Public auction;
iii. Transfers to other institutions;
iv. Burning; and
v. Breaking and burying.

For accounting purposes, school leadership must ensure revenue or proceeds generated from sale of assets are returned to the original source of funds from which the purchase was made. However, from time-to-time, Treasury directs where the money should be deposited.

5.3.7 Duty free certificate

You as school leaders must be conversant with the processes for accessing duty free certificates as outlined below:

i. duty free certificates are issued to all schools for purposes of clearing all imported educational materials only.

ii. they are intended to support schools by exempting them from paying duty to ZIMRA.

iii. they are not issued in the name of individuals.

iv. they are only signed by the Accounting Officer, in this case the Permanent Secretary.
5.3.7.1 Requirements to obtain a duty free certificate

To be able to obtain a duty free certificate on behalf of the school, School Heads should follow these steps that match the application prerequisites for School Heads

i. Submit an application letter directed to the District/Provincial Office.

ii. Include an authorisation letter by the school’s responsible authority supporting the purchase;

iii. Include a commercial invoice for the goods involved indicating the value of the goods to be exempted;

iv. Secure a letter by the District/Provincial office in support of the application;

v. In the case of the goods being donated, a letter of donation from the donor is needed;

vi. If the goods are being imported from overseas, an airway bill or a bill of lading is required depending on the mode of transportation for the goods; and

vii. If goods are coming by sea, a list of all items in the container (packing list).

viii. If goods are being purchased from neighbouring countries e.g. South Africa, there must be justification why goods could not be purchased locally.

ix. At least 3 quotations to show that the goods are being obtained from the best competitive supplier in terms of value for money.

x. If the purchase is a school initiative, minutes of the meeting in which the purchase was agreed signed by the chairperson of SDC or Board of Directors.

xi. All original documents to be forwarded to Head Office as they are required by ZIMRA.

xii. If the purchase is being made using a special levy, e.g. bus levy, proof of authorization of the levy by the Ministry required.

Be advised that Government at any time may scrape some of the items from qualifying for duty-free through Statutory Instruments, for example the S. I 150 of December 2016 for buses.

5.3.8 Institutional accommodation

Leadership should ensure fair distribution of institutional accommodation to all staff members; and ensure that they pay monthly rentals and utility bills. Ensure maintenance and repairs are done.

5.3.9 Transport management

School Heads must know that vehicles acquired by the school become property of the school and must not be treated as personal vehicles, but as pool vehicles. Since School Heads are the leaders at their stations, they should be familiar with the different classification and types of vehicles as outlined below.

5.3.9.1 Pool vehicles

i. Their use is authorised on a daily basis;

ii. Log-books must be completed for usage;

iii. They should be parked at the workplace over night; and

iv. They should not carry unauthorised passengers.

5.3.9.2 Official vehicles

i. Allocated to individuals for special tasks/merits. For example to Directors;

ii. Authorised by the Public Service Commission; and

iii. Restricted to carry authorized passengers only.
5.3.9.3 Project vehicles

i. Received for a specific project.

ii. Allocated to individual or group of people doing the project.

iii. Restricted to carry unauthorised passengers.

iv. Usually the vehicles will be surrendered to the main system after the project has been completed.

5.3.10 Roles of the Transport Officer in schools

As school leadership one should ensure the appointed Transport Officer does the following duties including:

i. ensuring vehicles are serviced regularly;

ii. ensuring use of vehicles has been authorised;

iii. completing vehicle log books for each trip; and

iv. maintaining fuel and vehicle registers.

5.3.11 Vehicle management

i. It is the responsibility of the School leadership to ensure that vehicles are properly registered and their registration books are kept under lock and key;

ii. Drivers of school vehicles must have authority to drive a certain type of vehicle from CMED.

iii. According to this Treasury Circular, log books must be allocated to all vehicles and these should be correctly and comprehensively completed.

5.3.11.1 Vehicle documents

The following vehicle related documents should be kept up-to-date:

i. Fuel register—all fuel coupons and liquid fuel drawn direct from the garage should be recorded.

ii. Vehicle file—all documents relating to that particular Vehicle detailing the make, model, engine and chassis number and the running life of the vehicle.

iii. Vehicle accident and incident register—capturing accidents and incidences involving state vehicles.

iv. Vehicle maintenance register—all maintenance and repairs performed on vehicles must be documented and retained for the life of the vehicle; and

v. Vehicle register—all acquired vehicles must be recorded by chassis, engine numbers and the dates of acquisition.

5.3.11.2 Procedure to follow when a vehicle is involved in accident

The following procedures must be known by school leadership when an institutional vehicle is involved in an accident. The member involved in the accident should;

i. report to Police within 24 hours;

ii. report to Transport Officer immediately after the occurrence of an accident;

iii. fill in/complete the accident report form;

iv. Write a report explaining the causes or circumstances leading to the accident; and then

v. Submit the report to the Transport Officer.

Upon receipt of the above, the Transport Officer should ensure that:

i. a convening order is issued within 2 weeks;

ii. a board of inquiry is conducted within 5 weeks. The board of inquiry should be instituted according to the provisions of the PFMA, Section 12.7;

iii. all drivers of Government vehicles are indemnified according to the provisions of Section 30-34 of the SI 1 of 2000 as amended; and
iv. the driver should have obtained authority to drive from the Accounting Officer or CMED (Pvt) Ltd to be covered by the indemnity.

5.3.11.3 Vehicle returns

Complete the following documents that are provided for as named in each instrument.

i. Vehicle/Fuel usage return;
ii. Accident and incident return.
iii. Vehicle maintenance return.

5.3.12 Security management

School leadership should know the areas which require security and appoint a senior officer as the security officer.

i. It entails the identification of the organisation’s information assets, (in this case the school where you lead) and the development, documentation and implementation of policies, standards, procedures and guidelines.

ii. Schools should protect their school property such as vehicles, classrooms and houses by means of insurance policies.

5.3.12.1 Duties of the security officer

The Head should engage a security officer at the school and their duties shall involve:

i. ensuring disaster awareness.
ii. ensuring that danger warning signs are in place.
iii. ensuring that staff/learners are trained on procedures for reacting to fire accidents.
iv. ensuring that areas that require maximum security are identified, protected and labelled.

5.3.12.2 Areas and items of security

These are the areas classified under security spaces by law, and the school leaders need to pay attention to these areas to avoid related accidents.

i. Buildings and people;
ii. Vehicles and movable assets;
iii. Information;
iv. Security items (receipt books, cash, issue vouchers).
v. Keys and security locks; and
vi. Safe keys.

5.3.12.3 Security records

Educational management involves school leaders paying attention to the following records of security and to ensure they are well managed:

i. Security items register;
ii. Visitors register; and
iii. Security incidents register.

These may be exposed to theft or burglary both from internal and external persons/people.

5.3.13 Internal controls

School leadership really needs to put in place the controls that guide school operations in order to achieve efficient and effective internal controls as follows:

i. Always ensure that written instructions are readily available to all the staff members for their reference and knowledge.
ii. Maintain a record of fixed assets and reconcile the financial books.
iii. Ensure that authorisation is of critical importance on and at the time of movement of assets.
iv. Leadership should check all school records and this is done to minimise risks.
Summary

Finance and administration are critical issues in the management of every school. It is a highly sensitive area in terms of educational management and leadership. Therefore, Unit Five (5) explains the legal framework to guide school leaders in Finance and Administration. The Unit also explains public finance and property, revenue and expenditure, stores management, asset management, gifts and donations, as well as transport management. It is important for school leaders to be skilled in finance and administration in order to be able to use public funds effectively and efficiently. The spirit of the this Unit is to ensure that school leadership is fully compliant in terms of the regulations and guidelines for accounting, invoicing, receipting and banking procedures regarding all that relate to school funds. The Unit also highlights issues to do school leaders and expenditures on travel, payment processes, handling the payment vouchers internal controls using the cashbook and making financial reports, all for the benefit of both officers and the school. All these lead to transparency and effective financial administration procedures as discussed in subsection 5.3.
Introduction

Public procurement regulations and principles set the basic framework for managing public procurement requirements and procedures within which procurement practitioners must operate. It is important for school leadership not only to show clear understanding of public procurement regulations, but to internalise the regulations so that they serve as guiding principles during decision-making processes with an aim to satisfy the educational needs of learners for quality service delivery. By integrating these principles into school leadership work ethics, School Heads promote positive outcomes of all decisions made in the school, thus ensuring they will be aligned to the public procurement principles.

objectives

By the end of this Unit, participants should be able to:

- outline procurement processes according to the new regulations;
- describe the role and significance of the Procurement Management Unit and evaluation Committees in public procurement; and
- identify and explain the procurement methods as provided for by the new regulations
6.1 Public procurement

According to the Public Procurement and Disposal of Public Assets Act Chapter 22:23, (hereinafter referred to as the PPDPA Act or simply the Act), procurement refers to the acquisition by any means of goods, construction works or services, including the disposal of any government or school asset.

Public procurement refers to the acquisition of external resources needed by the central government, local governments and their entities under their control using public funds, or any other source of funding, such as grants and gifts. As such, schools are involved in public procurement.

6.1.1 The Procurement Regulatory Authority of Zimbabwe (PRAZ)

PRAZ (hereinafter referred to as the Authority) is the new body that replaced the former State Procurement Board (SPB).

6.1.1.1 Functions of the Procurement Regulatory Authority (PRA) of Zimbabwe

These are, among many other duties and responsibilities:

i. To ensure public procurement is done in fair, honest, cost effective and competitive ways that are in compliance with the Act.

ii. To monitor and supervise procurement entities and the Public procurement system in order to secure compliance with the Act and Regulations.

iii. To issue technical guidelines and instructions regarding the interpretation and implementation of the Act.

iv. To promote the training and professional development of personnel.

v. On request for permission, the PRA will give advice and assistance to procuring entities.

vi. To prepare standard documents and templates to be used in connection with public procurement and to enable PEs to maintain records and prepare reports.

6.1.2 Stages in public procurement

When conducting public procurement school leadership should be guided by the five-step-process outlined below:

i. Need Assessment.

ii. Development of Specifications.

iii. Bidding Process.

iv. Evaluation of Bids; and

v. Contract Execution.

6.1.3 Planning for procurement

The school leader needs to plan for procurement with a view to achieve maximum value for public expenditure. This will help the procurement to be carried out within available financial resources and other applicable limitations and specifically at the most favourable time. So far, as much as possible school leadership should aggregate their procurement requirements in order to achieve economies of scale.

