

# A GUIDE FOR HEAD TEACHERS IN BALOCHISTAN

## EMPOWERING EDUCATIONAL LEADERS



Provincial Institute for Teacher Education (PITE), Balochistan  
Continuous Professional Development (CPD) Programme

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## **Preamble**

Education, as enshrined in the constitution of Pakistan, is not merely a right but also a fundamental cornerstone of societal progress. In the distinctive context of Balochistan, characterized by its rich cultural tapestry and myriad challenges, the significance of education is amplified. It serves as the catalyst for social transformation, empowering individuals and communities to thrive amidst adversities and chart a path towards prosperity.

Provincial Institute for Teacher Education (PITE) Balochistan has been entrusted with the mandate to nurture this transformative potential by focusing on the professional development of teachers and head teachers. Through rigorous training programmes and collaborative initiatives, educators are equipped with the knowledge, skills and resources necessary to navigate the complexities of modern education. Collaboration with esteemed partners like UNICEF further bolsters our endeavours. Together, we work to ensure that every educator remains abreast of emerging trends and best practices in the field through the Continuous Professional Development (CPD) Programme.

The Eight-day Head Teacher Training on Educational Leadership and Management, organized by the Provincial Institute for Teacher Education (PITE) Balochistan in collaboration with UNICEF under the CPD Programme, signifies a significant milestone in our collective journey towards educational excellence. The training manual/ module, meticulously designed for this programme, encompasses four main units: Educational Leadership, Academic Management, Administrative Management and Financial Management. These topics are carefully selected to address the multifaceted responsibilities of head teachers, empowering them to lead their schools towards excellence.

As participants embark on this transformative journey, we anticipate not only enhanced competencies but also a renewed sense of purpose and commitment to their schools and communities. Envisioning the positive changes that await our schools, including the nurturing of vibrant learning environments, the cultivation of empowered teachers and the holistic development of our students, we extend our warmest wishes for a fruitful and impactful training experience. Together, let us embrace this noble calling and strive to make a lasting impact on generations to come.

***Shamsullah Kiral***

**Director**

Provincial Institute for Teacher Education (PITE) Balochistan





Participants will:

- Understand the foundational concepts of educational leadership.
- Define the roles and responsibilities of educational leaders within an institution.
- Explore different leadership styles and their applications in educational settings.
- Develop essential communication skills for fostering collaboration and productivity.
- Recognize the importance of mental health and learn strategies to support it in educational leadership roles.
- Integrate mindfulness practices to enhance self-awareness and decision-making in leadership.
- Foster growth mindsets to promote continuous improvement and innovation in education.
- Explore strategies and best practices for addressing and preventing gender-based violence within educational institutions.
- Learn how to craft compelling a vision statement and a mission statement that aligns with the values and goals of your educational institution.

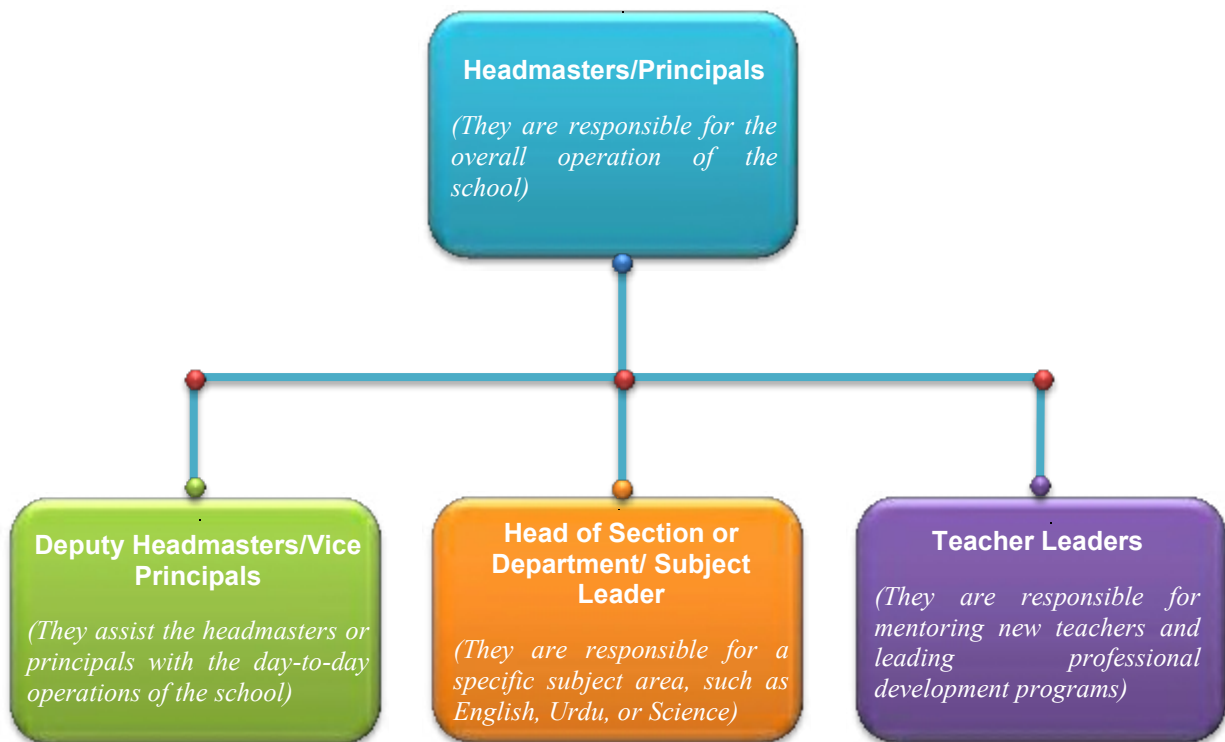
## INTRODUCTION TO EDUCATIONAL LEADERSHIP

*—Educational leadership is about more than just managing a school. It is about creating a school that is a community of learners, where everyone is working together to achieve common goals.‖*

- Arne Duncan

Educational leadership is often connected with formal organizational positions in schools, colleges, and universities. Many educational leadership professionals work as headmasters, principals, vice principals, academic deans, and chancellors. They manage schools and institutions to inspire and guide students, teachers, and communities towards a brighter future.

### Formal Educational Leaders



Formal educational leaders usually play an important role in school leadership. They establish the school's vision and goals, create an inclusive learning environment, and make sure that all students have equal opportunities to succeed. Besides the formal educational leaders, there are also informal educational leaders, such as teachers, staff members, students, or parents. They provide support to formal educational leaders and advocate for change to set positive examples. Formal and informal educational leaders are both important for school leadership to ensure that the overall operation of the school is run smoothly.

### SELF-REFLECTION

- What are my strengths as a leader?
- What are my weaknesses as a leader?
- What are my goals for my leadership?

## THE ROLE OF THE EDUCATIONAL LEADER

—A good head teacher is a servant leader who puts the needs of their students and staff first.‡

- Sir Michael Wilshaw



The specific roles and responsibilities of educational leaders depend on the context, but all educational leaders play a vital role in ensuring the success of their educational institutions. Here are some key roles:

- Educational leaders establish a clear vision for the school. This vision creates a shared sense of purpose about the future and guides decision-making processes.
- Educational leaders develop and implement strategic plans to reach the school's goals. This involves allocating resources, setting priorities, and making decisions.
- Educational leaders create an inclusive school culture where all students feel safe, respected, and supported to succeed.
- Educational leaders support the professional growth of teachers and staff to stay up-to-date on the latest teaching practices and become more effective leaders.
- Educational leaders supervise the financial management of the school and administer resources effectively to ensure that the school is financially sound.
- Educational leaders build positive relationships with parents, families, and community members to ensure that all students have the support they need to succeed.

- Educational leaders demonstrate ethical behavior, integrity, and professionalism to create a positive culture in the school.
- Educational leaders develop qualities to handle challenges and become more resilient to overcome the challenges from adversity and keep moving forward.

#### **SELF-REFLECTION**



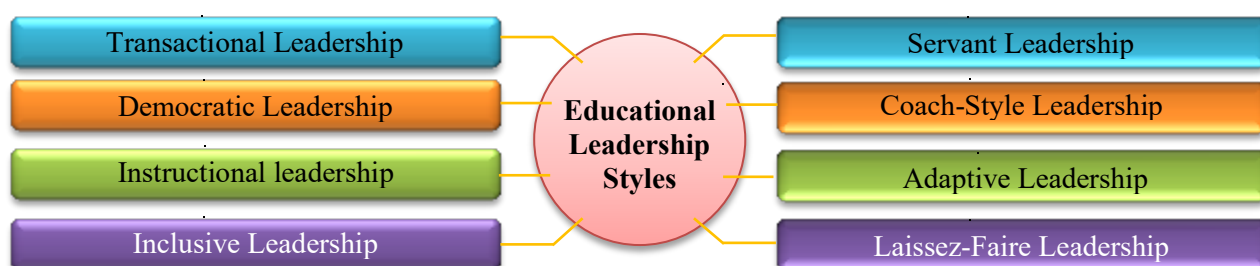
• *How can I create a more positive and productive learning environment?* • *How can I support my staff and students to reach their full potential?* • *How can I contribute to the improvement of my school community?*

## EDUCATIONAL LEADERSHIP STYLES

*—Effective head teachers provide a clear vision and sense of direction for the school. They prioritize. They focus the attention of staff on what is important and do not let them get diverted and sidetracked with initiatives that will have little impact on the work of the students.‖*

- Successful School Leadership

Educational leadership styles are very important because they can help leaders create a productive learning environment and a sense of community among students. The right leadership style can inspire teachers and staff to work towards the school's vision and goals close together. There are many different educational leadership styles, and the best style for a particular situation will vary depending on the context. The following are some of the most common educational leadership styles:



### □□□ Transactional Leadership:

Transactional Leaders focus on the day-to-day operations to achieve their full potential. They emphasize performance and accountability to improve student achievement and create a more positive school culture.

