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Leadership Programme for Colleges of Education Training Workshop – February 2016

WELCOME

Housekeeping and ground rules

- Time keeping

- Mobile phones switched off or on silence

- Confidentiality

- Fire safety and meeting points

- Facilities (dining and toilets)

Units – Module Overview

Setting New Directions

Leading Institutional Strengthening (Systems Leadership)

Leading Institutional Strengthening (Operations Leadership)

Leading Curriculum, Training and Learning

Leading and Managing Change

Strategic Leadership

Leading Institutional Strengthening (Systems Leadership)

Introduction

What is systems leadership?

Systems Leadership in this context refers to the **deliberate steps** that Colleges of Education leadership takes to build a shared vision, establish effective management systems including gender responsiveness and leading college improvement planning.

What are these deliberate steps?

Systems Leadership Components

What do we expect to learn from this unit?

- Work with staff, students and other stakeholders to revise the vision for the college

- Develop policies that comply with legal, regulatory, ethical and social requirements

- Develop a systematic approach to managing a college priority, for example promoting gender equity across all aspects of the college's work

- Demonstrate understanding of gender responsive management practices

- Justify the need to prepare college budget which is gender responsive (GRB)

- Assess factors that impact on institutional performance using PESTLE *(Political, Economic, Social, Technological, Environmental and Legal)* framework

- Review and strengthen College Improvement Plans.

Workshop Outline

DAY 1	• BUILDING A SHARED VISION
Day 2	• LEADING EFFECTIVE MANAGEMENT SYSTEMS
Day 3	• GENDER RESPONSIVE MANAGEMENT
Day 4	• COLLEGE IMPROVEMENT PLANNING

DAY 1 — BUILDING A SHARED VISION

The key learning for today is:

- explain the need to have a shared vision
- develop a shared vision for your college through a collaborative approach
- communicate effectively your vision
- identify key activities for implementation towards the achievement of your vision

Mission and Vision Statements

Activity:
Difference between Mission and Vision

In your College groups, carefully take a look at your College Mission and Vision Statements in Appendix A on pages 49, 50.

- What are the key features of each statement?
- Can you identify any differences in the two statements?
- List these differences.
- Can you use the key features identified to define a Vision?
- What about a Mission?

Share with the whole group

Vision and Mission Statements

- Your College's vision, may be regarded as a 'pictorial' representation of what the college ultimately wants to achieve in terms of **the bigger picture**, is embodied in the **college culture**; the quality of its training and learning, and the quality of its leadership and management

- Your vision statement is what you **hope your college to become**. It may be what you are **already doing** as leader or what you **intend to do in future** in order to enable your college to perform its mandate as a tertiary institution

- The **visions statement** provides the direction and **detects the values** of your college; what you want your college to be known for, that distinguishes your college from others.

- A **mission statement** describes what the College <u>does</u> **now** or the **purpose** for which the College was established.

Questions to think about in establishing your Vision and Mission

- What is the main purpose of the College?

- What are the College's values?

- What are the main benefits that the College provides?

- Who are the College's main clients (stakeholders)?

- What are the College's responsibilities for these clients?

- How is the College serving its clients?

- Why does the College exist?

- What does the College do at the moment to achieve its vision?

Vision Statement
An Example

The Ghana Ministry of Education's Vision is:

'To provide relevant education to all Ghanaians at all levels to enable them to acquire skills that will assist them to develop their potential in order to be productive, promotion of technology culture at all levels of society to facilitate poverty reduction and to promote socio-economic growth and national development'.

Mission Statement
An Example

The Ghana Ministry of Education's Mission statement is:

'To formulate and implement policies that would ensure quality and accessible education to all Ghanaians with requisite skills to achieve human development, good health, poverty reduction, national integration and international recognition'

Values and Beliefs

- Values are also beliefs.

- However, with values, we associate some rightness or wrongness to them.

  - For example, 'I believe that the sun will rise tomorrow' is simply a belief. - There is no rightness or wrongness about it.

- But a statement like 'I believe in honesty' is a value since we can associate some rightness or wrongness to it.

Examples of Values

- Commitment to quality

- Respect for teacher trainees

- Commitment to College improvement

- Honesty and Integrity

- Commitment to safety and security

- Accountability

Activity:
College Values

- In mixed College groups and using the Case Study description of Hebam College (see page 15, Activity 4) and playing the role of Mr. Mensah, respond to the following:

- As a new principal, what values would you want to develop in Hebam College to help improve its performance?

- Discuss your strategy to introduce these values, given the resistance to change exhibited by many members of staff.

- What does your college value? What are the implications of this discussion for your own colleges?

Why 'Vision'?