Before commencing any procurement process, heads should investigate whether its requirements can be met internally. For example, by the transfer of goods from one department to another and ensure that an accurate estimate has been prepared of the cost of the procurement process. It is also important that school leadership ensures that the estimated amount of the procurement has been properly covered in the school budget for the current financial year.
6.1.3.1 Preparation of annual and individual procurement plans

The school leader should prepare and submit to the Secretary by the 31st of January every year, their Annual and Individual Procurement Plans detailing all procurement to be conducted in that financial year. The formats are illustrated in the figures shown below;

6.1.3.2 Annual procurement plan

For the annual procurements, the following format should be used;

For all procurements above, the Secretary’s thresholds are subject to scrutiny by the Special Procurement Oversight Committee (SPRC).

6.1.3.3 Individual procurement plan

In addition to the school’s annual procurement plan prepared in terms of Section 22 of the Act, the Head should also prepare an individual procurement plan and, for each of the individual procurements that are above the prescribed threshold values (Secretary’s Limits), as in the format illustrated on the next page:

Table 15: Annual procurement plan format

<table>
<thead>
<tr>
<th>Ref</th>
<th>Description of requirements</th>
<th>Unit Price</th>
<th>Annual Quantity</th>
<th>Annual cost (USD)</th>
<th>UoM</th>
<th>Procurement Method</th>
<th>SPRC (Yes/No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fuel for Monitoring</td>
<td>$3.11 per litre subject to change as determined by market forces.</td>
<td>6430</td>
<td>$20,000.00</td>
<td>Litres</td>
<td>Request for quotations</td>
<td>No</td>
</tr>
</tbody>
</table>
Table 15: Annual procurement plan format

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Sources of funds</th>
<th>Prequalification?</th>
<th>Rate of Purchase</th>
<th>Annual Cost</th>
<th>Cycle Time and Date of Notice</th>
<th>External Lead Time</th>
<th>Ind. Proc Plan Ref. No.</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>45 Seater bus</td>
<td>Levies</td>
<td>No</td>
<td>Once off</td>
<td>165,000</td>
<td>60 Days</td>
<td>60 Days</td>
<td>01</td>
<td></td>
</tr>
</tbody>
</table>
6.1.4 Procurement thresholds

Accounting Officer’s limits (Secretary)

All procurements within the limits below are subject to approval by the Accounting Officer.

Table 16: Procurement thresholds

<table>
<thead>
<tr>
<th>Goods and services</th>
<th>Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goods</td>
<td>$100 000</td>
</tr>
<tr>
<td>Services</td>
<td>$50 000</td>
</tr>
<tr>
<td>Construction works</td>
<td>$200 000</td>
</tr>
</tbody>
</table>

Anything above these thresholds requires submission to PRAZ for further evaluation by the Special Procurement Oversight Committee.

6.1.5 Responsibility for procurement

Each Ministry, and in this case the MoPSE, is now responsible for managing procurements under its control, within the Accounting Officer’s limits. The responsibility for ensuring that its procurement activities are carried out in compliance with the Act shall depend upon:

i. The entity’s Accounting Officer; and

ii. Within their spheres of responsibility, the members of the entities’ Procurement Management Unit and each entity’s employees and agents who are involved in any way with procurement.

6.1.6 The Procurement Management Unit

The Procurement ACT guides that each Ministry and in this case the MoPSE shall establish a Procurement Management Unit headed by the Accounting Officer, which shall be responsible for

Table 17: Quotation and Competitive Bidding Thresholds

<table>
<thead>
<tr>
<th>Category</th>
<th>Request for Quotations</th>
<th>Competitive Bidding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goods</td>
<td>Below $10 000</td>
<td>Above $10000 to $100 000</td>
</tr>
<tr>
<td>Services</td>
<td>Below $5000</td>
<td>Above $5000 to $50 000</td>
</tr>
<tr>
<td>Construction works</td>
<td>Below $20 000</td>
<td>Above $20000 to $200 000</td>
</tr>
</tbody>
</table>

Please note, the above thresholds are subject to review from time to time
managing all the Ministry’s procurement activities in accordance with the Act. The Procurement Unit’s functions include the following:

i. planning its procurement activities;

ii. securing the adoption of the appropriate method of procurement;

iii. preparing bidding documents in compliance with the Act for the design of contract specifications and the evaluation criteria;

iv. preparing bid notices and short-lists as well as managing bidding processes, including pre-bid meetings, clarifications and the receipt and opening of bids.

The role of a school leadership is to follow the functions of the procurement guidelines within the MoPSE and to obtain/get the relevant documents that may be needed for conducting procurement activities.

### 6.1.7 Evaluation committees

For each procurement activity that was described, the prescribed standard threshold as discussed earlier, (see Section 10 of the regulations), the Accounting Officer who in this case is the school leadership shall appoint an Evaluation Committee. Therefore, there is need to know how to build an Evaluation Committee as discussed in the section that follows.

#### 6.1.7.1 Composition of Evaluation Committee

i. One member of the PMU;

ii. At least three other members, including;

   - The person responsible for preparing the requirements or alternatively, the technical specifications for the procurement concerned, or a person with equivalent technical expertise;

   - A financial officer; and

   - One or more other members to provide technical, legal, financial or commercial expertise each as appropriate.

At school level, the School Head should create a replica of this committee, with the Deputy Head as the Chairperson, the Bursar as the Finance Officer, HODs responsible for preparing their requirements, and another member who will be assigned to source quotations; and then any other members who may be able to offer technical or commercial expertise.

#### 6.1.7.2 Functions of the Evaluation Committee

School leadership should acquaint themselves with the following functions of an Evaluation Committee:

i. Evaluating bids and preparing the bid evaluation report;

ii. Making recommendations for award of a contract;

iii. Submitting the committee’s evaluation reports to the School Head;

### 6.1.8 Division of procurement

School leadership is responsible for dividing a procurement requirement which could be procured in a single contract, into a package consisting of several lots which may bid separately but work together as a unit, especially where it is anticipated that the award of several separate contracts may result in the best overall value for the school. However, School Heads should not divide a procurement requirement in order to avoid financial thresholds prescribed for the purposes of determining the appropriate procurement method.

#### 6.1.9 Description of the procurement subject matter

In the school bidding documents, Heads are expected to ensure that they set out clear, full and appropriately detailed description of the
procurement requirements, without referring to any particular trademark or brand name; or to any patent or design, or to any producer or service provider.

6.1.10 Participation by bidders

Except as prescribed under the Act, bidders shall be permitted to participate in the procurement proceedings without regard to nationality, provided they meet some of the following criteria for eligibility as the school considers appropriate and relevant so that:

i. they meet specified ethical standards;

ii. they have the legal capacity to enter into the procurement contract;

iii. they are not insolvent, in liquidation or under judicial management;

iv. their affairs are not being administered by a court or a judicial officer;

v. their business activities have not been suspended and they have no pending legal proceedings and;

vi. they pay all taxes, duties and rates for which they are liable in Zimbabwe, together with any contributions or payments due under the National Social Security Authority Act (Chapter 17:04).

6.1.11 Procurement methods

Subject to the PPDPA Act, the school, under its leadership shall employ the competitive advantage bidding method of procurement, except where other methods may apply. The methods are briefly explained below.

6.1.11.1 Competitive bidding method (Section 31)

The competitive bidding method of procurement entails a process in which school leaders do the following:

i. Prepare a bidding document detailing the procurement requirement;

ii. Publish the bidding document in at least one national newspaper of wide enough circulation to attract potential bidders;

iii. Permit all eligible and qualified bidders without discrimination to submit their bids;

iv. Ensure that all bids from eligible and qualified bidders are assessed/evaluated according to the same criteria; and

v. Award the contract to the lowest responsive bidder to specifications or the bidder offering the most economically advantageous bid.

6.1.11.2 Restricted bidding method (Section 32)

The restricted bidding method entails a process in which the bidders are limited to those selected or invited by the school, when the time and cost of considering a large number of bids is disproportionate to the estimated value of the procurement requirement.

i. Under the restricted bidding method, the school shall invite bids from a standing list of qualified bidders established and maintained by the school in accordance with the prescribed procedure;

ii. In all other respects, the procedures for the single stage competitive bidding method shall be employed.

6.1.11.3 Direct procurement method (Section 33)

The direct procurement method is one where a school procures its requirements from one bidder or supplier where no responsive bids have been submitted in response to a competitive bidding procedure and in cases of extreme urgency not attributable to and/or unforeseen by the school, the procurement requirement cannot be obtained in
time by means of competitive bidding procedures. For other conditions, procurement officers should refer to section 33 of the PPDPA Act CAP 22:23.

6.1.11.4 Request for quotations method (Section 34)

The request for quotations method of procurement entails a process in which the school solicits at least three competitive quotations for its procurement requirements from reputable suppliers, and the procurement requirement is below the prescribed threshold.

It is critical to note that when a method of procurement other than competitive bidding is used, the school shall include in the record of the procurement proceedings as a written justification of the decision to utilise the procurement method, including the grounds for taking that decision.

6.1.12 Standard bidding documents

For the purposes of uniformity and easy evaluation, schools should use standard bidding documents prescribed by the Procurement Regulatory Authority of Zimbabwe (PRAZ) and obtainable on their website www.praz.gov.zw

The bidding documents should be ready for distribution before the publication of the invitation to bid and shall be provided to all potential bidders that respond to the invitation to bid. A school shall not charge more for bidding documents higher than the cost of printing and distributing them, and where they are delivered by electronic means they shall be free of charge.

Bidding documents provide bidders with all the information they need in order to submit responsive bids. There is no need to explain the documents to anyone since that may be misconstrued.

6.1.12.1 Invitations to bid

The school leadership should invite bids through the publication of a bidding notice in the Government Gazette and in at least one national newspaper of wide enough circulation to reach sufficient bidders to ensure effective competition. The invitation should contain;

i. the identity and address of the school and the contact details of the person from whom further information can be obtained;

ii. a description of the procurement, including the place of delivery of goods or services, the location of any construction works and the time within which the procurement requirement is to be provided;

iii. how the bidding documents may be obtained; and

iv. the price, if any, that should be payable for them.

6.1.12.2 Bidding periods

The bidding period shall commence on the date on which the bidding document is published in the Government Gazette and shall end on the date specified in that document.

The school, through its leadership needs to afford bidders a reasonable period for the preparation and submission of their bids, which period shall not be less than;

i. twenty days, in the case of procurement by the competitive bidding method where bids are solicited from national bidders; and

ii. forty days, in the case of procurement by the competitive bidding method where bids are solicited from national and international bidders.