*“I believe that transactional leadership can be an effective way to motivate students and teachers to achieve goals. By setting clear expectations and providing rewards for meeting those expectations, I can help to create a positive and productive learning environment. However, I also believe that it is important to use transactional leadership in a balanced way. I don't want to create a system where students and teachers are only motivated by rewards and punishments. I also want to create a culture of trust and respect, where people feel valued and supported.”*

- Musfira Sarian, Headmistress

### □□□ Servant Leadership:

Servant Leaders prioritize the needs of others first and serve as a facilitator rather than a boss. They aim to support and empower others and construct a more collaborative school environment.

*“I believe that servant leadership is the best way to lead a school. When I serve my students, teachers, and staff, they are more likely to serve each other and the school community. This creates a positive and productive learning environment where everyone feels valued and respected.”*

- Usman Khan, Headmaster

### □□□ Democratic Leadership:

Democratic Leaders seek input and consensus from their team members before making decisions. They emphasize inclusive and participatory school culture.

*“I believe that democratic leadership is the best way to lead a school. When I involve my students, teachers, and staff in decision-making, they are more likely to be committed to the decisions that are made. This creates a positive and productive learning environment where everyone feels like they have a voice.”*

- Fatima Khan, Headmistress

### □□□ Coach-Style Leadership:

Coach-Style Leaders focus on enhancing the skills, knowledge, and abilities of their team members through continuous mentoring, guidance, and feedback to help them succeed.

*“I believe that coach-style leadership is a great way to lead a school. It is a style of leadership that focuses on helping people to learn and grow. It is also about creating a positive and supportive environment where people feel comfortable taking risks and trying new things.”*

- Ubaidullah, Headmaster

### □□□ Instructional leadership:

Instructional leaders focus on the improvement of teaching and learning within schools and educational institutions. They emphasize the importance of establishing clear educational goals and evaluating teachers and teaching to promote better outcomes for students.

*“I believe that instructional leadership is the most important role of a school leader. It is the responsibility of the head teacher to ensure that all students have access to high-quality instruction. This means providing teachers with the resources and support they need, as well as creating a school environment that is conducive to learning.”*

- Muhammad Qaseem, Headmaster

### □□□ Adaptive Leadership:

Adaptive Leaders embrace change and navigate complex challenges. They emphasize both technical challenges and adaptive challenges. Technical challenges are those that can be solved with existing knowledge and resources while adaptive challenges require people to change their beliefs, values, and behaviors.

*“I believe that adaptive leadership is the best way to lead a school in today's ever-changing world. It is a style of leadership that focuses on helping people to adapt to change and to work together to solve problems.”*

- Shaista Zahoor, Headmistress

### ☐☐☐ Inclusive Leadership:

Inclusive leaders promote diversity, equity, and inclusion within their schools and institutions. They emphasize creating an environment where everyone feels safe to share their ideas.

*“I believe that inclusive leadership is the best way to lead a school. It is a style of leadership that focuses on creating a school community where every student feels welcome, valued, and respected, regardless of their background, identity, or beliefs.”*

- Abbas Ahmed, Headmaster

### ☐☐☐ Laissez-Faire Leadership:

Laissez-faire leaders provide freedom to teachers and staff to make decisions and manage their work independently. They focus on autonomy and believe that people are more motivated when they are free to make their own decisions.

*“I believe that students learn best when they are given the freedom to make their own decisions. I provide them with the resources and support they need, but I don't micromanage them. I think this approach helps them to develop their own problem-solving skills and to become more independent learners.”*

- Arifa Baloch, Headmistress

### SELF-REFLECTION

- What leadership style do I currently employ in my role as a head teacher?
- How does my leadership style impact the school's culture and climate?
- Am I adaptable in my leadership approach when facing different situations?
- What steps can I take to further develop my educational leadership style?

## EFFECTIVE COMMUNICATION SKILLS FOR EDUCATIONAL LEADERS

*—To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others.‡*

- Tony Robbins, author, speaker, coach



Effective communication plays an important role in gaining trust, aligning efforts in the pursuit of goals, and inspiring positive change. It builds relationships, resolves conflicts, and achieves common goals. Insufficient communication can cause relationships to suffer and create barriers that hinder and prevent progress. Here are eight communication skills every leader needs to be more effective in his/her role.

### ☐☐☐ **Communication Style:**

It is important to identify your leadership style, so that you can better understand how you're interacting with, and are perceived by your team. The communication style for educational leadership will vary depending on the situation and the audience. However, it should be clear, empathetic, and adaptable to various situations and audiences. Likewise, educational leaders should be skilled in both verbal communication (use of words, spoken or written, to convey messages) and nonverbal communication (conveying emotions, attitudes, and intentions without words using cues like body language, facial expressions, gestures, and tone of voice) to create a compelling, trustworthy, and supportive leadership style within the educational setting.



### □□□ Active listening:

Active listening is the practice of paying close attention to what someone is saying verbally and non-verbally. It assists leaders in understanding the needs and views of the educational community. Educational leaders should pay close attention to the concerns, ideas, and feedback from teachers, students, and parents.

### □□□ Two-Way Communication:

Two-way communication allows leaders to build strong relationships with their stakeholders, get feedback, and make informed decisions. Educational leaders should build trust, understanding, and collaboration with teachers, staff, students, and even parents to create a more successful school environment for everyone.

### □□□ Transparency:

Transparency is the practice of being open and honest with stakeholders about the decisions that are being made. It builds trust amongst the team and fosters an environment where every member of the team feels empowered to share their ideas and collaborate. Educational leaders should be transparent because it builds trust and credibility among the school staff.

### □□□ Conflict Resolution:

Conflict is inevitable, but it need not be destructive. When there is a conflict, be open to listening to both sides and work to find a solution that everyone can agree with. Educational leaders should develop conflict resolution skills, such as facilitation, mediation, problem-solving, etc. to address disputes and disagreements constructively.

### □□□ Timely Feedback:

Feedback is information that helps people improve their performance. It evaluates the effectiveness of a leader's communication strategies. Educational leaders should be specific, constructive, and timely when providing feedback to make improvements and adjustments.


### □□□ Open-ended Questions:

Open-ended questions encourage people to share their thoughts and feelings in more detail. Educational leaders should make use of open-ended questions to facilitate conversations with teachers, students, and parents to lead to schools with better understanding, problem-solving, and decision-making.

### □□□ Professional Development:

Professional development is an ongoing process that equips leaders with the knowledge, skills, and tools they need to excel in their roles and communicate effectively. Educational leaders should invest in professional development opportunities for themselves and their teams to create dynamic, effective school environments that prioritize student success and well-being.

## SELF-REFLECTION

- 
- Am I actively listening to the concerns and feedback of my staff, students, and parents?
  - How well do I adapt my communication style to meet the needs of different individuals and situations?
  - Do I prioritize transparency and honesty in my communication, even when addressing difficult or sensitive topics?

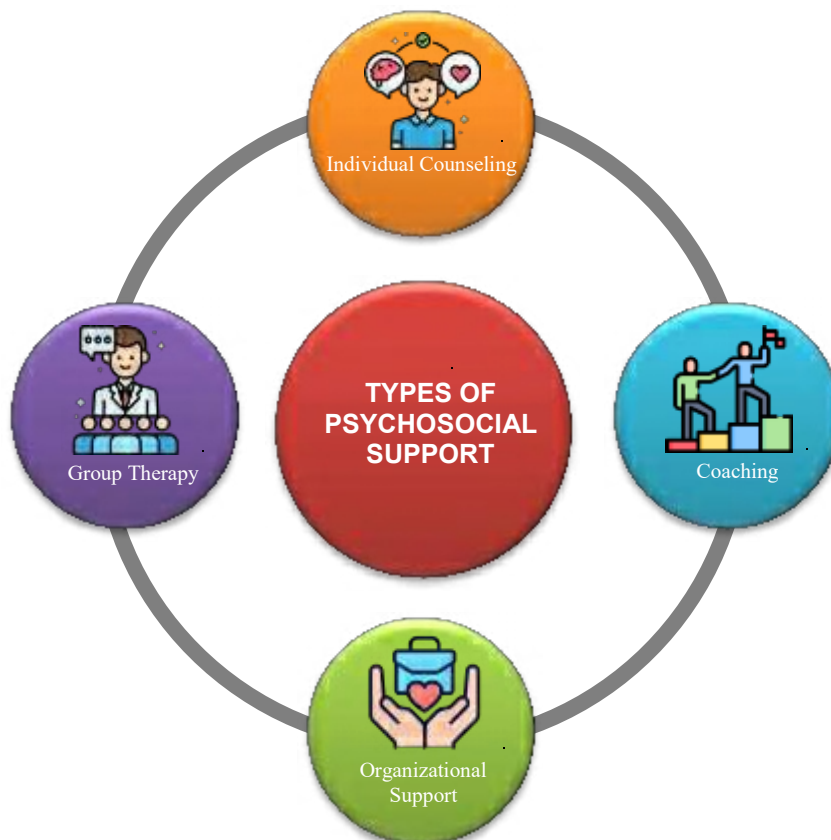
## **MENTAL HEALTH AND PSYCHOSOCIAL SUPPORT IN EDUCATIONAL LEADERSHIP**

*—You don't have to control your thoughts. You just have to stop letting them control you.‖*

- Dan Millman

Mental health and psychosocial support (MHPSS) refers to the provision of services and resources to help educational leaders maintain their mental health and well-being. Educational leaders face many stressors in their work, such as high demands, long hours, and difficult decisions. This can result in burnout, anxiety, and depression. Mental health and psychosocial support (MHPSS) can help educational leaders address these stressors, maintain their mental health, and foster a healthy and supportive school culture for both students and teachers. Furthermore, MHPSS assists educational leaders in reducing stress, improving decision-making, increasing job satisfaction, boosting relationships, and promoting productivity.