Statements for Reflection

- *All successful persons are dreamers. They imagine what their future could be, and then work every day toward their distant vision – Brian Tracy*

- *The soul never thinks without a picture - Aristotle*

- *If you don't know where you are going, you probably aren't going to get there -* Yogi Berra

- *To the person who does not know where he wants to go there is no favorable wind - Seneca*

Vision – Some reminders

- A vision is a specific future destination

- A vision expresses the preferred future

- A vision addresses what I wish to accomplish

- A vision provides parameters for long-term action

Typically, a vision is specific enough to provide real guidance to people, yet vague enough to encourage initiative and to remain relevant under a variety of conditions - Kotter

Why Vision?

- It describes where the College is headed and the anticipated results.

- It describes the niche that is served.

- It guides the implementation of the College programmes.

- It clarifies expectations of the College community.

...can you add some more?

Activity
Hebam College Case Study (Pages 11 & 12)

In mixed college groups of 4 members per group;

- Read the case study on pages 11 & 12 of the handbook.

- Discuss the issues that face Hebam College

- Carry out the other activities including the role play.

Share with the whole group

Paired Discussion:
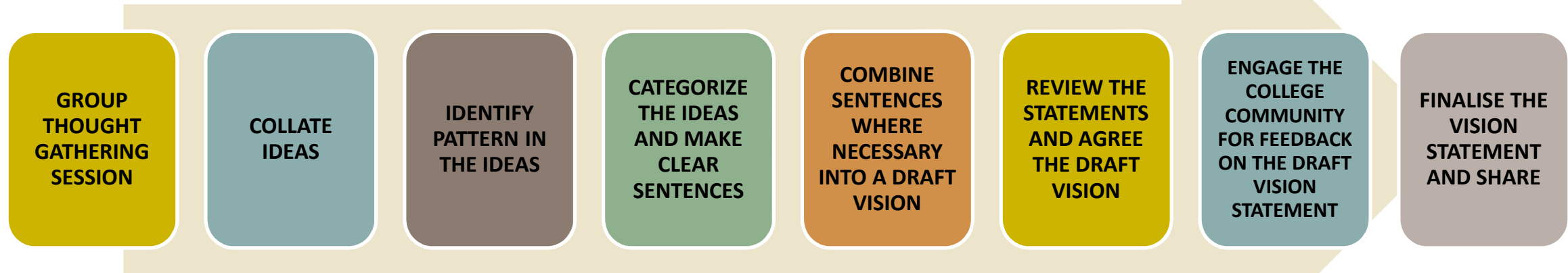## Developing Your College's Vision and Mission Statement

Work in pairs from the same College.

Discuss and decide how you would respond to each of these statements:
- A College should teach…
- A good College is one that…
- A successful student is able to…
- An effective classroom is one in which…
- A good College head is one who…
- An effective College staff is one that…
- A quality instructional programme includes…

Developing and Communicating the Vision

Developing and Communicating the Vision

GROUP THOUGHT GATHERING SESSION

COLLATE IDEAS

IDENTIFY PATTERN IN THE IDEAS

CATEGORIZE THE IDEAS AND MAKE CLEAR SENTENCES

COMBINE SENTENCES WHERE NECESSARY INTO A DRAFT VISION

REVIEW THE STATEMENTS AND AGREE THE DRAFT VISION

ENGAGE THE COLLEGE COMMUNITY FOR FEEDBACK ON THE DRAFT VISION STATEMENT

FINALISE THE VISION STATEMENT AND SHARE

T-TEL
Transforming Teacher Education and Learning

UKaid
from the British people

The Power of a Shared Vision

- Watch Spartacus film

- What is the story about?

- What lessons can we draw from it?

A shared vision is not an idea. It is not even an important idea such as freedom. It is, rather, a force in people's hearts, a force of impressive power. It may be inspired by an idea, but once it goes further – if it is compelling enough to acquire the support of more than one person – then it is no longer an abstraction. It is palpable. People begin to see it as if it exists. Few, if any, forces in human affairs are as powerful as a shared vision.– Senge, 2006

Activity (see page 18):
Communicating your College Vision

In your College group:

- Think of ways of effectively communicating your vision.

- List the ways you have identified.

- Present and discuss these in plenary

From Vision to Action

Vision without action is a dream. Action without vision is simply passing the time. Action with Vision is making a positive difference - *Joel Barker*

- Revisit your College Improvement Plans

- Do they align with the College vision?

- Are there areas that need revision?

- What practical steps are you going to put in place to ensure that you achieve your vision?

Vision and Improvement Planning

In your college groups, prioritise FIVE important things you need to do to make your college vision a reality. Make these VERY PRACTICAL.