6.1.12.3 Clarification and modification of bidding documents

The school leadership shall respond promptly and in writing to a written request from a bidder for
clarification of any bidding document, and the response shall be communicated simultaneously to all other bidders without identifying the bidder that requested the clarification, and in a manner that does not disclose the identities of the other bidders.

The school, through its leadership may modify its bidding documents at any time before the end of the bidding period, but the modification shall be communicated simultaneously to all the bidders and, where necessary, the school shall extend the bidding period to allow bidders to alter their bids to take the modification into account.

6.1.12.4 Bid security
A school may require bidders to provide bid security in order to deter irresponsible bids and encourage bidders to fulfil the conditions of their bids. Bid security shall not exceed two (2) percent of the anticipated total tender value. Therefore all bid security should be;

i. stated in the procurement bidding documents; and

ii. imposed equally on all potential bidders.

6.1.12.5 Amendment or withdrawal of bids
A bidder may amend or withdraw his or her bid by submitting a notice of amendment or withdrawal to the school not later than the end of the bidding period.

Therefore, a hard-copy bid, shall be submitted in an envelope identifying the invitation to bid and clearly labelled, “Amendment of Bid or Proposal” or “Withdrawal of Bid or Proposal”, as the case may be. On closing of the tender, the amended bid should be considered and the original bid should be returned to the bidder unopened.

6.1.13 Opening of bids
At the end of the bidding period, or as soon as possible thereafter, the school leadership shall, at the time and place specified in the bidding documents, open all the bids they received.

The opening of bids shall be conducted in public and the school shall invite bidders or their representatives to witness it.

At the opening of bids, an employee or agent of the school shall read aloud and record the following particulars of each opened bid.

i. The name of the bidder;

ii. The total amount of the bid;

iii. Any discounts or alternatives offered by the bidder;

iv. Whether or not bid security has been given, where that is required; and

v. Any essential supporting documents.

A school shall ensure that a copy of the record is made available to any bidder that requests it.

6.1.14 Evaluation of bids
Having examined the opened bids in terms of Section 47 and obtained any necessary clarification in terms of Section 48 of the Evaluation of the Bids ACT, the school shall proceed to evaluate those bids that have not been rejected, in order to provide a fair and equal standard basis for comparing them.

The evaluated price for bids shall be determined by;

i. the bid prices, as read out when the bids were opened;

ii. the delivery time;

iii. operating costs, efficiency and compatibility of equipment that constitutes or forms part of the procurement requirement;

iv. availability of service and spare parts and related training; and

v. any other criteria that may be prescribed to a particular procurement.
6.1.15 Ensuring confidentiality of bids

The school leadership is expected to take all necessary steps to ensure that information relating to the content of bids, the examination, clarification, evaluation and comparison of bids is not disclosed to any other person who may not officially be involved in the process.

6.1.16 Special Procurement Oversight Committee

This is a committee that evaluates documents for the proposed award of a procurement contract, to ensure that;

i. all the processes, procedures and formalities required to be undertaken in terms of the Act have been substantially complied with and have not been omitted; and

ii. generally, the objectives of the Act in relation to public procurement as outlined in Section 4(1) have, to the fullest possible extent, been taken into account with reference to the proposed award.

6.1.17 Contract award

Having evaluated the bids, the school leadership awards the procurement contract to the bidder that;

i. submitted the lowest bid that meets the price and non-price criteria specified in the bidding documents; and

ii. offers the most economically advantageous tender.

Before the expiry of the period of bid validity, the school shall notify;

i. the successful bidder of the proposed award and of the time within which the contract must be signed, subject to any intervening challenge filed in accordance with Part X of the Act; and

ii. the other bidders of the name and address of the proposed successful bidder and the price of the contract. However, the contract shall not be signed until at least fourteen days have passed following the giving of that notice.

6.1.18 Procurement contract

Where possible, a procurement contract shall be based on the appropriate model contract set out or referred to in standard bidding documents developed by the Authority. Procurement of goods and services above the thresholds of $10 000.00 requires contract signing between the school and the supplier.

Securing a procurement contract involves;

i. setting out the complete names and addresses of the parties to the contract;

ii. stating the specifications of the procurement requirement;

iii. specifying the place and time of delivery or completion of the procurement requirement and any conditions relating to its delivery or completion; and

iv. documenting any other general or special conditions of contract.

6.1.19 Performance security

In certain cases, the school through its leadership may require the successful bidder to provide a performance security before signing the procurement contract, provided that such a requirement is stated in the bidding documents and the procurement contract. Upon presentation of a performance security (bond) by the winning bidder, his/her bid security should be released.

6.1.20 Information to be given to rejected bidders

The school leadership is expected upon request, to inform a bidder, promptly and in writing, of the
reason for the rejection of their bid or quotation. Where a rejected bidder requests information during the fourteen-day period referred to in Section 55(2), that period shall be extended until the information has been provided.

In responding to a request for information by a rejected bidder, the school leadership shall inform the bidder of the stage at which their application, bid or quotation was rejected and provide details of any material deviation, reservation or omission leading to the rejection.

6.1.21 Procurement records

MoPSE requires that the school leadership keeps separate records for each procurement (also known as the ‘procurement record’) which shall be marked with a reference number for easy identification.

The procurement record shall contain accurate copies of all documents and communications related to the procurement concerned.

6.1.22 Conduct of procurement officers

Every procurement officer shall, in the exercise of his or her responsibilities;

i. ensure that each decision is based on adequate information to the extent that it is available, and is made in good faith, for a proper purpose in accordance with the Act, and in the best interest of the school;

ii. ensure fair competitive access by bidders to procurement proceedings, including the award of procurement contracts;

iii. avoid any conflict of interest;

iv. act with the utmost propriety/politeness and honesty;

v. not to reveal confidential information, including bidders’ proprietary information; and

vi. abide by the code of conduct referred to in Section 71 of the regulations.

*A procurement officer who fails to behave as prescribed shall be guilty of misconduct under Part V of the Public Service Act [Chapter 16:04], where he or she is a civil servant.

The procurement officer shall be liable to disciplinary action and any other sanctions or punishment accordingly and where a contravention or breach amounts to an offence under any law, the school shall report it to the police for prosecution.

6.1.23 Conduct of bidders and contractors

Bidders and contractors are required to abide by their obligations under the Act and, where applicable, their procurement contracts. It is the school leadership’s role to facilitate the bidders’ performance of the contract.

Bidders shall not;

i. collude with each other, before or after they submit their bids, in order to deprive a school of the benefits of free and open competition.

ii. engage in dishonesty, corruption, obstruction of justice or a lack of honesty or business integrity;

iii. engage in anti-competitive practices, whether or not involving collusion;

iv. neglect or fail without good cause to carry out a material provision of a contract, with the result that the other contracting party terminated the contract and additionally, or alternatively, became entitled to liquidated damages or some other contractual remedy; and

v. offer to pay a bribe and other unethical behaviour.

The school leadership may reject the bidder’s effort to refuse to consider any bid he or she may submit if they obtain proof that the bidder engaged in acts that are contrary to the Act.
6.1.24 Challenge to procurement proceedings

The school leadership should be aware that a potential or actual bidder in procurement proceedings who claims to have suffered, or is likely to suffer loss or injury due to a breach of a duty imposed on a procuring entity by or under the Act, may challenge the school’s procurement proceedings by lodging a written notice with the procuring entity in accordance with Section 73 of the Act.

i. Where notice of the award of a contract has not yet been issued, a challenge may be lodged at any stage of the procurement proceedings up to the date on which such notice is issued.

ii. Where notice of the award of a contract has been issued, a challenge may be lodged only within the fourteen-day period referred to in Section 55(2) of the Act.

A challenge shall not be entertained unless;

- in the written notice the bidder has identified the specific act or omission alleged to constitute a breach of duty on the part of the procuring entity;
- when lodging the written notice, the bidder deposits with the procuring entity a sum of money in the prescribed amount by way of security for costs.

If the procuring entity concedes that it breached a duty as alleged in the challenge, it shall within five days,

- notify the bidder concerned and the Authority of its concession;
- take whatever steps it considers necessary, or as the Authority may direct, to rectify the breach.

6.1.25 Procurement returns

According to the Public Procurement and Disposal of Public Assets Act Chapter 22:23, schools are required to submit through their leadership, the following procurement returns using the format prescribed by the Authority;

6.1.25.1 Monthly procurement return

This return should detail all procurement activities carried out during a particular month to be submitted to Head Office, by the 3rd of the following month through the normal channel of communication.

6.1.25.2 Quarterly procurement return

A consolidation of all procurements carried out in a particular quarter to be submitted by the first week of the fourth month.

6.1.25.3 Annual procurement return

This return should also detail all procurements carried out in a financial year to be submitted to Head Office by the 3rd of January of the following year, through the normal channel of communication.

6.2 Project management and resource mobilisation

In Zimbabwe, schools have been relying more on levies and tuition fees as their only sources of income without considering a school as a potential business that could also raise funds for the development of the school. It is in this regard that the business development aspect has been introduced in the MoPSE to enable the educational entities to develop strategies that would create income-generation sources to augment already existing incomes in the development of the school.

Finances may come from business partners or projects run at the school. Thus, a school may generate funds through investing its idle resources into viable projects which could be in the short term or long term. These projects need to be managed to attain expected results.
6.2.1 Preparation of a project proposal

In order to convince the financier that a school project is viable, a project proposal is needed. A project proposal is a document that provides all the information required for project stakeholders to decide to initiate a project. Details of a project proposal are presented in the next section.

6.2.2 Contents of a project proposal

The leader’s choice of a procurement method should be guided by the following thresholds.

<table>
<thead>
<tr>
<th>Table 19: Contents of a project proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Executive Summary</strong></td>
</tr>
<tr>
<td>Very brief, approximately one paragraph should be articulated to convince the investor / decision-maker to support the project. Should summarise the parts of the project: cost, length of time it will take, and the problem it will solve. *No surprises to be found in rest of the proposal.</td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
</tr>
<tr>
<td>Give an overview of the project and how the school team is going to solve the problem.</td>
</tr>
<tr>
<td><strong>Statement of the Problem</strong></td>
</tr>
<tr>
<td>Demonstrate the school leadership’s understanding of the problem and show how they will arrest the problem. Convince the reader that this is the problem to be solved.</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
</tr>
<tr>
<td>Provide detail of how the school intends to solve the problem or how they want to address the opportunity. Try to be as quantitative as possible, for example percentage of increased sales /product.</td>
</tr>
<tr>
<td><strong>Method/ Activities</strong></td>
</tr>
<tr>
<td>Address, ‘the what to do?’ questions to solve the problem, to meet the objectives. There is need to develop about 3 alternatives from which the school will select the best alternatives.</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
</tr>
<tr>
<td>Provide the Capital and Human resources needed. Also show the management structure.</td>
</tr>
<tr>
<td><strong>Schedule</strong></td>
</tr>
<tr>
<td>A work breakdown structure and executive plan of work with timelines for implementing the project. Provide the control tools for the project team.</td>
</tr>
<tr>
<td><strong>Justification</strong></td>
</tr>
<tr>
<td>Inform the financer why this is the best solution to address the problem</td>
</tr>
<tr>
<td><strong>Budget/ Cash Flow Plan</strong></td>
</tr>
<tr>
<td>Establish a budget that reflects the real cost of the project. A cash flow statement is also needed to justify viability of the proposal.</td>
</tr>
</tbody>
</table>
6.2.3 Project management

When a project has been identified, and project proposal approved, the next step is that the project should be implemented and managed. This therefore means the next level of the project management sets in.