There are many different types of psychosocial support that can be helpful for educational leaders. They are individual counseling, group therapy, coaching, and organizational support. Individual counseling provides a safe space for leaders to talk about their challenges and develop coping strategies, such as self-care, delegation, problem-solving, conflict resolution, etc. Group therapy provides support and mutual trust from other leaders who are facing the same challenges. Coaching helps leaders develop their skills and confidence. Organizational support includes things like stress-reduction programs, flexible work arrangements, and clear expectations.



It is vital for educational leaders to know how to integrate mental health and psychosocial support into educational leadership because it can promote student success, reduce stress among teachers and staff, and create a healthier and supportive school climate for everyone. It is a fact that when students feel supported, they are more likely to succeed academically and socially. Here are some key considerations for integrating mental health and psychosocial support into educational leadership:

#### **□□□ Creating a culture of care and support:**

Educational leaders should actively work to create a school culture where students, teachers, and staff feel comfortable talking about their mental health and getting the support they need. It should also be beneficial to provide training programs for school staff on how to identify and support students with mental health needs.

#### **□□□ Making mental health resources available:**

Educational leaders work to provide school students, teachers, and staff access to mental health resources within the school or through partnerships with external organizations. This should include counseling services, crisis intervention, and referrals to mental health professionals.

#### **□□□ Integrating mental health and psychosocial support into the curriculum:**

Educational leaders should involve teaching students about mental health, coping skills, resilience, and self-awareness. It should also be useful to implement social-emotional learning programs, incorporate mental health education into subjects, and create safe spaces for open dialogue.

#### **□□□ Working with families and communities:**

Educational leaders should collaborate with local mental health agencies, nonprofit organizations, and even with parents to build a strong network of support for students and families.

#### **□□□ Advocating for policies that support mental health:**

Educational leaders should raise awareness, engage with policymakers, and mobilize communities to address access to mental health services, such as destigmatizing mental illness (discussions about mental health, sharing personal stories, and showcasing the importance of seeking help), promoting early intervention (identifying and addressing mental health concerns), and provide resources for prevention and education.

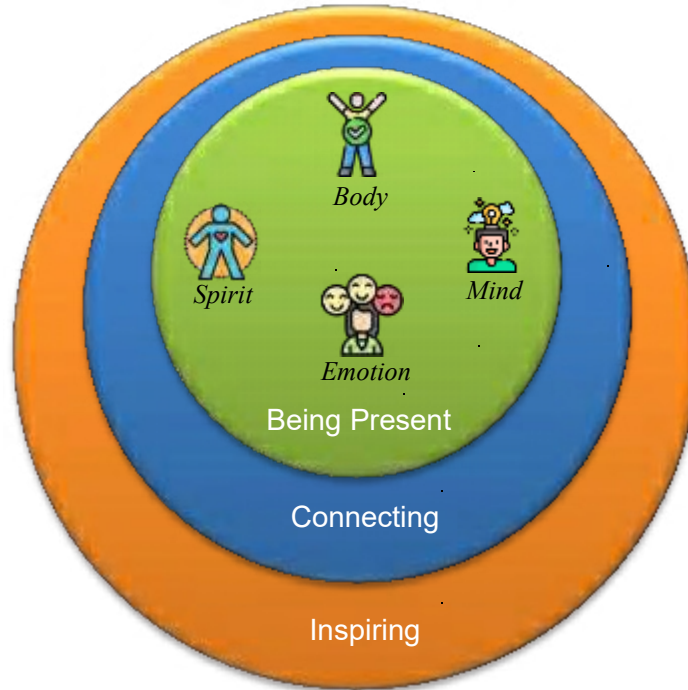
#### **SELF-REFLECTION**

• *Am I aware of the mental health challenges that students, teachers, and staff may face in our school?* • *Do I prioritize creating a safe and supportive environment that promotes mental well-being for all members of the school?* • *Have I taken steps to reduce the stigma surrounding mental health issues within the school?*

## **MINDFULNESS IN EDUCATIONAL LEADERSHIP**

*—Connect with yourself—with your spirit (purpose and values), emotion, mind and body. Once you can show up completely with all these aspects of yourself, you can connect with others and build relationships.‡*

- Paul R. Ehrlich



Mindfulness is the practice of paying attention to the present moment without judgment. It has a number of benefits for both mental and physical health. Mindfulness in educational leadership is an approach that integrates the principles and practices of mindfulness into the role of school leaders. It includes cultivating self-awareness, emotional intelligence, and the present moment enhanced by leadership effectiveness. However, the stress that educational leaders experience is the work environment, interpersonal relationships at work, personal relationships, and job effectiveness. According to Supakhan and Perry (2013), the top five stressors of head teachers are high expectations, required participation in nearly all school activities, evaluating and supervising staff, and coping with students and their parents in disciplinary issues. Therefore, it is essential to have key practices for promoting self-awareness, emotional intelligence, and effective decision-making among school stakeholders. Here are some key aspects of mindfulness in educational leadership:

### **□ Prioritizing Self-awareness:**

Mindful educational leaders regularly reflect on their thoughts, emotions, and actions to make better decisions, manage stress, and build stronger relationships. This ability supports them to make more informed and conscious decisions in their leadership roles.

### **□□□ Enhancing Communication:**

Mindful leaders often listen to others and communicate effectively. This enables them to foster stronger relationships with their teams and stakeholders and resolve conflicts.

### ☐☐☐ Coping with Stress:

Mindful educational leaders always stay calm under pressure and make better decisions through mindfulness practices, such as meditation and deep breathing exercises. These exercises assist them in managing stress and preventing burnout to lead to greater resilience in their roles.

### ☐☐☐ Resolving Conflicts:

Mindful educational leaders often facilitate productive and empathetic conversations when disagreements arise. They use a mindful approach to conflict by staying calm and objective, listening with intention, and being non-judgmental. These practices in conflict resolution can enable educational leaders to create a healthier and productive school environment that benefits both students and staff.

### ☐☐☐ Observing Emotional Reactions:

Mindful educational leaders always observe their emotional reactions without judgment in high-stress situations. This helps them respond calmly and empathetically to the needs of their staff, students, and parents.

### ☐☐☐ Making Strategic Decisions:

Mindful educational leaders usually make thoughtful and strategic decisions based on the evidence, rather than on their emotions. This act of mindfulness helps them step back from immediate reactions, gather information, and consider various perspectives before making any decision.

### SELF-REFLECTION

- *Do I regularly practice mindfulness techniques to manage my own stress and enhance my emotional well-being?*
- *How well do I handle challenging situations or conflicts with a calm and composed demeanor?*
- *Do I encourage and support mindfulness practices among students and staff?*

## **MINDSETS IN EDUCATIONAL LEADERSHIP**

*—If your actions inspire others to dream more, learn more, do more and become more, you are a leader.‖*

- John Quincy Adams



Mindsets in educational leadership are the beliefs, behaviors, and attitudes that leaders hold about themselves, their students, and their work. These mindsets influence how leaders approach their roles, make decisions, and interact with students, teachers, parents, and other stakeholders. Here are several key mindsets that are important for educational leadership:

### **□□□ Growth mindset:**

Leaders with a growth mindset believe that intelligence and abilities can be developed through effort, learning, and persistence. They take risks themselves and view challenges as opportunities for growth and learning.

### **□□□ Equity Mindset:**

Leaders with an equity mindset believe that all students deserve the same opportunities to succeed, regardless of their background or circumstances. They work to eliminate systemic inequities and provide resources and support to marginalized students.

### **□□□ Resilience mindset:**

Leaders with a resilience mindset believe that they can overcome challenges. They are often positive and confident to face adversity, bounce back from failures, and maintain a positive viewpoint.

### **□□□ Student-Centered Mindset:**

Leaders with a student-centered mindset believe that they can foster student growth by listening to student feedback, understanding their diverse needs, and adjusting educational experiences accordingly.

### **□□□ Collaborative mindset:**

Leaders with a collaborative mindset believe that the best solutions are often found through teamwork, collaboration, and decision-making among teachers, staff, and head teachers. They are always open to new ideas to build relationships with others and enhance the overall effectiveness of the institution.

### ☐☐☐ Reflective Mindset:

Leaders with a reflective mindset believe that regular self-reflection and self-assessment can refine their leadership practices. They seek continuous feedback from others to grow personally and professionally.