Expectations	What are the challenges or issues?	Practical Actions

LEADING EFFECTIVE MANAGEMENT SYSTEMS

The key learning for today is:

- recapping of day 1 activities to identify learning that has taken place
- identifying the role of policies in enhancing effective management systems in Colleges of Education
- examining the rationale for set of management policies that colleges are to formulate
- how to use the policy formulation cycle and templates to formulate policies

Leading Effective Systems Management

Introduction

Understanding Policy:

- Policy development is a core function of systems leadership of the Colleges of Education and an integral part of institutional strengthening.

- To ensure successful educational provision and delivery, the education sector, like other organisations, has systems - a set of ideas and principles - which guide the conduct of their operations.

- Institutional policies shape the systems and define working relationships and work outcomes.

Paired Discussion: What is Policy?

Paired Discussion: Usage of the term Policy

- Individually list 5 instances and/or contexts in which the word *policy* is used.

- Write down these examples.

- Pair up and discuss these examples, noting the meaning of policy.

Policy and Policy Perspectives

Policy may be looked at from three different perspectives. These perspectives are:

- The Traditional problem-solving conception of policy
- The process conception of policy
- Eclectic perspective (which is a combination of the first two perspectives).

This Unit will concentrate on the Traditional Problem-solving definition.

Traditional Problem-Solving Conception

Sees Policy as:

- a set of principles or rules guiding decisions to achieve set objectives

- a guiding document indicating policy decisions reached by policy makers

- policy implementers or actors follow in solving a problem

- a purposive course of action adopted for dealing with a problem or issues of concern by a person, a group of persons, or government institution(s)

Activity:
Benefits of Policy

Why Are College Policies Required?

In your mixed College groups decide:

- Why are policies needed for your Colleges?

- What benefits will your Colleges gain from having good policies in place?

- Do you agree with the statement that, "It is more important to have few policies which are clear and are implemented or many policies which cover every eventuality but are often not implemented"?

Benefits of Policy to Colleges of Education

- Serve as good evidence of proactive or forward-thinking management.

- Provide guide for effective decision-making.

- Create confidence and reduce bias in decision-making.

- Increase efficiency and effectiveness in operations.

- Provide instruction on how to undertake tasks.

Benefits of Policies to Colleges of Education (*continued*)

- Provide general and specific guidance towards implementing strategies

- Provide mechanisms to control the behaviour of staff and students

- Protect staff and students from acting in a manner that might endanger their own safety and that of others,

- Help to build and strengthen institutional culture within the College

Types of policies
and their Classifications

This Unit classifies policies:

- based on the purposes to which they are put
- in terms of education provision and delivery.

Classification of Policy by Purpose

There are 3 types as follows:

- Distributive policies

- Redistributive policies

- Regulatory policies

In your college groups, please discuss what you think each of these 3 types of policy mean.

Classification of Policy by Purpose *continued*

Distributive policies: deal with allocation of resources "across board" to benefit the entire group or community.

Redistributive policies: make deliberate efforts to shift allocation of resources among broad classes or groups of the population where there seem to be some groups or individuals disadvantaged by circumstances.

Regulatory policies: set standards of behaviour and direct actions in a given situation and attempt to impose some restriction or limitation on the behaviour or activities of individuals or groups.

Classification of Policy by Education Provision

There are 4 types as follows:

- Curricular policies

- Methodological policies

- Distributive policies

- Resource-allocation policies

In your college groups, please discuss what you think each of these 3 types of policy mean.

Classification of Policy by Education Provision (*continued*)

There are 4 types as follows:

- **Curricular policies**: guide the selection of content or curriculum of instruction and deal useful and desirable skills, values and knowledge.

- **Methodological policies**: set guidelines for providing the selected contents of the curriculum and related pedagogies.

- **Distributive policies**: determine the potential recipients of any educative effort

- **Resource-allocation policies**: deal with effective allocation of resources to educational institutions for effective education provision and delivery

Activity:
Identifying Policies (see page 22)

Identifying Policies for Hebam College:

Get into your mixed College groups of 4 members.

Using the Case Study and the Vision and Values you developed for the college:

- Identify the policies that you believe Hebam College needs to put in place to (i) prepare for tertiary status; (ii) become more efficient and effective.

- With each policy, determine what sort of policy it is (using the typology in the text above).

- Take the two policies that you believe are the most urgent and outline what should be in these policies.

- Discuss your answers in plenary with the other groups.

Policy formulation process

In your college groups, please discuss the process you have followed or will follow in developing a policy for your college.

Policy Formulation Process

- Steps an organisation, agency or institution follows in dealing with perceived issues of concern.

- Two main types, as far as education is concerned.

  1. the simple or rational model and

 2. the complex or irrational models of policy formulation.

Simple/Rational Model

- Under this model, policy formulation moves logically through a series of clearly marked stages:

  1. the problem identification,

  2. policy options generation,

  3. selection of appropriate policy option,

  4. implementing the selected policy option,

  5. evaluating the effects of the policy change, and

  6. the subsequent policy cycle(s).