Project management is the practice of initiating, planning, executing, monitoring and controlling, and closing the work of a team to achieve specific goals and meet specific success criteria at the specified time. A School Head therefore, should be aware of the processes of Project Management as defined above.

6.2.4 Processes of project management

The supervisor of the projects at a school is the School Head who is supposed to know the essential processes involved in project management that direct the operations towards meeting set targets. These are as given below in the sub-sections that follow:

6.2.4.1 Project initiation

At this stage you aim to answer these questions, 'What is this project trying to achieve and why?'

It consists of those processes performed to authorise and define the scope of a new project, meaning those tasks that need to be done to deliver a project such as documenting a list of specific project goals, deliverables, features, functions, activities, deadlines, and ultimately, costs.

6.2.4.2 Project planning

The School Head needs to know that failure to plan means an automatic failure of the project. Planning helps the school to develop an understanding of how the project will be executed and how the required resources will be sourced. The School Head also needs to continually adjust the project plan to respond to new challenges and arising opportunities. There is need to record each project detail and assign tasks.

6.2.4.3 Project execution

This process accomplishes the project's requirements which involve coordinating people and resources, as well as integrating and performing the activities of the project.

Most of the work is carried out in this phase, products and deliverables are built, assembled, constructed and created. It is also here that procurement and team development take place.

6.2.4.4 Monitoring and Evaluation

This is where the performance of the project is measured and action is taken based on an analysis of the data.

The results of the executing processes are compared against the plan and where differences exist, corrective action is taken either to change the plan itself or the way in which the plan is being implemented.

6.2.4.5 Project closure

This phase represents the formal completion of the project deliverables and their transfer to the final beneficiaries - usually internal or external customers.

Also included at this phase is 'administrative closure,' which is the termination of the activities of the project team, the completion of all project documentation and a formal sign-off of any contracts.
6.2.5 Benefits of project management planning

As the school leadership works on the project, they may realise that project management is indispensable from the successful implementation of the project. The following benefits need to be noted.

Table 20: Benefits of project management planning

*These include, but may not be limited to these;*

- More work is accomplished with less people as a result, less overall cost
- Profit increases in a project management structure.
- Increases in work quality and reduces power struggles in the school.
- It identifies the project management team and stakeholders.
- It improves monitoring and control of project activities.
- It identifies existing resources and indicates additional requirements to complete the project.
- More work is accomplished with less people as a result, less cost on the overall.
- It provides requirements of funds for various phases of the project.

6.2.6 Resource mobilisation

It is important for the school leadership to be actively involved in securing new and additional resources for your organisation. There is need to make better use of, and maximize existing resources for organisational sustainability. This is called resource mobilisation. For school leadership, it is pivotal to secure financial, human and material resources to advance the mission and vision of the school. Gifts and donations received by the school in the process of resource mobilisation should be handled following the MoPSE procedures as outlined in this handbook under the administration unit.

6.2.7 Entrepreneurship in education

School leadership should develop the ability and capability to transform the school through viable projects for effective teaching and learning. The process of designing, launching and running school business projects requires innovative and creative ideas from the school leadership. This is the concept of educational entrepreneurship as encouraged by the ministry.

It is important for to be creative and introduce to the school sustainable projects that promote discovery and experiential learning amongst the learners in line with the requirements of the competence-based curriculum (CBC). These projects may include poultry, piggery, fishery or market gardening, depending on the available resources. All school projects should be done in consultation with school authorities. The management of proceeds from these projects should be guided by the Public Finance Management Act. The projects and proceeds should be carried out to support school operations as well as teaching and learning.
6.3 Corporate governance

Corporate Governance (CG) is the system by which schools are directed and managed. CG influences how the objectives of the school are set and achieved, how risk is monitored and assessed, and how performance is optimized. Effective school leaders create good governance structures that encourage the creation of value while providing accountability and control systems.

6.3.1 Purpose of corporate governance

Schools need corporate governance for some of the following reasons:

i. cultivation of a democratic and responsive system of school management, including more efficient utilisation of resources;

ii. encouraging greater participation of all stakeholders, (teachers, students, parents and school management) in the development of school policies, rules, plans, and code of conduct;

iii. maintaining greater transparency in all school activities, including increased flow of information among all stakeholders about school plans, finances, rules and regulations, and programmes;

iv. strengthening accountability among stakeholders to improve school management;

v. coordinating the various levels of formal governance. (e.g., the District Schools Inspectors, Resource Centres, or other levels of management hierarchy);

vi. opening communication among stakeholders about how to manage schools.

6.3.2 Basic aspects of school governance

6.3.2.1 Participatory organizations

School leadership need to initiate participation through:

i. Formation of the School Development Committees through an election process.

ii. Formation of Children’s Club in school through an election process.

iii. Formation of sub-committees as needed (such as a Physical Construction or a Teachers Selection Committee) through inclusive parent meetings.

6.3.2.2 Participatory planning, management and monitoring

At school level, School Heads should be seen to facilitate the following;

i. Meetings with stakeholders, local communities, resource centres, the District, Provincial and Head Office Education Directorate;

ii. Monthly meetings with School Development Committee (SDC);

iii. Preparation and annual review of academic plans, SDC action plans, and financial plans through meetings with teachers, students, parents, and the school management and finance committees;

iv. Encourage full participation of stakeholders in generating local resources for the school.

v. Participation of the School Management Committees, students, teachers, parents, and the DSI in the preparation of the School Development Plan (SDP).

vi. Democratic, consultative processes for meetings (e.g., the number of meetings, meeting agenda, fixed meeting time, and decisions on agenda items); and

vii. A declaration by all stakeholders including local political parties, and local leaders to make the school a zone of peace.
6.3.2.3 Teacher and staff management

Teacher and staff management involves:

i. Making arrangements for induction training to newly recruited teachers for their professional development by the school within its available resources;

ii. Conducting trainings in accordance with the new updated/Competence-based Curriculum;

iii. Arranging seminars-cum-workshops to foster teacher responsibility and accountability;

iv. Conducting teacher performance evaluations based on the RBM system; and

v. Providing feedback to teachers and staff for further improvement.

6.3.2.4 Resource management

School Heads are expected to manage resources through:

i. Generation of essential resources for the school from local and other sources through the active participation of stakeholders.

ii. Disclosure of information on the resources generated at the school.

iii. Management and maintenance of all assets and infrastructure such as buildings, toilets, drinking water, and furniture.

iv. Keeping updated asset registers of the school; and

v. Conducting income-generating activities.

6.3.2.5 Monitoring and Evaluation

Monitoring and evaluation include:

i. the use and maintenance of all school assets and infrastructure;

ii. monitoring learner welfare;

iii. supervising staff attendance, performance and overall curriculum implementation;

iv. influencing the effective and efficient execution of activities under the School Development Plan; and

v. guiding staff to ensure adherence to the guidelines of instrument S.I 1 of 2000 (Public Service Regulations).

6.3.2.6 Discipline and professional development

School Heads are expected to maintain discipline and promote professional development by:

i. conducting staff development on S.I 1 of 2000.

ii. applying the discipline system on errant teachers.

iii. availing and ensuring adherence to policies on continuous professional development of teachers and organizing training.

iv. making available and maintaining a suggestion box.

6.3.2.7 Correspondence and reporting

Correspondence and reporting includes:

i. keeping the Systems and Financial audits reports up-to-date;

ii. maintaining general correspondence and communications to persons and organisations for information disclosure;

iii. reporting students’ performance and attendance to parents’ inquiries;

iv. disclosing the school’s SDP at Annual General Meetings.

v. processing of information to and from District, Provincial and Head Office;

vi. notifying relevant stakeholders of school programmes;
vii. communication of SDC meeting decisions; and
viii. displaying the accountability chart/organogram.

### 6.3.2.8 Accountability

Leadership accountability roles of a School Head ensure that:

i. The School Development Committee (SDC) is accountable to the school and community.

ii. SDC members are aware of and execute their roles and responsibilities.

iii. The head and teachers are accountable to authorities, SDC, parents and the students.

iv. The head and teachers are committed to and execute their duties.

v. The School Head and teachers are disciplined.

vi. Learners are dedicated to their learning; and

vii. Learners are disciplined.

### 6.3.3 Benefits of good corporate governance

The effectiveness of the school corporate governance performance should be seen through the following possible outcomes;

i. Improvement of accountability and transparency.

ii. The school's ability to fight corruption and bad governance.

iii. Providing the school with direction that is aligned to its overall vision, strategy and goals.

iv. Enabling the school to have structured reporting systems for all its programmes and activities.

v. It improving project management capabilities through efficient use of resources as well as communication and engagement.

### Summary

This Unit explains the legal framework in public procurement, the procurement processes, procurement methods, project management, resource mobilisation, entrepreneurship and corporate governance. Throughout, the unit emphasised that is important for school leaders to follow standard and expected procurement procedures that are in line with the Public Procurement and Disposal of Assets Act Chapter 22. 23.
Introduction

Communication, whether in its written or oral form, is the basis of any business activity. Apart from facilitating the process of sharing information and knowledge, it helps people to develop relationships with others. By virtue of their posts, school leaders are public relations officers. It is imperative for them to devise sound communication strategies for the benefit of the school. The present Unit focuses on Communication and Public Relations in a school set-up. The Unit covers: effective communication and school leadership, clients’ charter, school leadership and public relations and channels of communication.

objective

By the end of this Unit, one should be able to:

- communicate effectively with different stakeholders.
- practise sound public relations with one’s internal and external publics
- use different channels of communication
- draft a client’s charter
7.1 Effective communication and school leadership

Effective communication is significant for school leadership as it enables the leadership to perform the basic functions of management that include planning, organizing, leading and controlling. The school leader’s effective communication will enable him/her to:

i. increase awareness of the school’s role through clear and coherent messages.
ii. educate stakeholders and share information on school activities to increase dialogue, participation and collaboration.
iii. engage the media to increase public awareness of key education issues so as to manage expectations and improve external perceptions.
iv. facilitate information sharing within the school to improve work and interventions.
v. reduce conflicts between internal and external stakeholders.
vi. enhance ownership of programmes for easy implementation; and
vii. attract partnership and funding opportunities for your school.