#### SELF-REFLECTION



- *What is my current mindset when it comes to learning and growth within my educational leadership role?*
- *Do I have a growth mindset that embraces challenges, mistakes, and opportunities for improvement?*
- *How do I handle setbacks and failures, and do I view them as learning opportunities?*



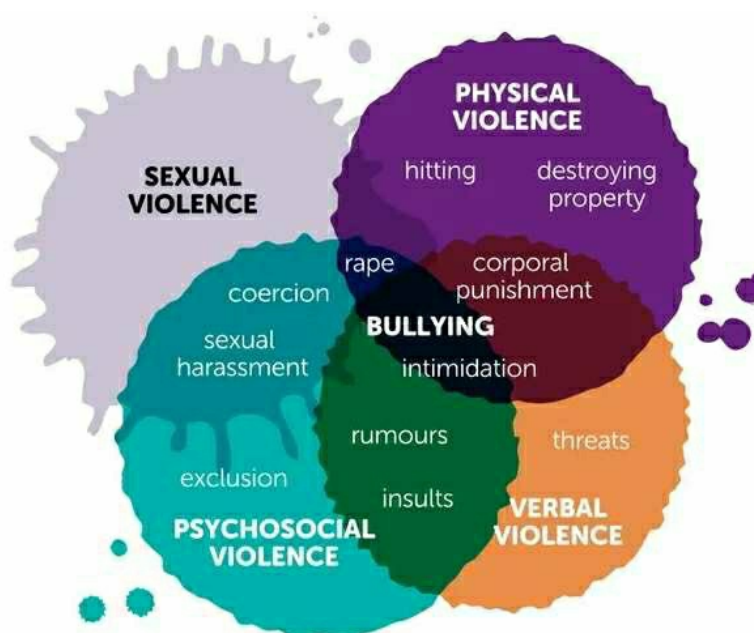
## THE ROLE OF EDUCATIONAL LEADERSHIP IN COMBATING GENDER-BASED VIOLENCE

*—We need to create schools that are safe and inclusive for all students. We need to end school-related gender-based violence.‖*

- Malala Yousafzai

Students often experience harm on the basis of their gender is emerging as a systemic form of violence. This violence is having a harmful effect on students' learning experiences and their health and well-being. Studies show that nearly half of all female students and a sizable number of male students experience some form of sexual violence in educational institutions. These are physical and psychological forms of gender-based abuse such as corporal punishment and bullying. However, school-related gender-based violence results in sexual, physical, or psychological harm to both female and male students including rape, unwanted sexual touching, unwanted sexual comments, corporal punishment, bullying, and verbal harassment.

There are three major types of school-related gender-based violence: sexual, physical, and psychological. **Sexual violence** is the most commonly identified form of school-related gender-based violence. This involves violence by an adult or another child through any form of forced sexual activity including direct physical contact (unwanted touch or rape) or sexually explicit language, such as teasing or taunting about dress or personal appearance. **Physical violence** involves violence by an adult or another child through corporal punishment, forced labor, fighting, and bullying. Corporal punishment is the most widely administered among these acts of violence. This type of violence involves hitting children with the hand or an implement, e.g., whip, stick, belt, shoe, etc. **Psychological violence** entails harassment with the intent to demoralize someone on the basis of his/her sex. Both female students and male students experience this violence from both peers and teachers through verbal harassment, bullying, teasing, and cruel punishment.



UNESCO <https://world-education-blog.org/2017/01/18/lets-decide-how-to-monitor-school-related-violence/>



As we know that School-related gender-based violence (SRGBV) affects millions of children and young people in many forms, such as physical violence, sexual violence, emotional abuse, and cyber-bullying. It is crucial to create a culture of respect, equality, and inclusion within schools to prevent and respond to gender-based violence effectively. Here are some steps and strategies to address School-related gender-based violence (SRGBV):

#### ▣▣▣ **Raising SRGBV Awareness:**

Educational leaders should educate students, teachers, parents, and the community about SRGBV and promote gender-sensitive and inclusive education to create an environment where all students feel safe and respected, regardless of their gender.

#### ▣▣▣ **Developing Comprehensive SRGBV Policies:**

Educational leaders should establish in close collaboration with all stakeholders (students, teachers, parents, and community leaders) comprehensive, inclusive, evidence-based, and enforceable anti-SRGBV policies and procedures within their schools to create safe and inclusive learning environments for all students. However, the established policies should also be piloted and evaluated regularly to ensure that they are effective.

#### ▣▣▣ **Conducting SRGBV Training and Capacity Building:**

Educational leaders should train teachers, and school staff on recognizing, preventing, and responding to School-related gender-based violence. In addition, they should incorporate gender-sensitive education into teaching to prevent and respond to gender-based violence more effectively.

#### ▣ **Providing SRGBV Support:**

Educational leaders should provide support, such as counseling, academic support, or legal services for victims of SRGBV to ensure that the well-being of the victim is the top priority. Likewise, they should create confidential and accessible reporting mechanisms for students as well as staff to report incidents of SRGBV with free retaliation.

Besides the above, collaborating with local authorities, NGOs, and community organizations working on gender-based violence, holding perpetrators of SRGBV accountable through appropriate disciplinary measures and committing to ongoing efforts to address SRGBV can create safer and more inclusive learning environments for all students.

#### **SELF-REFLECTION**

• *Am I fully aware of the forms of SRGBV within my school?* • *What proactive steps have I taken to prevent SRGBV, including implementing policies and educational programs?* • *How do I ensure that survivors of SRGBV receive the necessary support, including counseling and protection, within our school community?*

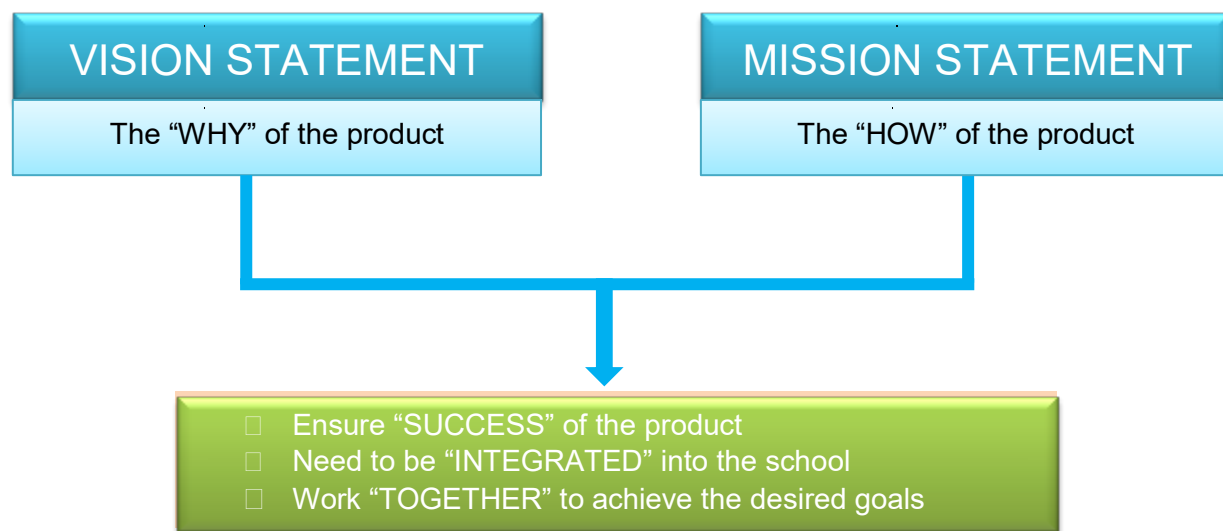
## VISION AND MISSION STATEMENTS

*—A school isn't good enough until it is good enough for our own children. In fact it's not only that it must be good enough for our own children but it must be the dream school we want for our children.‡*

- Professor Henry Levin Stanford

Vision and mission statements are the most important components of educational leadership. They provide educational leaders with a clear sense of purpose, direction, and framework for decision-making within schools and institutions. In addition, the vision and mission statements together provide a roadmap for the school's journey and ensure that everyone is working towards the same goals with a sense of direction and purpose. According to experts a diverse range of stakeholders can help educational leaders create the best school vision and mission statements.

Developing strong vision and mission statements can help the school's teachers, students, parents, and community members reach such a common understanding. The primary difference between a vision statement and a mission statement is that a vision is your school's goal - where you hope to see it in the future. Likewise, a vision statement is concise and easy to recall, whereas a mission statement is longer and more detailed.



### □□□ Writing the Vision Statement

A school vision statement is always a short statement that describes the school's desired future state and captures its unique identity and values. According to the Task Force on Developing Research in Educational Leadership (2003), "Effective educational leaders help their schools to develop or endorse visions that embody the best thinking about teaching and learning. School leaders inspire others to reach for ambitious goals". At this stage, it could be beneficial to read and explore the vision statements of other schools and educational institutions.

*—Our school will develop critical thinkers who model an inclusive spirit and graduate prepared for success in a profession or higher education.‡*

This statement outlines the school's vision to cultivate critical thinking skills and promote inclusivity among its students. Likewise, the goal is to equip graduates with the skills they need for success in their higher education.

*—Our vision is to create an extremely effective rural school that not only produces very high levels of student achievement but also helps train the next generation of rural teachers.‖*

This vision seeks to establish an exceptionally effective rural school focused on both exceptional student achievement and the development of future rural educators. Moreover, it aims to improve education standards in rural areas and empower future educators.

### □□□ Writing the mission Statement

A school's mission statement always defines the purpose and values of the school. It presents direction, inspires stakeholders, and serves as a guiding principle for decision-making. According to Peterson (1995), “Give educators stronger motivation and provide parents with a clearer picture of what the school values. ... A clear vision and a common mission that identifies the kind of learning to be achieved can help keep the school and the efforts of its staff and students on target”. Here are the mission statements of the above vision statements.

*—Our school fosters a love of lifelong learning by guiding each student to build foundational academic skills that will contribute to their ongoing success and by encouraging creative collaboration in an inclusive environment.‖*

This statement highlights the school's commitment to cultivating a passion for lifelong learning in students. It emphasizes the development of fundamental academic skills to support their future success and promotes creative collaboration within an inclusive educational setting.

*—Our mission is to help rural students develop higher-order thinking skills, peacemaking skills, and leadership abilities in an environment of shared values of nonviolence, equality, and unity, by using a combination of the Core Knowledge Curriculum and Direct Instruction.‖*

This statement outlines a mission focused on empowering rural students. It cultivates critical thinking, peacemaking, and leadership skills within a context of shared values like nonviolence, equality, and unity. The approach involves utilizing the Core Knowledge Curriculum and Direct Instruction to achieve these educational objectives.