Policy Formulation Diagram
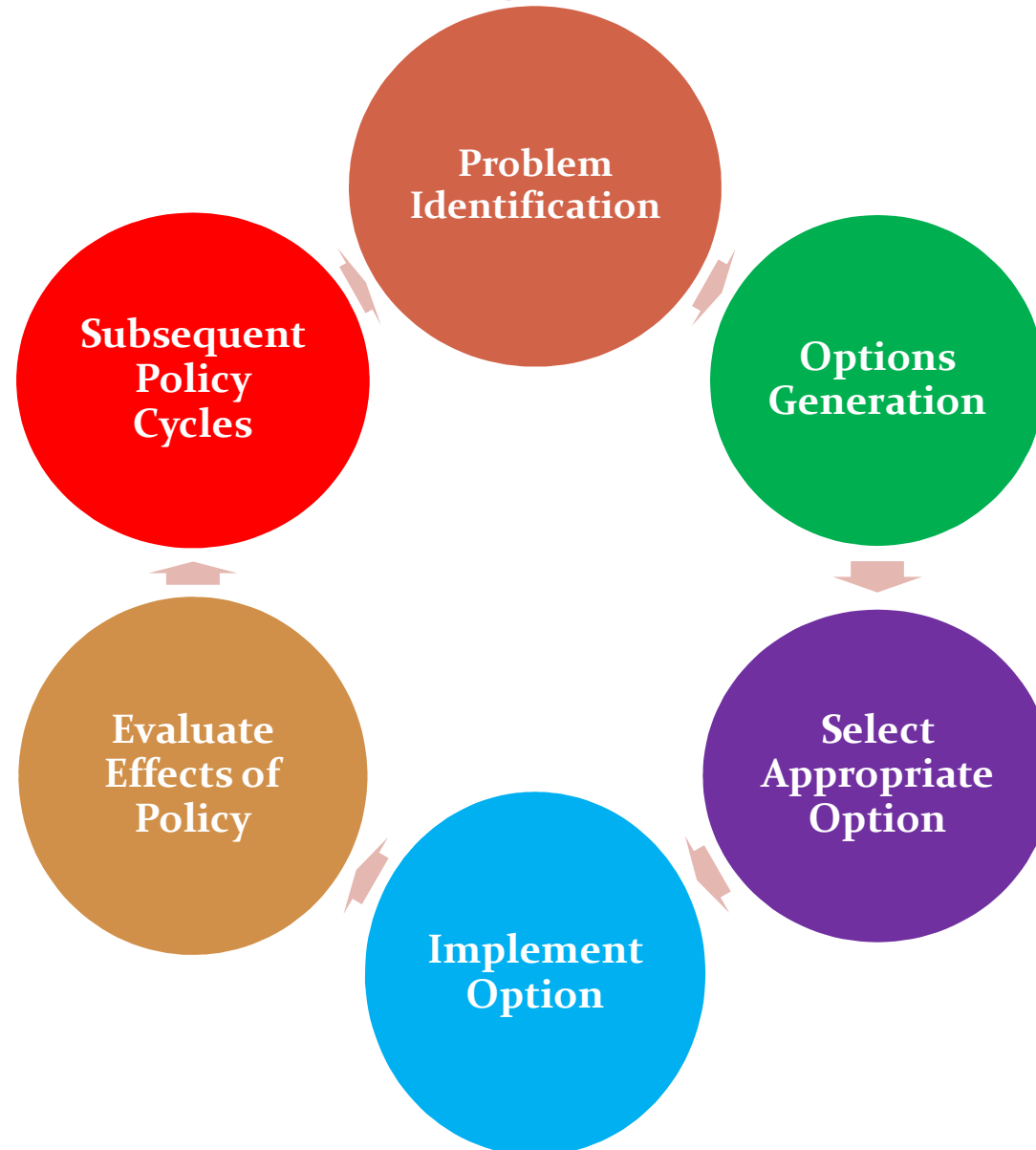
Features of a good policy

A good policy needs to have the following features:

- reflects the objectives of the organisation.

- linked to organisational direction.

- aims at addressing issues necessitating its development.

- flexible enough to allowing changes and modification

- written in clear and simple language

- expectations and outcomes are stated in clear and measurable terms

- due process observed in development

- distinct from rules and procedures

- enforceable

- clear accountability regimes established

Activity:
Policy Development Challenges (see page 25, Activity 11)

Challenges and constraints to policy development

In your CoE group:

- List as many challenges and constraints to the development of policy in your CoE as you can.

- List the challenges and constraints related to the implementation of policy in your CoE.

- Pair with another CoE group and compare your lists. Justify any differences found.

- Now read the list of constraints below and see if there are any you missed.