7.1.1 Benefits of effective communication

For a school leader, effective communication has the following benefits:

7.1.1.1 Team building
Effective, honest communication has the potential to bind subordinates together. If the staff are talking to each other on the job, that is a major step towards building a good team. A major basis for building teams is when subordinates at school level look forward to talking with their colleagues and are more enthused about coming to work. If they know that they can communicate freely with school leadership about their problems, and that leadership will listen, that will bind them together as a school. Good communication builds teams and increases loyalty.

7.1.1.2 Making things clear
Confusing instructions and unclear guidelines are bad for subordinates. When communicating with members of staff, leadership has to be clear about what they expect. Clarity helps to simplify the tasks that subordinates are supposed to execute. This applies to whether communication is through meetings, instructions, performance reviews or employee handbooks. If they understand the instructions or communication related to their duties and responsibilities, everything will flow smoothly.

7.1.1.3 Managing diversity in the workforce
Effective and accurate communication is even more important if the workforce is diverse. With a mix of races, nationalities, genders or faiths on the job, it is easy for people to offend each other. If ‘promotion’ and employee rules are not clear, some workers may feel they have been discriminated against.

Rules, regulations and policies that clearly spell out how the school applies rewards and penalties can clear things up. Clear guidelines telling members of staff how to treat each other helps avoid unwanted conflict.

7.1.1.4 Dealing with problems
Poor communication causes all sorts of problems. If subordinates receive conflicting instructions, the school is likely to have serious problems. Therefore, effective communication skills can resolve the problems, or better yet, prevent them from developing in the first place.

7.1.1.5 Surviving difficult situations
Leadership should always remember that when the going gets tough, subordinates get nervous. It is not advisable to duck discussions, because that may
kill the faith of the subordinates in the school. Talking honestly about the situations/conditions can strengthen their trust. School leadership should not wait until disaster strikes to start communicating.

7.1.2 Channels of communication

To get the message out to different audiences who use different communication channels, leadership should make use of a complementary mix of online and offline media. Offline media includes radio and TV spots, newspaper coverage, pamphlets and newsletters, and interpersonal exchanges. Online media include a technically sound website and intranet, social media, and electronic mailing lists. Below are some of the suggested channels of communication:

<table>
<thead>
<tr>
<th>Table 21: Offline and online media channels</th>
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</thead>
<tbody>
<tr>
<td><strong>Offline Channels</strong></td>
</tr>
<tr>
<td>i. Reports and other internal information products</td>
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<tr>
<td>ii. Electronic media (radio and television) –</td>
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<td>iii. Print media (newspapers and magazines) –</td>
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<tr>
<td>iv. newsletters, bulletins and circulars.</td>
</tr>
<tr>
<td>v. Brochures, pamphlets/leaflets, calendars.</td>
</tr>
<tr>
<td>vi. Issue briefs/fact sheets and policy papers.</td>
</tr>
<tr>
<td>vii. Reports and booklets</td>
</tr>
<tr>
<td>viii. Networking meetings, forums, seminars/symposia, workshops, briefings, tours.</td>
</tr>
<tr>
<td>ix. Public meetings using existing structures (e.g., community-level meetings, press club meetings).</td>
</tr>
<tr>
<td>x. Stall displays &amp; Information booths at exhibitions and public events to network, and distribute material and information.</td>
</tr>
<tr>
<td>xi. Outdoor - Posters, banners, billboards, bus boards, stickers, Caps, t-shirts.</td>
</tr>
<tr>
<td>xii. Mass events – Road shows, live plays, and community theatre.</td>
</tr>
<tr>
<td>xiii. Competitions.</td>
</tr>
<tr>
<td><strong>Online/Web-based Channels</strong></td>
</tr>
<tr>
<td>i. Website and intranet</td>
</tr>
<tr>
<td>ii. Email newsletter/e-mail list</td>
</tr>
<tr>
<td>iii. Social networking groups such as WhatsApp, Facebook, Twitter, YouTube and Instagram.</td>
</tr>
<tr>
<td>iv. Banner advertising and cross linking</td>
</tr>
<tr>
<td>v. SMS/texting (public information bulk messaging)</td>
</tr>
</tbody>
</table>
7.2 School leadership and public relations

One of the major roles that school leadership plays is to create favourable relations with both the internal and external public. Internal public includes Board Members and those who are employed at the school. External public involves people outside the school organisation. There is need to identify each of these groups in order to:

i. create and maintain lasting favourable relations between the school and the various publics;

ii. maintain an atmosphere of mutual understanding, belonging and respect between the school and these groups;

iii. improve security of the school;

iv. access donations; and

v. create a favourable image for the school.

7.2.1 The publics of the school

The school has internal and external publics as illustrated below

Table 22: Internal and external publics of the school

<table>
<thead>
<tr>
<th>Internal publics</th>
<th>External publics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>General public</td>
</tr>
<tr>
<td>Ancillary staff</td>
<td>Private sector including publishing houses, suppliers of goods and services</td>
</tr>
<tr>
<td>Learners</td>
<td>Sister Ministries to the MoPSE</td>
</tr>
<tr>
<td>Head Office, Provincial and District personnel</td>
<td>Parliament and Policy Makers</td>
</tr>
<tr>
<td>Responsible Authority</td>
<td>Non-Governmental Organisations</td>
</tr>
<tr>
<td>Parents and School Development Committee</td>
<td>Private Sector, including Publishing Companies</td>
</tr>
<tr>
<td>Zimbabwe School Examinations Council (ZIMSEC)</td>
<td>Media Houses</td>
</tr>
<tr>
<td>Teachers Unions and Professional Associations</td>
<td></td>
</tr>
</tbody>
</table>

7.2.2 Handling issues from the common publics

Below are some suggestions on how to deal with some of the common publics:

7.2.2.1 Members of staff

With staff members, there is need to do the following:

- Create in them a sense of belonging and pride in the school.
- Keep them well informed about activities taking place.
- Identify their strengths and weaknesses in order to assign to them appropriate responsibilities for maximum productivity.
- To be sensitive and supportive to their needs at the same time maintaining fairness.
• Be a role model.
• Respect them.
• Create team spirit among staff.
• Engender a sense of commitment to their duties/responsibilities.
• Always respect all these groups.
• Involve all members in planning and decision-making.
• Guide and counsel them when they make mistakes.
• Be approachable and have an open-door policy.
• Be professional and accessible to members of staff.
• Make sure members’ confidential issues and documents are treated well.

7.2.2.2 Learners

This is a special group of our stakeholders and school leadership needs to be sure the following things are done:

i. create a sense of belonging and pride to the school in the learners.
ii. create professional relationship with learners.
iii. be accessible, sensitive, sympathetic, loving and respectful but maintaining firmness and fairness.
iv. create programmes that are enjoyable, engaging, challenging and meaningful.
v. mete out appropriate and corrective punitive measures.
vi. call the learners by names, caring about their needs and solving their challenges.
vii. make rules that are simple, humane and respect the rights and responsibilities of the child.
viii. set realistic and attainable goals;
ix. give learners a listening ear; and
x. always communicate with them regularly.

7.2.2.3 School Development Committee and Parent Community

This group comes from diverse backgrounds and they hold different positions in society. Its diversity requires the school leader to be sensitive to their views. It includes local business people, peasant and commercial farmers, church leaders, politicians, ordinary community members and civil servants. Here are a few suggested ways for attending to them:

i. be accessible to all of them;
ii. identify and recognise their potential that benefit the school;
iii. invite and involve them in school functions;

Please note: School leaders should not compromise professional ethics in order to please stakeholders.

7.2.2.4 Responsible authority

School leaders should always strive to win the support of the responsible authority. Without their support, it is difficult to lead a school, hence the need to know that:

i. every school belongs to a responsible authority.
ii. consulting them regularly on issues affecting the school will minimize conflict
iii. it is important to involve them in planning and decision-making;
iv. understand the policies of the responsible authorities;
v. invitation of NGOs must be in consultation with District and Provincial Offices; and
vi. it is critical to invite them to school functions.
7.2.2.5 Non-Governmental Organisations (NGOs)

i. Create and maintain a positive link with NGOs so that they take an interest in the school.

ii. Show appreciation in writing to any donations made to the school.

iii. Keep proper records of donations.

iv. Be accommodative.

v. Invite them to school functions where appropriate.

7.2.2.6 Head Office, Provincial and District Personnel

Cultivate and maintain positive working relations with Head Office, Provincial and District Office personnel. They have key interest in what happens in the school. Leadership needs to enhance relations with them through:

i. keeping them informed about developments at the school;

ii. always be guided by policy;

iii. attending District and Provincial Meetings;

iv. acknowledging receipt of donations;

v. submitting accurate returns timeously; and

vi. inviting them to school functions.

7.2.2.7 Other Ministries/Departments

It is necessary for leadership to win the support of other ministries and departments. Usually, the assistance provided by these departments is free but the benefits are substantial. Some of the Departments/Ministries that school leadership may need to approach include but are not limited to the following:

i. Ministry of Health and Child Care on matters concerning hygiene, sanitation, safety and learner welfare;

ii. Agritex for advice on agricultural activities especially in relation to the implementation of the agricultural component of the curriculum;

iii. Zimbabwe Republic Police for security concerns;

iv. Social Welfare department for BEAM related issues and the needy learners.

7.2.2.8 Media relations

As a school leader, media personnel are likely to be interested in what happens at your school. Areas that are usually of interest to reporters/journalists are:

i. performance indicators in national examinations;

ii. sporting activities;

iii. occurrence of natural disasters;

iv. and other issues of human interest.

The School Head should be prepared to interact with them on local matters and information through or in consultation with District Office. Policy issues are dealt with at Head Office.

7.3 Client service charter

School leadership is expected to creatively come up with a client service charter. A client service charter is a written guiding principle that communicates the school business commitment with others.

7.3.1 Components of the clients’ charter

When writing a charter, there is need to:

i. define the purpose;

ii. scope; and

iii. standards of the school business’ commitment to client service so that both the subordinates and clients know what to expect.
7.3.1.1 State your purpose

Good customer service is something created by the school leadership; and what they make of it is their purpose. It should be stated in clear and simple terms such as, “We make it right, every call, and every time.” When crafting the charter, it is advisable to create details and stories that demonstrate the purpose. While it is probably advisable not to publish these in the actual charter, it helps the school staff to understand the purpose of the client service charter.