### SELF-REFLECTION

- What values and principles do I want this school to embody?
- How do I envision the future for students who attend this school?
- What challenges or issues in education do I hope to address through this school?
- How can this school positively impact the community it serves?



Participants will:

- ☐ Gain a foundational understanding of academic management principles and concepts.
- ☐ Define the specific responsibilities and duties of a head teacher in academic management.
- ☐ Explore the collaborative role of academic management teams in effectively implementing curriculum changes and improvements.
- ☐ Learn how to allocate resources efficiently to support academic goals and enhance learning outcomes.
- ☐ Understand strategies for creating an inclusive learning environment that supports diverse student needs and abilities.
- ☐ Explore the significance of assessment methods and data in shaping academic management decisions.
- ☐ Discover the importance of fostering a joyful learning atmosphere and its impact on academic success.
- ☐ Learn how to integrate health and hygiene initiatives into academic management for the well-being of students and staff.



## INTRODUCTION TO ACADEMIC MANAGEMENT

*–The academic management of a school should be based on the principle of activity. The child should be actively engaged in learning, not passively listening to lectures or reading textbooks.‖*

- Maria Montessori



Source: <https://www.eduwheels.com/features/academicmanagement>

Academic management is the process of planning, organizing, and directing academic activities and resources within an educational institution to certify and confirm the effective delivery of education. It includes all aspects of the education process, such as curriculum development (*textbooks, instructional materials, and teaching methodologies*), resource allocation (*teachers, staff, classrooms, and budgetary funds*), quality assurance (*monitoring student performance, assessing teaching methods, and implementing strategies*), Teacher Development (*planning professional development programs*), student support (*counseling, special education, and extracurricular activities*), parent and community engagement (*school, parents, and the local community partnership*), data management (*student performance, attendance, and resource utilization data collection and analysis*), budget management (*teacher salaries, instructional materials, and facility maintenance*), regulatory compliance (*holding fast education laws, regulations, and policies*), strategic planning (*setting strategic goals and objectives*), and conflict resolution (*resolving conflicts among staff, students, or parents*). Moreover, academic management develops a conducive learning environment where teachers and learners exchange their ideas, thoughts, and skills to ensure compliance with educational standards and regulations.

### SELF-REFLECTION

- Am I continuously seeking ways to improve the academic programs and curriculum in my school?
- How well do I communicate and collaborate with teachers, staff, and students to ensure a positive academic environment?
- Do I make data-driven decisions to enhance academic performance and address concerns?

## THE ROLES OF A HEAD TEACHER AS AN ACADEMIC MANAGER

*—The important thing is not so much that every child should be taught as that every child should be given the wish to learn.‖*

- John Lubbock



The roles and responsibilities of a head teacher as an academic manager are always demanding and challenging, but they are also incredibly rewarding. They are responsible for the overall academic success of the school to ensure the effective operation and continuous improvement of the school's academic programs. They are responsible for:

- Ensuring curriculum implementation across all grade levels and subject areas.
- Conducting regular teacher evaluations and providing feedback for improvement.
- Offering professional development opportunities to enhance teacher skills and knowledge.
- Implementing assessment strategies to measure student learning and progress.
- Collaborating with staff, parents, and stakeholders to develop and implement a school improvement plan.
- Allocating resources, including budgetary funds to support academic initiatives.
- Establishing and enforcing school policies related to student behavior and discipline.

- Building strong relationships with parents and the community to foster support for academic initiatives.
- Analyzing academic data, such as test scores and graduation rates, to assess school performance.
- Handling academic emergencies and crises effectively, such as responding to natural disasters or school safety issues.
- Building relationships with other educators and educational institutions for collaboration and sharing of best practices.
- Staying informed about the latest educational trends, technologies, and innovations and implementing them where appropriate.
- Advocating for the needs and interests of students to ensure they receive a high-quality education.



#### **SELF-REFLECTION**

- *Am I effectively managing the curriculum and ensuring its alignment with educational standards and goals?*
- *Do I regularly assess the performance of teachers and students to identify areas for improvement and celebrate successes?*
- *How do I promote innovation and creative thinking in the academic programs?*

## **THE ROLE ACADEMIC MANAGEMENT TEAM IN IMPLEMENTING CURRICULUM**

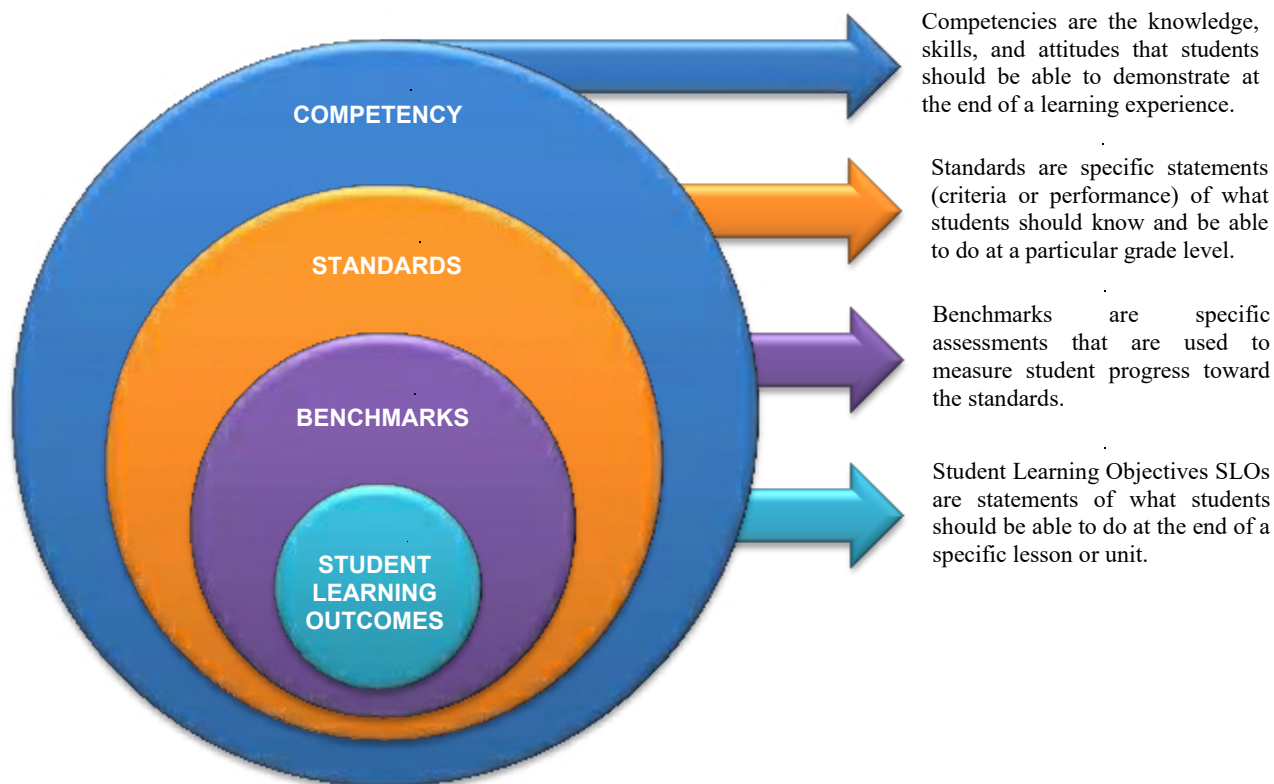
*—The important element is deeply understanding our curriculum. Most teachers know what they're going to cover this week or this term. Few of us can specify precisely what students should know, understand, and be able to do as a result of any particular learning experience or set of learning experiences. Without that specificity, alignment between content, assessment, and instruction is weak.‡*

- Carol Ann Tomlinson

The Academic Management Team (AMT), including the principal, vice principal, or curriculum coordinator plays a vital role in the successful implementation of the curriculum within the school. The AMT not only plans, implements, and evaluates the curriculum, but also makes sure that the curriculum is aligned with the school's mission and goals and relevant to the needs of the students. Similarly, the Academic Management Team (AMT) provides professional development for teachers and monitors student progress. The following are the specific roles and responsibilities of the Academic Management Team (AMT) in implementing the curriculum:

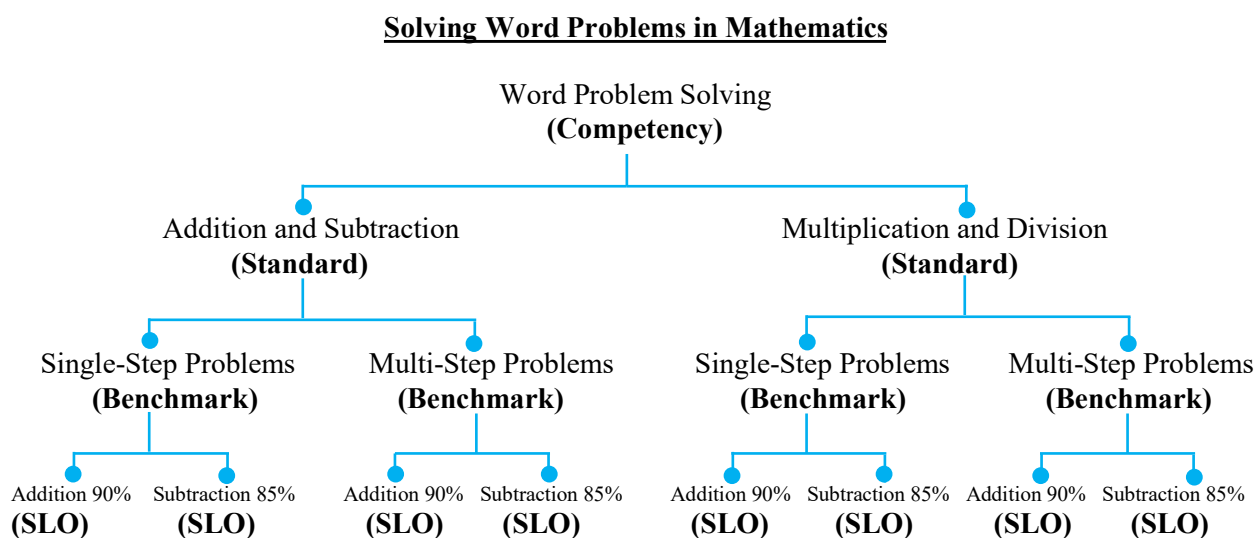
### **□□□ Curriculum Development:**

Curriculum development involves designing a structured plan that outlines what students will learn, how they will learn it, and the resources required to support their education. The Academic Management Team (AMT) sets educational goals, selects appropriate content, and ensures alignment with institutional objectives. However, curriculum development in Pakistan comprises several key components, such as competencies, standards, benchmarks, and Student Learning Outcomes (SLOs).