Challenges of developing and implementing educational policies

The following are few of these challenges:

- Limited understanding of policy actors about the dynamism of policy processes.
- Apparent dissonance between the assumptions and perceptions of change agents and people on whom change initiatives impact.
- Lack of involvement of stakeholders in the processes of policy- making and implementation.
- Difficulties associated with stakeholder consultations.
- Difficulty of building stakeholder consensus, commitment and support
- Resistance to change.

Activity:
Being a Tertiary Institution (see page 26, Activity 12)

In your CoE group:

- What new policies do you need to develop for your College to be an effective tertiary institution?

- What existing policies do you need to change or revise to be an effective tertiary institution?

- Are there any policies that the College has that could be consolidated with another policy?

Developing College policies and procedures

The section focuses on:

- policy areas

- policy rationales

- structure of policy documents

- general approach to developing policies and procedures for your College.

Policy Areas (see Appendix G)

Areas in which College may develop policies include:

- Gender and Inclusion

- Financial Management

- Health and Safety

- Teaching and Learning

- Assessment

- Quality Assurance

- Admissions

Policy Areas (*continued*)

Other areas for policy formulation may include:

- Appointments and Promotions

- Staff Training and Development

- Staff and Students Discipline

- Conflict Management

- Sexual Harassment

- Acceptable use – ICT and Library

- Research

- Estate Development

Examples of rationales for 3 policy areas

- **Gender Policy:** Rationale

  To ensure equal opportunities, inclusiveness, and equitable distribution of resources.

- **Admission Policy:** Rationale

  To set the entry requirements to ensure that the right calibre of students are admitted into the Colleges. It also ensures equal opportunity for both males and females.

- **Conflict Management Policy:** Rationale

  To create a conducive environment that supports the smooth running of the Colleges, including the climate for teaching and learning.

Activity:
Policy Areas and their Rationales (see page 26)

1. In your College groups, identify five policy areas (from the list of areas identified, and excluding the examples used) in which you may want to develop policies.

2. Write and discuss the rationales for the policy areas you have chosen.

3. Present your work to the entire group

The key learning for today is:

- recap of day 2 activities to identify learning that has taken place

- identify elements of policy document

- apply the principles of policy development

- demonstrate understanding of gender responsive management practices

- use the gender scorecard to identify and promote gender equity across all aspects of the college

- demonstrate awareness and understanding of gender responsive budgeting principles

Structure of a Policy Document

Activity

- In your college group, take a policy document of your choice and identify elements (headings/features) therein.

- Have a discussion with your college group and list these elements.

- Share your answer with the other groups in a plenary.

Structure of a Policy Document *(continued)*

A policy document must have sections for the following elements (refer to Exemplar in Appendix I, p. 69):

1. Heading of the policy

2. Purpose of the policy

3. Scope and application

4. Policy statement

5. Supporting procedures

6. Responsibility for implementation

7. Responsibility for Monitoring, Implementation and Compliance

8. Status

Structure of a Policy Document *continued*

9. Key stakeholders
10. Approval body
11. Initiating body
12. Definition of terms
13. Related legislation
14. Related policy and other documents
15. Effective date
16. Review Date
17. Keywords:
18. Owner/Sponsor:
19. Author
20. Further information

General Approach to CoE Policy Formulation

- Policy formulation has been seen as a dynamic process.

- Hence, a number of important principles need to be borne in mind during policy development.

- As College Leaders, you are to ensure the following:

  - Involve all stakeholders in the development of College policies.

  - Be receptive to varied ideas from all stakeholders

General Approach to CoE Policy Formulation *continued*

- State college policy objectives to reflect the vision and mission of the College.

- Document college policies in simple and straightforward language.

- Organise meetings to discuss and find solutions to policy issues and problems identified.

- Establish key controls for managing policies against timelines and quality standards

- Design accountability systems to provide feedback to stakeholders regarding success of policy initiatives embarked upon.

Activity:
Case Study of Sexual Harassment

In your College group, discuss the Case on Sexual Harassment (refer to page 28, Activity 14) and answer the following questions:

1. Do you think that this is a case of sexual harassment? Why do you think so?

2. Does the College have responsibility and/or liability in relation to this case?

3. What should the Supervisor do now?

4. Suppose this had happened in your College, design a policy to address the situation.

Gender Responsive Management

Introduction

Gender responsive management involves:

- Creating an environment that reflects understanding of the realities of women's lives as compared to men and

- Creating situations that promote gender equality and equity especially removing all forms of discrimination against women and the marginalised

Why Gender Responsive Management?

- Male dominance over the creation of knowledge

- Gap between female and male in education

- Perpetuation of systems of male dominance in tertiary education

- Depiction of few women in pictures and examples on professionals in society

Activity:
Gender Responsive Management (see page 31)

Respond to the following about your college:

- How many women and men are there in the following positions: College Council chair, heads of departments and student leaders?