7.3.1.2 Define the scope

The school charter defines the full range of client interaction. School leaders communicate with clients in person. However, customers call and e-mail too. Another type of interaction is less business-related, but powerful nonetheless, and that is social media. When writing the charter, it is advisable to include how the school will respond to customer interaction, for example, on Facebook. Although the school administration might be the only ones to respond online, it is still important to communicate the intended actions with all subordinates.

7.3.1.3 Spell out standards

Standards are school commitments to doing business with each customer, including the quality and sourcing of products. The school charter should spell out how you will do business with outside partners; and the nature of the products that will be dealt with at each level. Other standards include how clients are greeted in person or on the phone, how promptly a customer’s concern is resolved, or how a request is met. Leadership should write these standards as expectations from the staff.

7.3.2 Implementation of the clients charter

When drafting the client service charter, school leadership should keep in mind how they plan to implement it.

i. Some charters are one to two pages long and are used internally, published in the employee handbook and are taught to new members during orientation.

ii. Other charters are a brief paragraph summarised on the school website to communicate directly with clients/customers.

iii. Employee training to implement the charter comes first. Once the charter is drafted, implement training before posting it onto the school website or any other public place.

iv. There is need to give staff members consistent training and feedback so that the client service charter is upheld by all at the school.

Summary

Unit Seven 7 emphasises and explains the importance of communication and public relations in the school system. Effective communication has its own benefits and it is the nerve-centre of team-building, managing an effective workforce and effective problem solving in school settings. School leadership depends on public relations, and effective communication promotes relations between the school and the outside community. The publics of the school have also been identified and explained in Unit 7. The Unit also guides school leaders on the development and implementation of the client service charter.
MANAGING LEARNER-TEACHER FRIENDLY SCHOOL ENVIRONMENT

Introduction

A rights-based child-friendly school is essential and has a number of characteristics. It is learner-centred. School Heads and their teachers are an important factor in creating an effective and inclusive school and classroom environment. Child-friendly schools aim to develop a learning environment in which children are motivated and able to learn.

By the end of the unit the leadership should be able to:
- create a positive school climate, tone and culture;
- promote an inclusive school environment;
- comply with the provisions of the school health package;
- uphold school safety and protection; and
- maintain discipline, guide and counsel learners.
8.1 School climate, tone and culture

8.1.1 School climate
School climate refers to how the school influences learners, including how they learn; how their diversity is encouraged and managed; and the relationships among administrators, teachers, parents, and students. The school climate may be described as either open or closed. School leadership should strive to provide an open climate because it is conducive to higher productivity. It can build a healthy school climate by:

i. getting involved timely in solving challenges faced by both teachers and learners;

ii. assuming a collegial stance with teachers in professional matters at the school;

iii. opening horizontal and vertical communication channels for staff, parents/guardians and learners.

8.1.2 School tone
School tone is a characteristic that indicates the standards of a school which could be described as high or low. In order for school leadership to maintain high standards in a school they should ensure that:

i. the grounds are neat; and

ii. the environment is conducive to teaching-learning.

8.1.2.1 School policies
School policies should address the following:

i. dress code of teachers and learners.

ii. values related to Unhu/Ubuntu/Vumunhu.

iii. standards for the preparation of scheme-cum plans; and adherence to master timetable.

iv. quantity and quality of written work, assessment and evaluation.

v. sporting activities, school clubs and educational tours.

vi. development of cordial relations within the school and the community.

vii. high achievement in academic, sporting, culture and rewarding excellence.

viii. communication, work commitment and child friendliness.

ix. food-handlers should have health certificates; and

x. staff meetings and school assemblies.

8.1.3 School culture
A school culture therefore refers to the school's influence on students, including teaching practices; diversity; and the relationships among administrators, teachers, parents and students. Additionally, school culture refers to the way teachers and other staff members work together, including the set of beliefs, values, and assumptions they share. The quality and character of school life is based on patterns of students’, parents’ and school personnel’s experience with the way the School Head and his lieutenants shape the norms, goals, values, interpersonal relationships, teaching and learning practices and school structures.

The school leadership can cultivate a positive school culture by ensuring that the:

i. school members work collaboratively to achieve the goals and mission of the school;

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8 Refers to the way teachers and other staff members work together and the set of beliefs, values, and assumptions they share.
ii. philosophy of Unhu/Ubuntu/Vumunhu is inculcated in teachers, members of staff and learners;

iii. school is child-friendly; and that the

iv. habits and rituals contribute to positive change;

8.2 Inclusive school

One of the principles underpinning the CBC framework is inclusivity. This entails enabling all learners with diverse learning needs, access and inclusion within an educational structure. From these views, the school leadership is required to embrace all aspects that enable a learner to access education without discrimination based on considerations such as gender, disability, race, creed and vulnerability.

School leadership is supposed to:

i. adhere to Secretary Circular Policy No. 7 of 2014 on early identification, screening, assessment and placement of learners with diverse needs using the standard instruments and the establishment Remedial classes, Special classes and Resource Units;

ii. provide appropriate learner friendly educational materials and assistive devices; and

iii. adapt infrastructure such as provision of ramps, rails, modification of Water Sanitation and Hygiene (WASH) facilities to suit learners with diverse needs;

iv. refer to the provided supplement that addresses Special Educational Needs at Infant and Junior Education Level in Literacy, Numeracy and Inclusive education manual;

v. ensure that all special examination conditions for both internal and external are adhered to (ZIMSEC Examination Handbook for Centre);

vi. consult the relevant Learner Welfare, Psychological Services and Special Needs Education department at district level for appropriate assessment and recommendation.

8.3 School health standards

The provision of the Zimbabwe School Health Programme (ZSHP) is meant to operationalise comprehensive school health education programming from infant to secondary level.

8.3.1 School health package

School leadership should be conversant with the school health package that includes;

8.3.1.1 Water Sanitation and Hygiene

Water, sanitation and hygiene (WASH) cover the;

i. provision of safe water;

ii. proper waste disposal;

iii. adequate and age appropriate ablution facilities;

iv. adequate hand-washing facilities;

v. provision of sanitary ware and incinerator should be budgeted for all the times.

8.3.1.2 Nutrition services

This is an integral part of the school-feeding programme that should incorporate nutrition and upholding optimal food hygiene and safety standards. Refer to Secretary Circular No. 5 of 2019 on Operational Guidelines for the Implementation of the Home Grown School-Feeding Programme for all infant, Junior and Secondary learners. Its provisions are as follows:

i. storage and preparation of food;

ii. provision of balanced diet;

iii. school-Feeding Programme (HGSFP) resources;
iv. hygiene at all levels; (learners, teachers, food handlers);

v. community participation and appreciation of the Home Grown; and

vi. diversified HGSFP projects to sustain the programme.

8.4 School safety standards

Safety issues refer to a healthy, physical and emotional environment for school personnel and learners. The school leadership should establish a positive supportive and safe environment to enhance learning. A safe school environment should have the following:

i. social and emotional security;

ii. safe playgrounds;

iii. drill sessions on safety issues;

iv. supervision mechanisms for learners during break times;

v. meteorological reports;

vi. environment awareness programmes;

vii. mitigation measures to reduce risk to life and property; and

viii. safe water.

8.5 Child protection issues

Handling of learner welfare issues is a concern in schools. School leadership is required to adhere to the statutes such as Children’s Act Chapter 5.06 and policy guidelines. Therefore, school leadership is expected to be aware of the following issues affecting the learners:

i. all forms of child abuse; (sexual, physical, neglect and emotional)

ii. drug and substance abuse;

iii. early pregnancies and marriages;

iv. bullying including cyber bullying;

v. child trafficking;

vi. guidance and counselling;

vii. online safety (pornographic material); and

viii. behavioural inconsistencies.

8.5.1 Management strategies for child-protection

A School Head should be sensitive and respond to issues of child-protection, particularly child abuse. The School Head can use the following strategies:

i. guidance and counselling sessions; (individual and group gender sessions);

ii. special assemblies at school;

iii. controlled school fellowship religious groups;

iv. peer education;

v. testimonies from survivors of substance abuse; and

vi. awareness by multi-sectorial linkages such as VFU, ZNFPC and Health.

8.5.2 Family dynamic issues

The school leadership should understand all the learners and their needs and respond accordingly. For example:

i. child-headed families, that is children below the age of 18 heading and supporting the family;

ii. absentee parents family, a new constituency that includes parents who live abroad/within but living in different towns or villages with less or no communication;

iii. children in the streets, that is the begging, touting, or mugging groups;

iv. neglected children, this is a vulnerable group;
v. families of low and high socio-economic status;
vi. children with disabilities; and
vii. children of parents with disabilities.

8.5.3 Child rights and responsibilities

Child rights and responsibilities are moral values that denote issues of unhu/ ubuntu and therefore, school leadership should ensure that learners uphold their rights and responsibilities for them to be responsible citizens. Some of the children’s rights include:

i. equal access to all school facilities, no discrimination on any grounds;
ii. best interest of the child;
iii. right to life;
iv. right to survival and development; and
v. respect for the view of the child.

8.5.4 Disaster and risk management

What is disaster and risk management (DRM)?

- Disaster and risk management in general refers to the strategies used by School Heads to reduce disaster and risk damages using available national and school level policies and strategies. The management of disaster must lead to a high level of prevention of any new disaster that has similar characteristics to the ones that may have happened before or damage to property or valuable possessions and loss of life. This means that school leaders need to reduce severe effects possible and existing disaster and risks through managing residual risks thereby helping to enhance levels of resilience and reducing losses.

- It can be described as a cyclic process where there are four quadrants, mainly; Preparedness for a possible disaster; Mitigation of the disaster; Relief and Normalisation after the disaster as illustrated below.

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**Figure 17: Steps or levels of the payment process**

1. Preparedness for a possible disaster
2. Mitigation of the impacts of the disaster
3. Relief
4. Normalisation after the disaster

**School Leader’s Strategies for Managing Residual Risks**
Preparedness for a possible disaster entails taking pro-active initiatives to be ready for the occurrence of any disaster. The second stage, which is mitigation involves taking measures to counter or reduce the negative effects of a disaster. The third stage involves instituting relief measures to bring back stability to the organisation and the last stage of normalisation is intended to re-activate normal initiatives and processes. These activities can be classified into two broad management categories—namely; pro-active and re-active. Pro-active are activities done before the occurrence of a disaster and re-active in response to a disaster.