Here is an example of key components of curriculum development through diagram:



### Explanation:

□□□ Competency:  
Word Problem Solving

□□□ Standards:  
*Addition and Subtraction*  
Solve word problems that involve addition and subtraction operations.  
*Multiplication and Division*  
Solve word problems that involve multiplication and division operations.

□□□ Benchmarks (for "Addition and Subtraction"):  
*Benchmark 1: Single-Step Problems*  
Solve single-step word problems involving addition and subtraction. Identify key information and choose appropriate operations.  
*Benchmark 2: Multi-Step Problems*  
Solve multi-step word problems involving addition and subtraction. Develop a clear problem-solving strategy.  
The same process is for multiplication and division benchmarks.

□□□ Student Learning Objectives (SLOs) (for "Benchmark 1: Single-Step Problems"):  
SLO 1: Students will correctly solve single-step addition word problems in 90% of cases.  
SLO 2: Students will correctly solve single-step subtraction word problems in 85% of cases.  
The same process is for multi-steps problems benchmarks.

### □ Faculty Development:

Faculty development involves workshops, training, and opportunities for faculty to develop their teaching skills and stay updated with the latest pedagogical techniques. The Academic Management Team (AMT) identifies the importance of continuous improvement for faculty members and encourages them to pursue advanced degrees and certifications to remain current, motivated, and capable of delivering high-quality education.

### □□□ Monitoring and Evaluation:

Monitoring and Evaluation involve tests, assignments, and projects to determine their progress and identify areas where they need additional support. The Academic Management Team (AMT) accurately assesses various aspects of the academic process from curriculum delivery to student performance. They collect data, analyze assessment results, and use feedback from students and faculty to recognize strengths and weaknesses. The AMT makes informed decisions based on that process to implement necessary changes and maintain the high standards of learning within the school.

### □□□ Stakeholder Engagement:

Stakeholder engagement involves students, parents, faculty, and administrators to keep them informed about curriculum changes and developments. The Academic Management Team (AMT) seeks feedback from these groups and considers their voices in academic decisions and initiatives to build trust, transparency, and a sense of ownership within the school.

### □□□ Student support:

Student support involves counseling services, academic advising, and extracurricular programs, to address students' diverse needs to create an environment where students can grow academically and personally. The Academic Management Team (AMT) ensures that students have access to assistance and promotes their overall well-being and success. In addition, they assist students in overcoming challenges and maximizing their potential with good judgment.

### SELF-REFLECTION

- How effectively does the Academic Management Team (AMT) communicate the curriculum goals and objectives to all stakeholders?
- How does the AMT involve faculty members and teachers in the curriculum implementation process?
- Does the AMT allocate sufficient resources for teachers during implementation?

## RESOURCE ALLOCATION IN SCHOOL-LEVEL ACADEMIC MANAGEMENT

*—You can have the best strategy and the best building in the world, but if you don't have the hearts and minds of the people who work with you, none of it comes to life.‡*

- Renee West

Resource allocation in school-level academic management involves efficiently distributing various resources, such as yearly academic calendars, curricular and co-curricular calendars, timetables, teacher diaries, and lesson planning to ensure smooth operations and the effective delivery of education. Proper resource allocation maintains a well-structured and balanced learning environment where teachers deliver quality instruction and students receive a comprehensive education. However, resource allocation in school-level academic management requires careful planning and continuous evaluation to meet the ever-evolving needs of both teachers and students. Here are some key components of resource allocation in school-level academic management:

### **☐☐☐ Yearly Academic Calendars:**

The yearly academic calendar outlines the sequence of subjects and topics to be covered throughout the school year. It is used to plan and allocate resources, such as textbooks, teaching materials, and teacher time. Here is an example of yearly academic calendar:

#### Winter Zone Class 5 Yearly Academic Calendar 2023

Subject	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
<b>Math</b>	Whole Numbers	HCF & LCM	Fractions	Decimals	Mid-term Examination	Distance & Time	Geometry (perimeter)	Data handling	Revision & Annual Exam	Annual Result
<b>English</b>										
<b>Science</b>										
<b>Urdu</b>										
<b>Islamiat</b>										
<b>Pak Studies</b>										

### Curricular and Co-Curricular Calendar:

The curricular and co-curricular calendar outlines the curricular (subject-specific learning activities – see the above calendar) and co-curricular activities (sports, arts, etc.) that will be offered at the school during the year. It is used to allocate resources, such as facilities, equipment, and staff. Here is an example of co-curricular activities calendar:

#### Co-Curricular Month Calendar 2023

**Month:** September 2023

**Grade:** 8<sup>th</sup>

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4 Science Fair 10:00am Science Lab	5	6	7	8	9
10	11	12 Football Game 12:00pm Football Field	13	14	15	16 Class Party 11:00am School Hall
17	18	19	20 Debate Club 01:00pm Library	21	22	23
24	25	26	27	28	29 Cricket Match 12:00pm Cricket Field	30

### Teachers' timetable:

The teachers' timetable outlines the daily, weekly, monthly, and even annual schedule of classes for each grade and subject. It is used to allocate resources, such as classrooms and teaching assistants. Here is an example of teachers' timetable:

#### Grade 7<sup>th</sup> Teachers' Daily Timetable 2023

Day	Periods								
	1 <sup>st</sup> Period	2 <sup>nd</sup> Period	3 <sup>rd</sup> Period	4 <sup>th</sup> Period	5 <sup>th</sup> Period	Recess Time	6 <sup>th</sup> Period	7 <sup>th</sup> Period	8 <sup>th</sup> Period
Monday	English Nazeer Ahmed	Math Muzamil Khan	Science Zia Ur Rehman	Urdu Muhammad Ajmal	History Muhammad Aslam		Arabi Shah Wali	Islamiat Muhammad Tariq	Drawing Inam Ullah
Tuesday									
Wednesday									
Thursday									
Friday									
Saturday									

### Teacher's Diary:

The teacher's diary outlines track of the teacher's daily activities, including lesson plans, assessments, meetings, and parent-teacher conferences. It is used to allocate resources, such as time and materials.

Date	Time Slot	Subject	Objective	Activities	Notes
Monday Sep 16, 2023	09: 00am - 09:40am	English	Identifying incorrect and correct verb tense in the text	Authentic texts, incorrect and correct exercise, discussions	Assign students homework and prepare materials for tomorrow's class
	11: 00am - 11:40am	Math	Understand the concept of equivalent fractions	Review homework, Group work on equivalent fractions	Remind students about the upcoming math competition

### Lesson Planning:

The lesson planning outlines the learning objectives, activities, and assessments for a single lesson. It is used to allocate resources, such as textbooks, teaching materials, and teacher time. Here is an example of a lesson plan:

Context		High School - 10th-grade Students
<b>Lesson Objective:</b> Read about the customs of various regions of Pakistan.		
<b>Language Skills:</b> Reading	<b>Life Skills:</b> Characterizing tradition and cultures of Pathans, Punjabis, Sindhis, and Balochis	<b>Materials:</b> 10-grade text-book (the customs of various regions of Pakistan) KWL (know, want to know, learned) transparency or PowerPoint slide Copies of text divided into four reading sections Questions on each section of the reading Passive voice prompt /f/ versus /p/ hand out Evaluation sheet
Stages of the Lesson		
<b>Warm-Up/Review</b>  Review geographical variations of various regions of Pakistan, and inquire how these can reflect upon the traditions of the people of different areas of Pakistan.		
<b>Introduction</b>  Introduce lesson by telling the participants what they are going to read.		
<b>PRESENTATION</b> (Pre-Reading Activities)  <i>KWL Transparency</i> Using the KWL transparency, brainstorm what participants already know about the customs of various regions of Pakistan and what they want to know.  <i>Text</i> Ask the participants to open their books, go to the customs of various regions of Pakistan, and show the text.  <i>Jigsaw</i> Prepare a jigsaw reading activity. <input type="checkbox"/> Divide the participants into heterogeneous groups of four (i.e., groups of mixed reading ability).		

- Assign each student a letter (A, B, C, or D): A for highest level reader in each group, and D for the lowest level reader, and so forth.
- Regroup the participants so that all the As are together, all the Bs are together, etc.
- Hand out the reading sections from the text (A being the most difficult, D being the easiest) and the accompanying questions.
- Ask participants to read their section and circle words they do not know, and then discuss them in groups. Circulate to help participants with words they do not know.

