

Analyzing the Components of the Pre-requisite Courses PGDEM, PGDELM for prospective Deputy Rectors, Principals, Rectors and school Administrators : such as governance, curriculum design development , leadership, management, conflict management, teacher monitoring and evaluation : A study around Curepipe, Pheonix and Ebene Regions

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ABSTRACT: *The paper analyses the components of the Pre-requisite Courses Post Graduate Diploma in Education Management and Post Graduate Diploma in Educational Leadership and Management , for prospective Deputy Rectors , Principals, Rectors and school Administrators. Important components include Governance, curriculum, leadership, management, conflict management, teacher monitoring and research. Skills are important but for any position, certain Academic Qualifications are required.*

KEYWORDS: *Education, PGDEM, PGDELM, deputy rector, rector, principals, administrators.*

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I. INTRODUCTION

Governance in Education

Good governance in education systems promotes effective delivery of education services. Good governance includes appropriate standards, incentives, information, and accountability, which induce high performance from public providers which in turn, raises the level of education outputs and can contribute to improved outcomes.¹⁰

Good governance is the set of responsibilities and procedures exercised¹ by an institution or government to provide strategic direction to ensure educational objectives are achieved through effective and efficient use of resources, accountability, and participation of people in decisionmaking. Good governance in education is concerned with how a school system composes policies, produce funds and expend funds, teacher preparation for teaching, scheming curricula and administration of school population². This means school governance is responsible for school effectiveness, quality, and accountability. Education means more than mere academic literacy. It is the development of that complex of knowledge, skills, attitude, and value by which people may improve their lots and sustain their nation. Educational management is the process of utilizing available resources in such a way to

promote efficiently and effectively in the development of human qualities³. Educational management refers to the managerial process through which efforts of people in the educational system are coordinated, organized, controlled, directed and supervised towards the accomplishment and realization of educational goals and objectives⁴. Good governance is a major factor in improving the quality of education. It is common knowledge

that all those who have a stake in the educational system know too well the crises facing the present-day formal education. These issues include political instability in the country since its independence, shortage of funds, facilities such as classrooms, equipment teaching materials, and the likes, brain drain, youth population expansion, the rising cost of education, inadequate information, the politicization of education, shortage of education personnel, students unrest, and examination malpractice among others. Poor governance gives rise to many of the problems in the educational system of developing countries. Good governance in this study is the availability of resource, accountability, as well as participatory decision-making. Accountability is a fundamental requirement of a good governance. It is process of expecting each member of an organization to answer to someone for doing specific tasks according to specific plans. Accountability in education is the movement geared toward ascertaining the extent of the goals and objectives of education. Accountability demands sound management of decision, policies, constant supervision and monitoring of education system. It also requires adequate record keeping, periodic evaluation of performance as well as feedback to stakeholders in the organization⁵. Participatory decision-making is a situation whereby all men and women have a voice in

decisionmaking, either directly or through an intermediate institution that represents their opinion. Participatory decision-making also refers to the way of involving people through using institutions that serve as a channel of articulating their interests in the decision-making process regardless of gender, religion, ethnic group and the likes⁶. Another form of participatory decisionmaking in school is the Parent Teachers Association which decides on issues relevant to a class of students and the whole school. Some of these issues are related to the school code of conduct, use of materials, curriculum, adaptation, and student performance among others. Several studies have been carried out in the area of good governance and education. Yusuf and Afolabi ⁷conducted an investigation on the effective management of tertiary education in Nigeria as a panacea to good governance and national security. Muhammad, Muhammad, Farooq, Farhan and Shazia ⁸ conducted a content analysis of education and good governance in public schools of Pakistan. Amanchukwu⁹ carried out the challenges of quality education and good governance in a developing economy.

Curriculum Development and design

The Curriculum Development (CD) process encompasses the design and development of integrated plans for learning, the design of implementation of the plans, and of the evaluation of the plans, their implementation and the outcomes of the learning experience¹¹. The term curriculum has been derived from a Latin word 'Currere' which means a 'race course' or a runway on which one runs to reach a goal. Accordingly, a curriculum is the instructional and the educative programme by following which the pupils achieve their goals, ideals and aspirations of life. It is curriculum through which the general aims of a school education receive concrete expression. A curriculum is a "plan or program of all experiences which the learner encounters under the direction of a school"¹¹. According to Gatawa¹², it is "the totality of the experiences of children for which schools are responsible". All this is in agreement with Sergiovanni and Starrat¹³, who argue that curriculum is "that which a student is supposed to encounter, study, practice and master what the student learns". For others such as Beach and Reinhartz¹⁴, a curriculum outlines a "prescribed series of courses to take". Curriculum is that which the pupil is taught. It involves more than the act of learning and quiet study. It involves occupations, productions, achievement, exercise and activity.

Curriculum Objectives ¹¹:

a) Creative and flexible approaches to learning and teaching b) Offering an innovative curriculum developed with the aspirations and interests of the student at the centre c) Making effective use of ICT and new technologies to motivate and inspire students d) Nurturing close partnerships with local and international organisations, giving students a wide range of opportunities to experience the world of work e) Providing opportunities for students to extend their learning outside of the formal curriculum. Curriculum design is a process of critical questioning to frame learning and teaching. The main purpose of the process is to translate broad statements of intent into specific plans and actions. The intention is to ensure, as far as possible, alignment between the three states of curriculum: the planned curriculum, the delivered curriculum and the experienced curriculum.