School leadership should have key emergency phone numbers for disaster management units of leading mobile operators. These are 111, 114 for Netone and 112 for Econet. These Emergency phone numbers should be on public display at the school main entrance, exit points and in every classroom. Head and Deputy Head contacts are part of emergency numbers.

### 8.5.4.1 Suggested disaster preparedness strategies and activities

Schools should ensure that their physical environments and facilities are safe for effective learning and teaching to take place. Some of the migratory measures to put in place to manage and reduce disasters include:

**Signage:**
- Where staff and learners should assemble in the event of a disaster;
- Public entrance and exist for vehicles and pedestrians;
- Parking space and how to park; and
- School's map demonstrating hazard mapping.

**Specific Emergency Assembly Points (EAP)**
- Car park, play grounds, open space outside administration blocks and other key functional areas designated by the school administration.

- Danger warning signs should be displayed at all hazardous points such as electrical distribution points, chemical storage points, as well as where there is heavy and dangerous machinery and swimming pools.

**Display Key safety rules at special spaces such as:**
- School pick-up and drop-off points;
- Technical and Vocational practical subject areas;
- Sports and recreation areas (swimming pools and gym);
- Science laboratories (label all flammable and dangerous chemicals); and
- Computer laboratory.

**General school grounds and surroundings**

All school grounds should be labelled with safety rules and guidelines for safe usage. Emergency contact numbers for help from specialist service providers, instructions on how to get help, react, perform first aid and what not to do should clearly be displayed. Information brochures on how to prevent and respond to fire outbreaks; how to prevent and respond to electrical shocks, and from the Traffic and Safety Board of Zimbabwe especially information on how to prevent and respond to road accidents should also be made available to both members of staff and learners.

**School Disaster Management**

As a measure to ensure adequate preparation for risks and disasters, schools should observe the following:

- establish a School Disaster Risk Management Committee;
- develop a School Disaster Risk Management Plan;
- assess existing capacity for disaster management;
participate in disaster management activities;

engage the School Development Committee and other local stakeholders in risk preparedness, assessment, reduction, response and avoidance of the recurrence of such;

identify and train school-based Disaster Management teams; and

implement mitigatory measures and response-preparedness at school level.

Risk reduction and safety education

In order to enhance knowledge, attitudes and skills on disaster reduction in learners and the general public, school leadership should develop a culture of safety. The school leadership should put in place a school disaster management plan which should be developed by all the stakeholders. The specific DRM activities include:

i. fire drills for the whole school that are well planned and evaluated;

ii. discouraging learners from crossing flooded rivers;

iii. providing first aid kits, sand buckets, blankets;

iv. adhering to the new school infrastructure plans; examples include construction of two-door classrooms structure and

v. blowing of a whistle/bell/siren using emergency code agreed on at the school.

8.6 Managing learner discipline

To promote or inculcate discipline school leadership is expected to create conducive environments for success as follows:

i. accomplishment of set goals and objectives;

ii. promotion of unity, peace and harmony; and

iii. building an effective friendly learning environment.

8.6.1 Maintenance of discipline in a school

In order to have effective order in a school the leadership should ensure that;

i. every staff member participates in the maintenance of discipline;

ii. guidance and counselling is done effectively at all levels;

iii. there are well planned, educative, effective assemblies emphasising on Unhu/Vumunhu/Ubuntu;

iv. they hold consultation days;

v. they have minimum but robust rules for the smooth running of the school;

vi. they have set recognised channels of communication;

vii. they allocate a class teacher to every class;

viii. there is a functional prefects body; and

ix. leadership are role models.

8.7 Guidance and counselling

The school leadership should ensure that Guidance and Counselling is implemented at the school through;

i. psycho-educational support services;

ii. career guidance sessions at the school;

iii. incident reporting;

iv. observing confidentiality of clients; and

v. utilisation of the subject panel meetings and workshops at school and cluster levels.

The success of guidance and counselling sessions rest on the support, supervision and monitoring of the programme provided by all stakeholders in the school.
Summary

Unit Eight (8) discusses how school leaders should create and manage learner-teacher friendly school environments. The Unit also emphasises that the school climate, tone and culture are critical variables leaders should use for promoting effective teaching and learning processes in the schools. The aspects that necessitate the need to create learner-teacher friendly school environments are also identified in this unit, and these include the need for creating inclusive school contexts, school health contexts and safety. Child-protection, disaster risk management; learner discipline, guidance and counselling emerge as key pillars to managing learner and teacher friendly environments.
Introduction

Planning and Development play a pivotal role in the delivery of quality education at school level. Educational Planning is the application of rational and systematic analysis of threats to the school in order to understand the process of development with the aim of making education more effective and efficient when responding to the needs and goals of its learners and society. On the other hand, Education Development actions aim at enhancing teaching/learning that is key for ensuring institutional quality and supporting institutional change. It is therefore critical that school leadership be familiar with the aspects of planning and development. This involves deciding beforehand, what is to be done, when it should be done, how it is to be done and who is going to do it. As the School Head, one should understand the issues about school development. The school must improve various fronts such as infrastructure, provision of teaching and learning materials and furniture as critical aspects of development.

objective

By the end of this Unit school leadership should be able to:

- assist teachers and SDCs to craft the School Development Plan (SDP);
- follow requirements for the provision of infrastructure and maintenance of the same;
- come up with solutions to challenges through Action Research within the school;
- collect accurate Education Management Information System (EMIS) data and make timeous returns;
- meet the requirements and procedure followed on fees and levies applications.
9.1 Crafting a School Development Plan

The School Development Plan (SDP) is a strategic plan for improvement. It presents in a clear and simple way, the school priorities, the main actions the school will take to raise standards, the resources needed or committed to implement these actions, and the key outcomes and targets that are to be achieved.

At the crafting stage of the SDP, the School Head is expected to involve teachers and non-teaching staff, SDC, parents, learners, and Education partners in reference to MoPSE Policies.

The SDP should encompass short, medium and long term plans:

i. Short term plans can be referred to as operational plans and usually are detailed. They include costs/budget such as stages in construction of classrooms/teachers' houses;

ii. Long term plans are one-directional (what will be done in future, giving general guidelines) do not necessarily include costs and they do not include detail.

It is mandatory to have a school development plan before expending funds for particular projects.

9.2 School infrastructure and maintenance

9.2.1 Requirements for the provision of infrastructure and maintenance

To provide infrastructure and its maintenance school leadership need to:

i. follow guidelines on the requirements for establishment, construction and registration of schools;

ii. inform the Schools Inspector Infrastructure and Development Officer (SIDO) to monitor the construction of infrastructure projects;

iii. ensure the availability and source of funds to undertake infrastructural constructions;

iv. involve the parent community in infrastructural and maintenance developments;

v. ensure safety and accessibility of the occupants through provision of:
   - fire-fighting equipment;
   - inclusive educational facilities;
   - maintenance routines and
   - insured school infrastructure.

9.2.2 Equipping specialist rooms and sporting facilities

The leadership at school level is required to provide the necessary equipment for the different specialist rooms and sporting facilities in the school.

9.2.3 Maintenance of school infrastructure

School Heads are required to arrange for:

i. routine inspection of infrastructure, for example, constantly inspecting fire-fighting equipment;

ii. urgent repairs, for example blown-off roofs or broken windows;

iii. ensure specialists attend to damages to infrastructure such as wall cracks.

9.3 Research, innovation and development

Schools are encouraged to conduct research as it is a prerequisite for both innovation and development. It is a systematic investigation of a situation in order to establish facts and reach new
conclusions to improve the learning outcomes. It is important to identify problems within the institution and conduct research in order to solve them and enhance all the critical competences in learners. Aspects school leaders can explore may include:

- pass rates;
- learner welfare;
- school discipline;
- absenteeism;
- enrolment trends;
- fees payment trends;
- learners distance from schools;

It is important that school leaders work and motivate their staff and learners to further develop and sharpen skills in the following areas:

i. infrastructure development;
ii. communication and language development (including the teaching of new languages);
iii. personal, social and emotional development;
iv. expressive arts and design development (children given chance to express themselves and learn new things).

The School Head is expected to ensure that research, innovation and development remain a constant feature at the school.

9.4 Collection of accurate EMIS data

The School Head is expected to accurately complete the ED 46 form annually by the prescribed census date as part of Education Management Information System (EMIS). The information collected through ED 46 is essential as it is used to make future educational plans from the school up to national level.

School leaders are required to submit returns to Head Office through the normal communication channels timeously. These returns include:

i. ED 46;
ii. enrolment returns; and
iii. staffing returns.

9.5 Fees and levies application procedures

Fees and levies are key in the running of an educational institution. Without the requisite financial resources, school vision, mission, goals and objectives will not be realised. The School Head should make an application two months before beginning of the following term in which the new fees should be effected to allow for assessment and approval of the application by the relevant authority. The School Head should fulfil the requirements and follow the correct procedure when applying for fees adjustments. The requirements for fees and general levies application include:

i. application letter for the fees/levies adjustments;
ii. a budget to accompany application;
iii. original parents'/guardians’ attendance register;
iv. minutes of a meeting held with the parents;
v. voting patterns on the fees/levies;
vi. receipts and payment accounts;
vii. current fees/levies approval letter and current fees/levies paid;
viii. current debtors list if any; and
ix. audited financial statements for the previous year.
9.5.1 Procedure for special levy application

Special levies are requested when a school needs to embark on a particular project such as construction projects ending at a specific time slot. The above requirements on the general fees and levies application apply when applying for a special levy. The only difference is that special levies should not exceed the specified period of payment.

The school leadership should acquaint themselves with the appropriate educational planning processes which are pivotal for the development of a school. Heads of schools should master the dictates of this process in order to run the school efficiently. When undertaking developmental initiatives in the school it is critical to involve key stakeholders such as learners, members of staff, cooperating partners and the parent community. There is also the need to be familiar with various policy documents that give direction to whatever is done in the school.

Summary

The issues related to School planning and development are critical for quality education standards delivery. This unit explains how school leaders may strategise to craft desired School Development Plans (SDPs), and school infrastructure maintenance strategies. Research is described as a precursor to innovation and development, including effective infrastructural maintenance. Throughout this unit, the emphasis is that school leaders should follow the School Development Plan when implementing school projects and programmes.
Introduction

MoPSE’s goal is to maintain its position as a leader in education and to ensure that the country is competitive in the rapidly evolving technological global economy. The objective is to provide learners with quality and relevant education that includes the use of the most up-to-date information and communication technologies (ICTs). To meet this end, increasing the capacity for the deployment and use of ICTs in schools is one of the cornerstones of the Education Sector Strategic Plan (2016-2020) as well as the curriculum framework (2015-2022). This should be coupled with the provision of suitably trained teachers to teach the learning areas.