### **PRACTICE** (During-Reading Activities)

#### *Questions*

Have each group read their section and answer the questions. Have them make sure that each member of the group writes down and understands the answer to the questions. When the participants have completed their questions, have them return to their original heterogeneous groups. Pass out complete copies of text and all the questions. In their groups, have the participants share the answers to their reading section.

### **EVALUATION**

Put up a KWL (know, want to know, learned) grid on overhead projector, and ask the participants what they have learned about the customs of various regions of Pakistan.

### **EXPANSION** (Post-Reading Activities)

#### *Focus on Grammar*

Draw a table on the board with two columns, one for active sentences and the other for passive ones. Ask participants about the languages people speak in Pakistan. Write students answers in the active sentence column. Tell participants that the same sentences can be written differently; as, **Pathans speak Pashto** (it is used to put emphasis on the doer of the action) - **Pashto is spoken by Pathans** (it is used to put emphasis on the action rather than the doer of the action). Ask participants work in pairs to note the changes that occur in the transformation of the sentence above, and do the same transformations with the other sentences. Pass out passive voice prompt (the present simple) to each participant. Have each participant complete the prompt and share his or her responses with a partner.

#### *Focus on Phonics*

/f/ versus /p/

Demonstrate how to pronounce /f/ and /p/ by giving examples and directions. Then, hand out a handout to each participant to identify words that begin with sounds /f/ and /p/.

### **SELF-REFLECTION**

- How do I currently prioritize and allocate resources in my school's academic management?
- Do I involve teachers, staff, and other stakeholders in resource allocation decisions to ensure a more integrated perspective?
- Do I regularly review and adjust resource allocation based on changing needs and priorities?

## INCLUSIVE LEARNING ENVIRONMENT: A STRATEGIC APPROACH TO ACADEMIC MANAGEMENT

*—Inclusive is an attitude. It is a way to treat others and the way they treat us. Inclusive is an opportunity to learn from one another. And we do it because it is the right thing to do.*

- Lisa Friedman

An inclusive learning environment in academic management is one where all students feel welcome, supported, and respected regardless of their background, identity, or learning style. In addition, it is essential to create a safe and welcoming atmosphere where every individual has a fair and equal opportunity to succeed. Inclusive academic management involves implementing policies, practices, and strategies that accommodate a wide range of students' learning styles and needs. This approach promotes academic achievement and develops a sense of social cohesion within the school community. Here are some ways to implement an inclusive learning environment in academic management:



### □□□ Embracing Diversity:

Embracing diversity means acknowledging and valuing the different cultures, backgrounds, experiences, abilities, and perspectives that every student and staff member brings to the school community. This can help us celebrate diversity through cultural events, inclusive curricular materials, and open dialogue to initiate a sense of belonging, mutual respect, and a shared commitment to academic excellence for all.

### □□□ Addressing Bias:

Addressing Bias means being aware of the different ways that bias can manifest in the classroom through micro-aggressions. It is essential for academic leaders to proactively identify and mitigate bias at all levels of the school from curriculum development to classroom interactions. Likewise, they should implement policies and practices that promote fairness and equal opportunities to ensure that every student has a fair chance to succeed, and that the learning environment is truly inclusive for all.

### □□□ Create a Sense of Belonging:

Create a sense of belonging means building a supportive and welcoming community where every student and staff member feels valued, respected, and connected. This can promote positive relationships, open communication, and collaboration among diverse individuals academically and socially.

### □□□ Holding High Expectations:


Holding high expectations means setting challenging academic standards for all students and providing the necessary support to help them meet these expectations. This can ensure that every student is capable of success and can reach their full potential. However, schools can ensure that every learner is challenged and empowered to promote a culture of achievement and inclusion that benefits the entire academic community.

### □□□ Conducting Professional Development:

Conducting professional development means providing continuous professional development opportunities for teachers and staff on inclusive teaching practices, diversity awareness, and understanding different learning needs. This can enable school teachers and staff to remain adaptable in addressing the evolving needs of students and developing an atmosphere where all learners can reach their full potential in a particular need or purpose.

Besides the above, community partnerships, regular evaluation and improvement, and inclusive leadership can also contribute to fostering a culture of inclusivity where every student has the opportunity to succeed.

### SELF-REFLECTION

- 
- How well am I promoting diversity and inclusion in the academic environment of my institution?
  - Do I regularly assess and address barriers that may hinder inclusivity in my academic management practices?
  - How can I enhance the sense of belonging and acceptance among all students and staff members?



## THE ROLE OF ASSESSMENT IN ACADEMIC MANAGEMENT

*"The true purpose of assessment is to provide information for the improvement of both teaching and learning."*

- Grant Wiggins



Assessment is an important part of academic management at various levels - from individual classrooms to entire educational institutions. It involves identifying student learning needs, tracking student progress, measuring student achievement, providing feedback to students, and holding teachers accountable. There are different types of assessments, such as formative assessment, summative assessment, performance assessment, and portfolio assessment. All these types of assessments serve different purposes, and they collectively contribute to the effective management and improvement of academic programs. Here is an overview of the role of assessment types in academic management:

### □□□ Diagnostic Assessment:

A diagnostic assessment (pre-test, reading assessments, or placement tests) is a pre-assessment that is used to identify what students have already learned (prior knowledge) and what they still need to learn (areas of improvement). In academic management, diagnostic assessment assists academic managers in designing personalized plans to support students who are struggling.

### □□□ Formative Assessment:

Formative assessment (such as short quizzes, classroom discussions, or peer assessments) is an ongoing assessment that is used to provide feedback during the learning process. This type of assessment helps teachers identify students' strengths and weaknesses and adjust teaching strategies and instructions to meet individual student needs. In academic management, formative assessment supports teachers in adapting their teaching methods to enhance student learning outcomes. However, academic managers can use aggregated formative assessment data to identify areas where additional professional development may be required for teachers.

### ☐☐☐ **Summative assessment:**

Summative assessment (final exam, standardized tests, or end-of-term papers) is a specific type of assessment that is used to measure student achievement at the end of a course or instructional period. This type of assessment summarizes what students have learned and is typically administered less frequently - once a semester or once a year. In academic management, summative assessment assists academic managers in measuring the effectiveness of a curriculum, initiative, and teacher to inform decisions about resource allocation and curriculum design.

### ☐☐☐ **Performance Assessment:**

Performance assessment (oral presentations, mock trials, or science experiments) is a standard assessment that requires students to directly demonstrate their skills, such as problem-solving, critical thinking, and teamwork in a real-world setting. In academic management, performance Assessment assists academic managers in evaluating the relevance of their curriculum to inform decisions about the inclusion of practical experiences in programs.

### ☐☐☐ **Portfolio Assessment:**

Portfolio assessment (writing portfolios, teaching portfolios, or e-portfolios) is a systematic assessment that is used to ask students to collect work products that show their growth over a specific period of time. In academic management, portfolio provides insights into a student's long-term progress and the effectiveness of the curriculum and helps academic managers review portfolios to assess program quality and alignment with learning objectives.

### ☐☐☐ **Self-Assessment and Peer Assessment:**

Self-assessment (reflections, peer evaluations, or reflective discussions) encourages students to reflect on their own learning while peer assessment involves evaluating their peers' work. In academic management, these assessment types assist academic managers to promote self-understanding and peer learning.

### **SELF-REFLECTION**

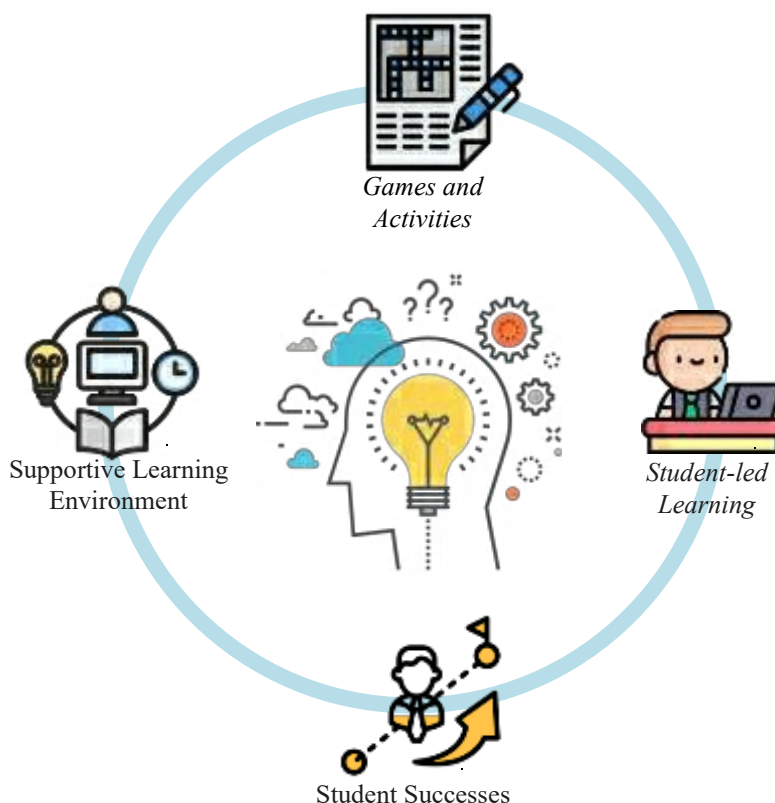
- *How do I currently view the purpose of assessment in academic management?*
- *How well do I communicate the goals and expectations of assessments to teachers, students, and parents?*
- *Have I considered the alignment between assessments, curriculum, and learning objectives?*

## THE ROLE OF JOYFUL LEARNING IN ACADEMIC MANAGEMENT

*—We need to create schools that are organized to meet the needs of the kids they serve instead of what we've been doing. We expect kids to adjust to the schools and if they can't, we say something is wrong with the child - instead of focusing on engagement and nurturing the love of learning in kids.‖*

- Pedro Noguera

Joyful learning is an approach to education that focuses on making the learning process enjoyable and engaging for students. In this process of learning, students are always excited about their learning and behave to do better in their studies. Academic managers can integrate joyful learning into their practices - using games and activities, creating a positive and supportive learning environment, encouraging student-led learning, and celebrating student successes. Here are some key ways in which joyful learning contributes to effective academic management:



### □□□ Using Games and Activities:

Games and activities always make learning fun and motivate students to learn new concepts in an engaging way. They break up the repetitiveness of traditional lectures and textbooks. Academic managers should encourage teachers to incorporate such approaches into their teaching practices to create a dynamic and enjoyable learning environment that fosters better academic outcomes for both students and teachers.