- Is the College Principal a man or a woman?

- Is the SRC President a woman or a man?

- How many male students and how many female students are in your college?

- How many female tutors and how many male tutors?

Discuss the gender equality implications of this situation.

Towards Gender Equality Targets

UN Sustainable Development Goal (SDG) framework for gender equality (*Goal Targets*)

- **Goal *Target* 4.3**: ensure equal access for all women and men to affordable and quality technical, vocational, and tertiary education including university by 2030

- **Goal *Target* 4.5**: eliminate gender disparities in education and ensure equal access to all levels of education

- **Goal *Target* 5.5**: ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making

Towards Gender Equality Goals

Gender equality is an issue of concern because of:

- Differences between the roles of women and men

- Systemic inequality between women and men in society

- Inequalities limiting the progress of society

Activity:
Gender Equality

Refer to the occupation list in Appendix B (pp.51, 52) individually and answer the following questions:

- How many jobs on the list are for women?
- How many jobs on the list are for men?
- How many jobs on the list are for both?
- Give reasons for your attribution of the jobs

Now in your paired groups:

- See if your partner agrees with your list. Why do you think you agree/do not agree?
- Discuss your conclusion in plenary

Gender Sensitive Leadership

- Developing gender sensitive vision, objectives and tasks

- Organising work and work schedules that suit both women and men in the college

- Co-ordinating and motivating staff and teacher trainees, especially women to accept leadership responsibilities

- Guiding the college in monitoring, control and taking remedial action

- Evaluating performance and giving impartial feedback

Gender Responsive College

- Clear policy that recognizes the need for incorporating gender concerns in all the institutional policies, guidelines and procedures

- Gender and inclusion considered in all aspects of the college operations

- Gender awareness and an institutional culture that is gender responsive

- Practicing gender responsive budgeting (GRB)