ICTs offer many proven benefits in education and they provide teachers with powerful new means of strengthening teaching and learning. Moreover, ICTs can help to close persistent achievement gaps and help Learners develop the knowledge and skills they will need to pursue further studies, find productive employment, create new opportunities for them and contribute to the development of the nation. Against this background school leadership should put increased emphasis on the integration of ICTs into everyday teaching and learning.

The objective is for the school leaders to:

- equip teachers with knowledge on competency-based education and how to embed core skills in their day-to-day teaching;
- ensure that regular maintenance of hardware and software is carried out for the sustainable use of ICT tools;
- provide reliable, equitable, inclusive and universal access to the e-Resources (hardware, software and all e-Learning resources) required to support e-Learning in the school for all learners;
It is important that school leadership knows and understands existing and planned national policies relating to ICTs in education. Also school leadership should be able to identify how classroom practices correspond to and support these national policies. School leadership should understand that lessons should not focus on the technology but rather the learning objectives identified in the curriculum. The following are some of the policies which School Leadership must have access to:

ii. Education Sector Strategic Plan (2016 – 2020)
iv. Postal and Telecommunications Act [chapter 12:05]
v. Interception of Communications Act [chapter 11:20]
vi. Access to Information and Protection of Privacy Act [chapter 10:27]

School leadership must ensure:

i. provision of electrical power;
ii. setting up a school internet policy on internet safety to ensure that all staff and learners follow safe procedures when using the internet; and that
iii. learners are protected from the threats that exist online.

The school leadership must ensure the following:

i. conformity to guidelines as provided in the Public Procurement and Disposal of Public Assets Act Chapter 22:23 and the Statutory Instrument SI 5 of 2018 Procurement Regulations;
ii. ensure regular maintenance of hardware and software so that they remain functional; and

iii. ensure regular software upgrades are carried out as well as ensuring that antivirus software is regularly updated.

10.4 Office applications

School leaders should demonstrate the ability to use locally available office applications that come with a computer. The main focus should and not only be limited to Ms Word, Ms Excel and Ms PowerPoint.

It is a standard requirement that school heads must ensure that every staff member is:

i. conversant with office applications;

ii. able to produce typed and electronic schemes and other reports; and

iii. capable of using presentation software.

10.5 E-mail and social media

Social media has revolutionised communication, business and even the way people interact on a day-to-day basis. The ability for School leaders to be familiar with and to use social media in schools to the advantage of executing school goals is an essential 21st century skill as its use has the potential to influence the improvement of schools. The various social media platforms that are available include WhatsApp, Facebook, Twitter, Instagram, Pinterest and LinkedIn can be used to facilitate teaching and learning

School Leaders should ensure that all teachers:

i. have an email address used for official communications;

ii. adhere to e-mail etiquette and e-safety when using social media;

iii. understand the risk of fraudulent attempts to obtain sensitive information such as usernames, passwords and credit card details by persons disguising as a trustworthy entity in an electronic communication;

iv. avoid sending sensitive information such as credit card numbers and passwords;

v. avoid opening unknown e-mails as some email attachments can contain viruses;

vi. who use second-hand computers should seek authorisation and clearance from Responsible Authority;

vii. ensure constant updating of school websites; and

viii. filter e-mail to eliminate unsolicited e-mail (also known as spam).

10.6 ICT and the physical environment

When properly used, a networked computer lab can provide an effective foundation for developing ICT skills and competences. Existing computer labs can be used for specialised learners to practise and develop their ICT skills and also as a main learning area, hence:

schools should embrace the concept of in-classroom technologies where in every classroom there should be a projector, smart board and a computer;

i. school Leaders must aim for scenarios where learner-to-computer ratio is 1:1 and also

ii. ensuring the existence of an asset register for ICT tools and software.
10.6.1 Use of mobiles in the learning process
School Leaders are encouraged to embrace mobile learning. Increased numbers of learners have access to mobile devices (Laptops and Tablets) and some even have smart phones. ICT tools should be considered as security items and safeguarded accordingly.

10.6.2 ICT to support traditional pedagogy
School Leaders are expected to encourage teachers to:

i. incorporate appropriate ICT activities into lesson plans across the whole curriculum;

ii. support learner acquisition of school subject matter knowledge and promote innovative thinking;

iii. use presentation software and digital resources to support instruction and problem solving in the classroom through:
   - understanding how ICT tools can support the recently introduced competency based curriculum (CBC);
   - identifying relevant ICT problem solving tools, not only to learning areas related to ICTs, but even to everyday life events in their lives;
   - using ICT tools to communicate ideas about pedagogical ICT integration across the curriculum.

10.7 ICT for professional development
Professional development (PD) goes beyond the term 'training'. Professional Development includes both formal and informal means of helping teachers not only to learn new skills but also develop new insights into pedagogy and their own practice, and explore new or advanced understandings of content and resources.

School Leaders should facilitate opportunities for staff to:

i. participate in online ICT-based communities of professional practice to facilitate the regular sharing of knowledge, strategies, lesson plans and other types of information on how to use ICTs effectively to improve teaching and learning and increase learner performance in all learning areas;

ii. create a professional development plan;

iii. locate and use resources that help to provide professional development opportunities;

iv. identify relevant resources for professional development; and to

v. identify and promote collaborative teacher networks.

10.8 ICT and the curriculum
ICT can be used to help everyone in the school access and interpret the curriculum as well as get support on how to implement it. The curriculum must enable educators and learners to use ICT as a tool to improve the quality of education in all learning areas at all levels in teaching and learning practices.

School Leaders should ensure:

i. ICTs support the emergence of teaching and pedagogical learner-centred approaches as well as encourage research, communication and collaborative learning;
ii. establish an array of dependable support services to ensure continuous un-interrupted use of ICTs in the school;

iii. e-Resources support teachers in their efforts to go beyond traditional drill and practice exercises, and focus on more learner-centred, inquiry-based participatory instructional strategies, such as e-textbooks, digital games, virtual reality learning environments and the development of e-Resource centres;

iv. provision of resources over networks to support learner research by helping learners locate, evaluate, synthesize and apply data and information to solve problems;

v. avail e-Resources via other forms of digital media, including, but not limited to CD, memory sticks, television, radio and smart phones among others;

vi. professional development and training programs shall be provided for teachers on the use of ICTs to improve instructional practices and support the development of higher order skills; and the

vii. capacity shall be developed and maintained at all levels and in all areas to ensure the effective and efficient deployment and usage of ICTs for teaching-learning and in all functional operations.

10.9 The use of ICT to support assessment

There are various tools—simple and or sophisticated that can be used for assessment. Assessment should include diagnostic, formative and summative forms of assessment. School leaders must ensure that an effective assessment tool encompasses the following:

i. that assessment is embedded into teaching and learning as an essential component;

ii. that learners recognize and apply the standards they are aiming for from the start;

iii. that learners are encouraged to self-assess or to be self-reflective;

iv. that assessment provides feedback which leads to learners recognizing their next steps and how to execute them; and

v. that assessment is underpinned by confidence that every pupil can improve;

vi. that it involves both teacher and learners reviewing and reflecting on assessment data.

All schools must have an appropriate set of digitally-based assessment tools, including, but not limited to tools to support: classroom-based learner assessments, national learner assessments, monitoring and evaluation and comparison of school results.

10.10 Schools Management Information System (SMIS)

E-resources include tools for assessing learner progress, monitoring and evaluating school and system performance and conducting the wide range of daily administrative, management, planning and policy analysis functions that keep the system running. These can include the development of school management and learner management systems (SMS and LMS), Education Management Information Systems (EMIS), human resource development and payroll systems and financial planning systems. For effective and efficient management of Information Systems it is essential to constantly update these.

It is encouraged that school leaders adopt computerised school management information systems for use with the following:
i. learner enrolment;
ii. classroom allocation;
iii. school timetable; and
iv. school finance management.

This is important because school leaders must ensure that a wide variety of professional development and training programmes are provided for staff at all levels in specific functional areas, including, but not limited to programmes in:

a. policy analysis and planning,
b. monitoring and evaluation,
c. learner assessments,
d. data and information management,
e. human resource management and financial management.

**Summary**

In this final Unit, we discuss Information and Communication technology as a theme that should run throughout all school activities. School leaders who are not ICT literate may be viewed as impediments to national development since the unit emphasises the use of Information Communication Technology in school leadership, management, teaching and learning. There is need for continuous professional development related to ICT in education. ICT has become a cross-cutting theme for all the operational activities in the school system.

**General Conclusion**

Educational practice, regardless of which aspect people look at, whether regarding instruction, management of learning, curriculum implementation or supervision of staff, has under it, the school leadership assumptions that influence what is acceptable quality of education. Leadership determines the achievement of school goals, learning outcomes and instructional outputs in the school system. It is educational leadership that goes over and beyond educational management to influence what happens in a school. In Zimbabwe, school leadership should strive to create a positive improvement in educational processes and policies in those areas that are viewed as areas of concern. Development in education is premised on effective leadership. Leaders influence educational development through planning, monitoring and evaluating programmes and processes to ensure efficiency and effectiveness. Indeed effective educational leadership makes a difference in improving the desired teaching and learning outcomes.

Quality school leadership is seen through innovativeness and is always striving to introduce novel initiatives that enhance creative organisational productivity. Timely planning is a recipe for high quality school leadership because it allows the setting of directions, charting a clear course that all human resources in the school understands. Effective school leadership is involved in establishing high standards and using data to track progress and performance. Effective school leadership develops people and provides teachers and others in the system with the necessary support, and training to succeed.
However, while school leadership is important, it may not work in isolation. Placed in isolation, leadership may not be a sufficient condition for successful schools. Evidence reveals that instructional leadership has been shown to be important for promoting improved academic outcomes for learners. Educational management and leadership complement each other in the way they affect and motivate the human resources or teams to achieve the intended objectives in education. A combination of both strategies can be beneficial in ensuring school success. Effective leadership operates directly to promote learner outcomes by supporting and enhancing conditions for teaching and learning through direct improvements on teachers and their work.

School leaders, have a key role to play in setting direction and creating a positive school culture including the proactive school mind set, supporting and enhancing staff motivation and commitment that is needed to foster school improvement and promote success in schools especially those located in challenging circumstances. In short, school leaders establish educational goals and indeed they set new directions in education. They should be viewed as visionaries and think-tanks who stay in the frontline to spearhead the team efforts by motivating their subordinates to reach new levels.

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