Phases of the curriculum development process: (i) Planning, (ii) Content and Methods, (iii) Implementation, and (iv) Evaluation and Reporting

PHASE I: PLANNING. The planning phase lays the foundation for all of the curriculum development steps. The steps in this phase include: (1) Identify Issue/Problem/Need (2) Form Curriculum Development Team (3) Conduct Needs Assessment and Analysis

PHASE II: CONTENT AND METHODS. Phase II determines intended outcomes (what learners will be able to do after participation in curriculum activities), the content (what will be taught), and the methods (how it will be taught). Steps include: (4) State Intended Outcomes (5) Select Content (6) Design Experiential Methods

PHASE III: IMPLEMENTATION. This implies (7) Produce Curriculum Product (8) Test and Revise Curriculum (9) Recruit and Train Facilitators (10) Implement Curriculum

PHASE IV: EVALUATION AND REPORTING. This phase includes (11) Design Evaluation Strategies (12) Reporting and Securing Resources

Leadership and management

Leithwood *et al*¹⁶ make the important point that, in practice, principals in their day-to-day work are rarely aware of whether they are leading or managing; they are simply carrying out their work on behalf of the school and its learners. However, the nature of that work should reflect the school context and, in particular, its needs at any one time. Leithwood *et al*¹⁶ defined Managerial leadership assumes that the focus of leaders ought to be on functions, tasks and behaviours and that if these functions are carried out competently the work of others in the organisation will be facilitated. Most approaches to managerial leadership also assume that the behaviour of organisational members is largely rational. Authority and influence are allocated to formal positions in proportion to the status of those positions in the organisational hierarchy. Caldwell ¹⁷ argues that

managers and leaders of self-managing schools must be able to develop and implement a cyclical process involving seven managerial functions: • goal setting; • needs identification; • priority-setting; • planning; • budgeting; • implementing; and • evaluating. It is significant to note that this type of leadership does not include the concept of vision, which is central to most leadership models. Managerial leadership is focused on managing existing activities successfully rather than visioning a better future for the school. This approach is very suitable for school leaders working in centralised systems as it prioritises the efficient implementation of external imperatives, notably those prescribed by higher levels within the bureaucratic hierarchy.

Various types of management and leadership models Bush¹⁸

Management model	Leadership model
Formal	Managerial
Collegial	Participative
Political	Transformational
Subjective	Interpersonal
Am biguity	Transactional
Cultural	Post-modern
	Contingency
	Moral
	Instructional

Managerial leadership has certain advantages, notably for bureaucratic systems, but there are difficulties in applying it too enthusiastically to schools and colleges because of the professional role of teachers. If principals and educators do not ‘own’ innovations but are simply required to implement externally imposed changes, they are likely to do so without enthusiasm, leading to possible failure¹⁸.

Conflict management in schools¹⁹

Schools take a variety of approaches to teaching students conflict management skills. The most effective approach is when all students, staff, teachers administrators and parents are provided an opportunity to learn and to practice conflict management skills; and are given the option of resolving disputes through mediation. Three approaches are described below.

Mediation Approach

Mediation programs provide students and adults with an opportunity to non-violently resolve their disputes. A mediator creates a safe environment in which the disputing parties can effectively listen to each other, identify underlying problems, brainstorm various alternatives and decide the best way to handle their dispute. The cooperative atmosphere developed in mediations often helps disputing parties reach a mutually acceptable agreement. A mediator does not have the power to impose a decision.

Classroom Approach

The classroom approach gives all students an opportunity to learn and practice conflict management concepts and skills. This approach is used to increase personal problem solving skills, to improve teachers' classroom management skills, and to improve school climate.

Comprehensive Approach

Experience has shown that the most effective way to get young people to use non-violent methods for resolving conflicts is to teach them conflict management concepts and skills; to provide opportunities for them to practice the new skills; and to have adults model effective use of conflict management skills. To achieve this goal, schools adopt a plan which implements both the Mediation and Classroom approaches and offer conflict management knowledge and skills to all students, school personnel and parents.

Monitoring and evaluation of teacher performance in the classroom²⁰

The Monitoring and evaluation of the teachers during an hour lesson, is one of the most important works of the inspector and the school principal as well. The principal, rector (monitor) of the school, by observing the classes and analyzes he often appreciates, knows what is happening in his school²⁰. If the observations are infrequent, or after the end of the observing process they are not followed with adequate analyzes, then they will have no value, because they have been formally made. The monitor should correctly recognize the performance of each teacher. In order to achieve this, there must be developed a systematic monitoring and evaluation of the class and the work of teachers. Not only that, but as far as the observer observes classes, the more he recognizes high school students. The monitor, must possibly recognize all students, in order to recognize their individual features of mental work, inclinations, desires and abilities. This can only be achieved through a systematic observation of teaching process as a whole.

The observation in the classroom ²⁰

The classroom observation is a basic strategy for the professional development of teachers. From this observation the monitor should give full conclusions as to the performance of each teacher and the conclusions must be drawn in order to connect with his individual improvement. The experience of many countries has shown that these observations should relate to the overall development program of teachers within the school. Some of the key aspects of the survey are: Observation planning, Preparing for observation, Observation process, Analysis and feedback after observation. The activities that could be observed during the monitoring of the classes. In order to have more accurate results of the teaching process, the monitor can observe a variety of activities, and for this reason the position of the observer must be very interactive, so he would be able to see the face of the students and not only their verbal responses, but also the non verbal ones. The expressions, comments, and student activities will provide valuable ideas on teacher-student relationships and the class nature of the activity²¹.

II. CONCLUSION

The paper covers only some of the modules of the pre-requisite courses PGDEM, PGDELM for principals, deputy rector, rectors and school administrators. There are also several other modules such as Information technology in school management, managing curriculum, innovation change and conflict, issues in educational leadership and research work.

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