Institutional Framework for Gender
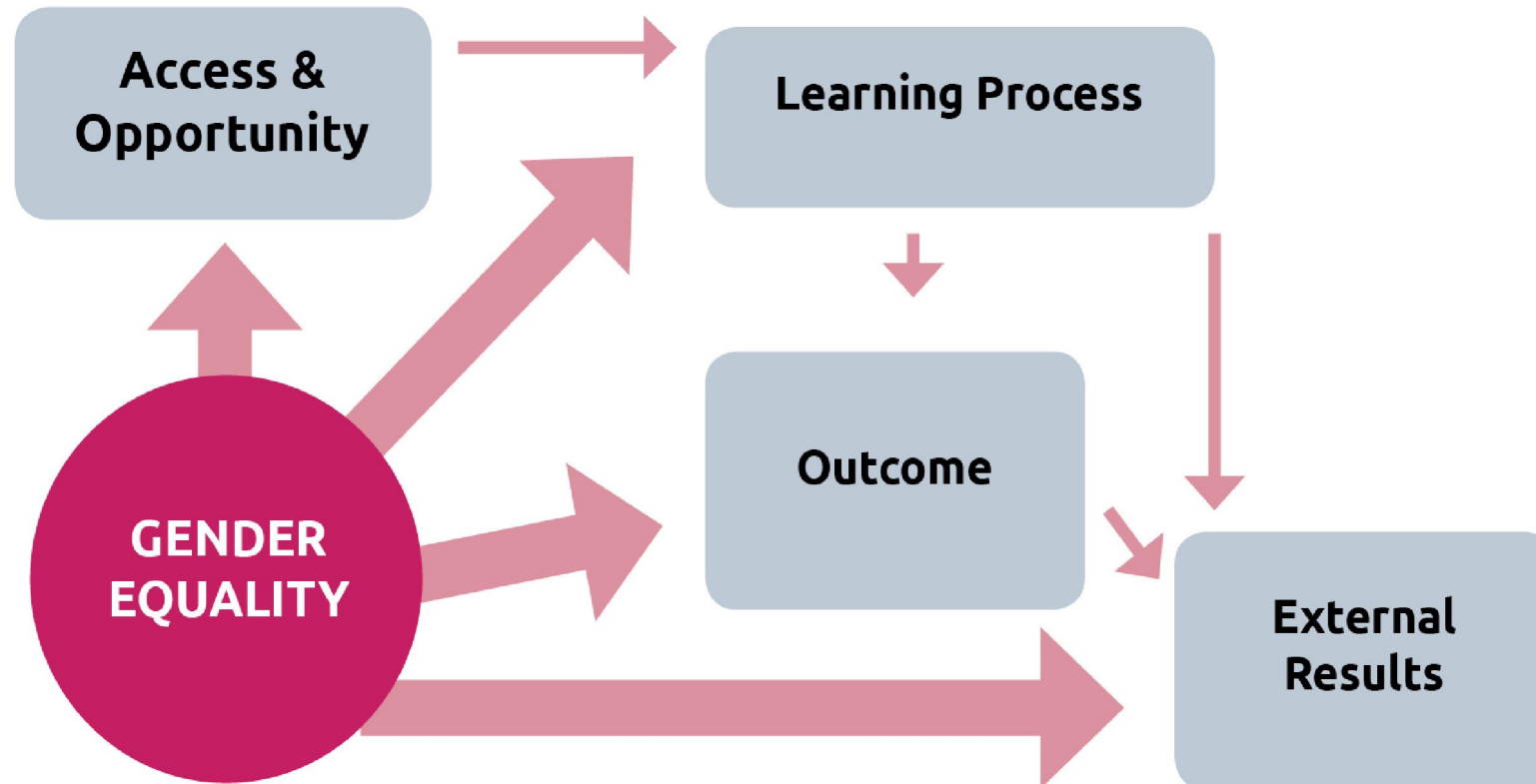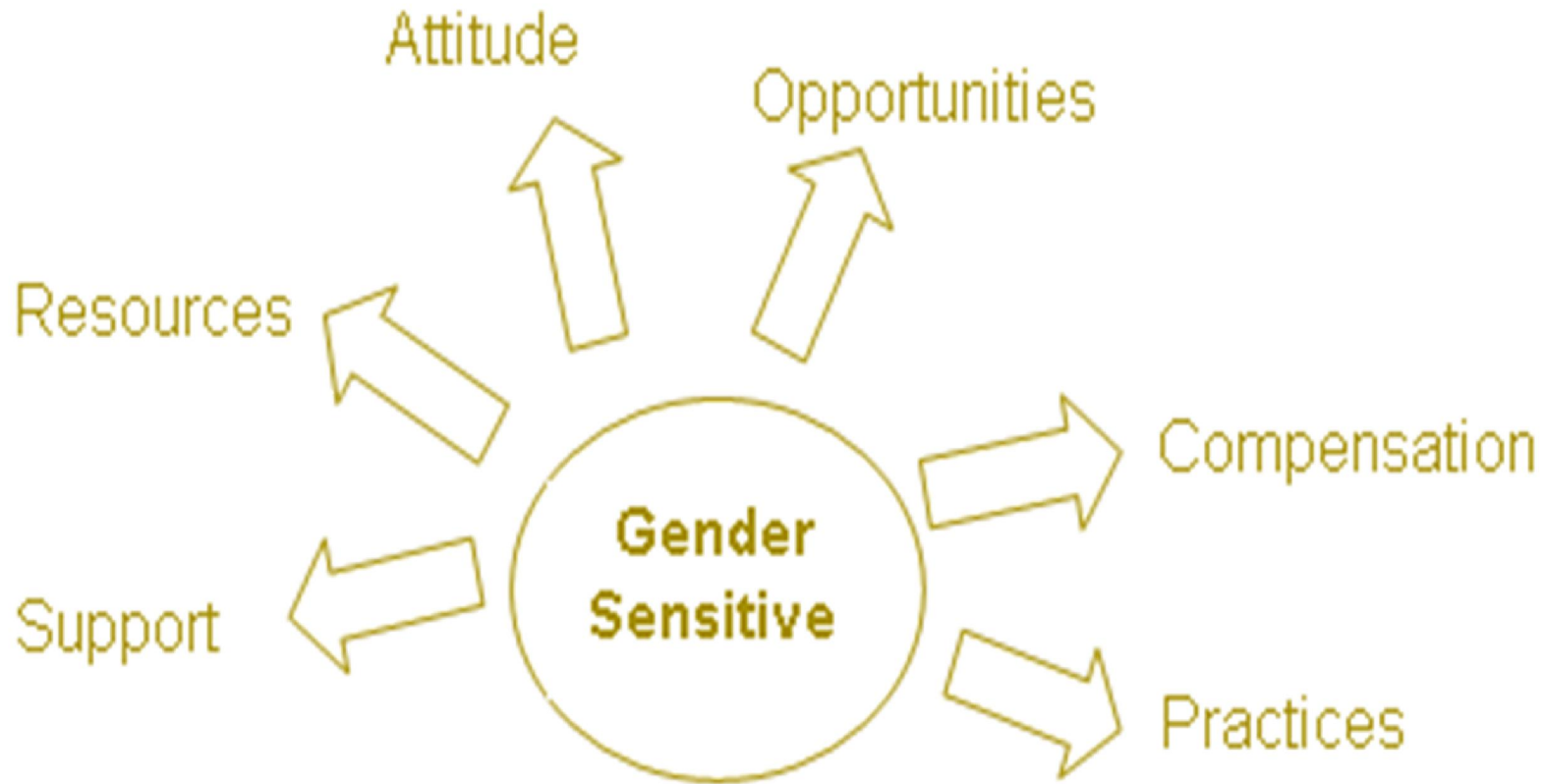
Activity:
Hebam College Scenario

In your College groups, discuss the following (from the Hebam College scenario, refer to page 36):

- Do you believe that the women are justified in their position? Why?

- Are the male tutors justified in their argument that the female tutors are not pulling their weight?

- How would you resolve this issue if you were Mr. Mensah? What process would you put in place? What outcome would you seek?

- Is this a gender issue? Justify your response.

- Role Play the scenario (15 mins):

Lessons Learnt from the Scenario

Activity:
Gender Equality Practice

- Individually, think of any one formal law, regulation or procedure in your college that compensates and/or provides opportunities for women in college activities

- Pair and discuss how this law, etc:

  o compensates the disadvantage age against women

  o provides opportunities for women

- Share your response with the larger group.

Gender Policy

Should focus on:

- An inclusive approach to foster equality

- Addressing the unique challenges of staff and students from disadvantaged environments

- Closing key gender gaps and empowering women

- Shared Agency responsibility

- Harnessing science, technology, and innovation to reduce gender gaps and empower women

Gender Analysis Scorecard

Tool for creating:

- Gender awareness and sensitisation amongst all members of the CoE

- Gender responsive practices in classrooms and college

- Classroom strategies to challenge traditional gender roles and norms

- Equal access to CoE resources for all students

- Teaching practice that is gender-responsive

- Gender responsive staff procedures

Gender Analysis Scorecard *continued*

- Sexual harassment policy developed and implemented

- CoE policies developed or amended to address gender issues

- Gender analysis of CoE data

- Gender planning

- Gender budgeting

Sexual Harassment Policy (see exemplar at p. 69)

Should cover the following areas :

- Hostile environment

- Quid Pro Quo (transactional) harassment

- Retaliatory harassment

Gender Responsive Budgeting

COLLEGE IMPROVEMENT PLANNING

The key learning for today is:

- recapping of day 3 activities to identify learning that has taken place

- examining the Improvement Plans and make changes to reflect new learning

- using policy exemplar to help formulate a draft improvement planning policy, gender responsive management policy and quality assurance policy.

- reflection on the unit

Revisiting your College Improvement Plan

Introduction

College Self-assessment and Improvement Planning is a participative process of college institutional diagnosis and strengthening. Your college's vision, mission and values inform your self-assessment and drive your improvement.

The first action for you as the college leader in strengthening your institution is to ensure that the vision, the mission and values for your college are closely aligned as the basis for your self-assessment and SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis (using PESTEL – Political, Economic, Social, Technological, Environmental and Legal framework) and improvement planning through a collaborative approach.

Quality Indicators for College Improvement Planning

- Leadership and Management

- Quality of Training and Learning

- Assessment

- Student Engagement

- Monitoring and Evaluation

- College Environment and Infrastructure

- Partnership and Cooperation

Vision, Mission and Improvement Planning

- Re-visitation of your college's improvement plan, starts with re-examining the vision, the mission and values of your colleges.

- Watch the following video:

  https://www.youtube.com/watch?v=f4k2OT9EFxs

- What lessons have you learnt from this video?

- What role does your college's vision play in shaping the improvement plan of your college?

The Improvement Planning Circle

1 Conduct College Self Assessment

2. Establish Priorities for Improvement

3. Identify 'smart' Objectives

4. Identify targets and success criteria for each objective

5. Identify persons responsible for Implementing the plan

6. Implement activities and monitor outcomes

7. Review & report outcomes

Key Questions when revisiting your CIP

- Where are we now?

- Where do we want to be?, and

- How are we going to get there?

Answering these questions require that you the college leader revisit the vision, mission and values of your college and ensure that they are aligned and clearly articulated.

Checklist when revisiting your CIP

It requires that you review your existing plan to ensure that your objectives and priorities statements are of high level and clearly aligned with:

- the success indicators;

- the key improvement targets;

- the key activities for implementation; and

- the progress monitoring time frame

Activity: Revisiting your CIP

Based on what you have learnt in this unit, in your college groups, review your college improvement plan to ensure it is robust enough and captures key improvement priorities of the college.

Check that the plan is in line with your vision, mission and values.

Reflection on the Unit

As a result of the learning that has taken place in this unit, it is time to reflect and take stock.

- Being a reflective practitioner is a good practice in capacity building and improvement practice that every college leader should embrace.

- Professional reflection is an important characteristic of professional learning.

- Reflection enables you to look back on what you have learnt in this unit, consider where you are now and identify actions for the future.

- Asking the right questions of what has been learnt and how this knowledge will be used to make difference to your current practice; bring about improvement and strengthen key systems in your college are essential.

Use the table on page… of your handbook to support you in your reflection on the next steps.

THANK YOU