### □□□ **Creating a Supportive Learning Environment:**

A Supportive learning environment always makes students feel safe and supported to take risks and try new things. Academic managers should focus on creating spaces where students feel comfortable while sharing their thoughts and ideas. This atmosphere not only enhances the joy of learning, but also promotes collaboration and creativity among the students.

### □□□ **Encouraging Student-led Learning:**

Student-led learning always gives students enough opportunities to take ownership of their learning, explore their interests, and engage in self-directed learning experiences. Academic managers should facilitate opportunities for students to choose topics, projects, or activities that genuinely excite them. This approach can help students develop essential skills like problem-solving and critical thinking to foster a sense of independence and curiosity in their academic journeys.

### □□□ **Celebrating Student Successes:**

Student success celebrations always make students feel good about themselves and their learning. Academic managers should actively recognize and reward student achievements, such as certificates, awards, or public recognition to acknowledge students' accomplishments and reinforce a positive learning environment that motivates others to excel.

#### **SELF-REFLECTION**



*• How do I define and prioritize joyful learning in my academic management approach? • Am I fostering a positive and enthusiastic learning atmosphere in my school? • Do I encourage creativity, curiosity, and a love for learning among both students and teachers?*

## OPTIMIZING ACADEMIC MANAGEMENT WITH HEALTH AND HYGIENE INTEGRATION

*—Health is a state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity.‖*

- World Health Organization



Source: <https://healthandlearning.org/ourwork/school-health/>

Integrating health and hygiene into academic management not only optimizes student learning and well-being, but also builds a safe conducive and healthy learning environment that promotes academic success for all students. However, this integration involves implementing policies, procedures, and technologies to ensure the well-being of students, faculty, and staff while maintaining effective academic operations. Here are some specific ways to integrate health and hygiene into academic management:

- Develop and implement comprehensive health and safety policies that align with local health guidelines and regulations. This policy should be communicated to all stakeholders to ensure their understanding and confirmation.
- Provide training for staff on health and hygiene issues, such as how to prevent the spread of germs and how to manage student health concerns to customize the specific needs of the school community.
- Upgrade and maintain hygiene infrastructure, such as hand washing stations, hand sanitizers, and disinfection supplies in all academic facilities to minimize the spread of airborne viruses.
- Monitor regularly the effectiveness of health and hygiene measures and adjust them as needed based on the evolving situation and feedback from stakeholders.

- Collaborate with local health authorities to develop and implement health and hygiene initiatives, such as working together to provide health screenings, promoting healthy eating habits, and preventing the spread of infectious diseases.

Besides the above, provide students with opportunities for physical activity during the school day, such as walking or running breaks, create a smoke-free environment on school grounds, provide access to hand washing stations and soap in all classrooms and common areas, educate students about the importance of good hygiene practices, such as hand washing, covering coughs and sneezes, and staying home when sick, and make sure that school buildings are well-maintained and clean to have a positive and supportive school climate that emphasizes the importance of health and well-being.

#### **SELF-REFLECTION**

- How well am I addressing health and hygiene concerns within the academic management of my school? • Have I integrated health and hygiene protocols into the daily operations of my school? • Am I providing adequate training and resources for staff and students to maintain a healthy and hygienic environment?*





Participants will:

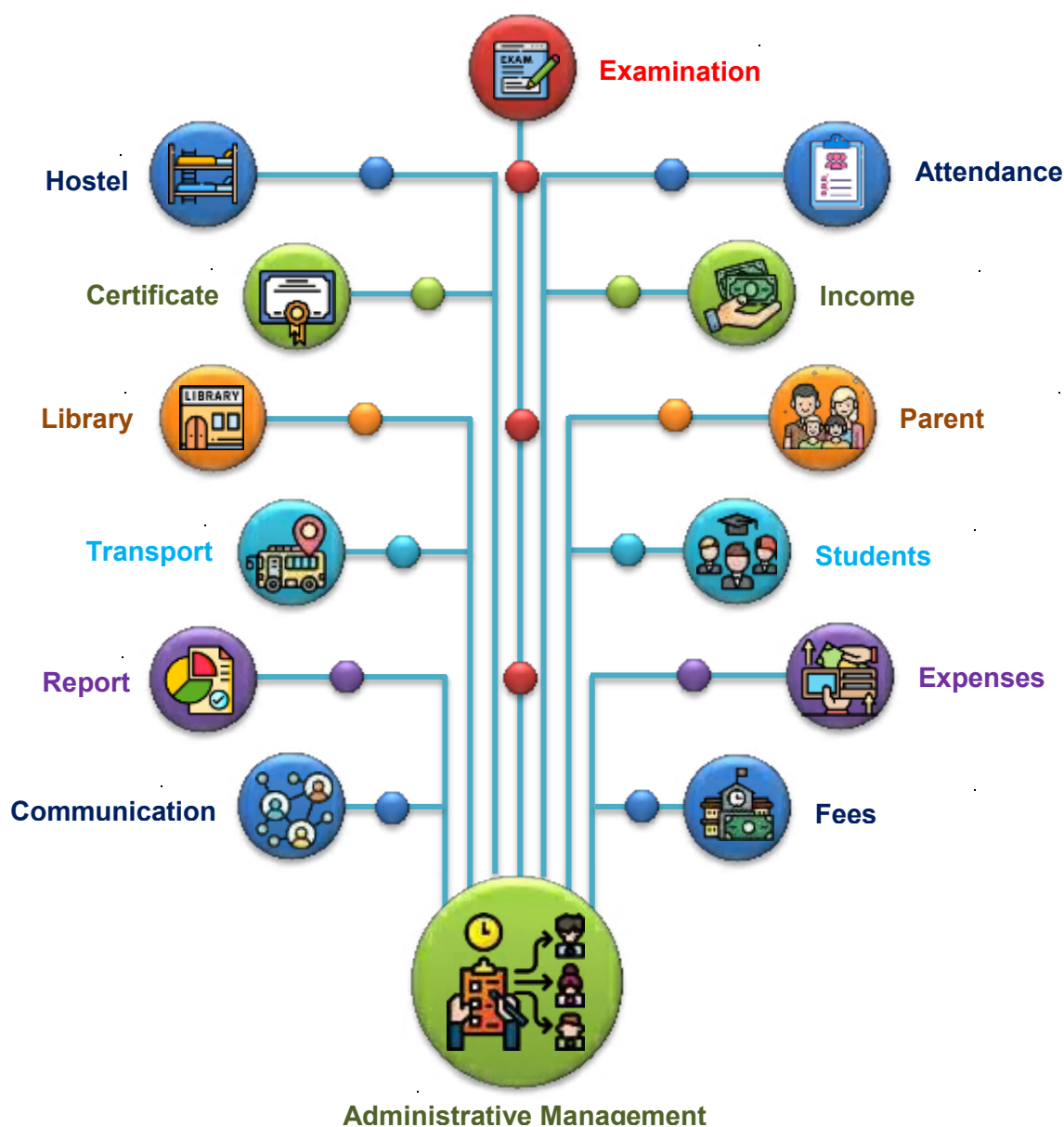
- Comprehend an overview of educational administration, its significance, and critical concepts.
- Understand the responsibilities and functions of a head teacher in managing and leading an educational institution effectively.
- Emphasize the importance of maintaining accurate records in educational administration for informed decision-making and accountability.
- Explore how administrative management contributes to the efficient planning, coordination, and execution of educational meetings and events.
- Learn about the role of the school management committee in supporting administrative management, decision-making, and school improvement initiatives.
- Examine how administrative management plays a crucial role in preparing for and responding to disasters in an educational institution.
- Search through using SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis as a strategic planning tool in educational administrative management.



## INTRODUCTION TO ADMINISTRATIVE MANAGEMENT

*—Successful people do what unsuccessful people are not willing to do. Don't wish it were easier, wish you were better.*

- Jim Rohn



The term “Administration” does not mean any single process. It is like a broad umbrella that covers lots of different processes, such as planning, organizing, directing, coordinating, controlling, and evaluating the performance. The same situation occurs in the field of educational administration. Educational administration is the process of integrating the appropriate available human and material resources for achieving the goals of an educational institution. In order to achieve these goals, the head of the educational institution plans various programs and activities in collaboration with teachers, parents, and students to evaluate their performance and progress in achieving the purposes of these programs and

activities. Moreover, educational administration needs integration and coordination of all the physical and human resources and educational elements. The physical resources, including students, teachers, supervisors, administrators, and parents primarily contribute to building equipment and instructional materials while the additional elements consist of different aspects of educational theory and practice, including philosophy of education, objectives of education, curriculum, method of teaching, discipline, the role of the teacher, etc. Educational administration ultimately is a dynamic field that requires strong leadership, communication, and problem-solving skills to navigate the complex challenges of the education system satisfactorily.

#### **SELF-REFLECTION**



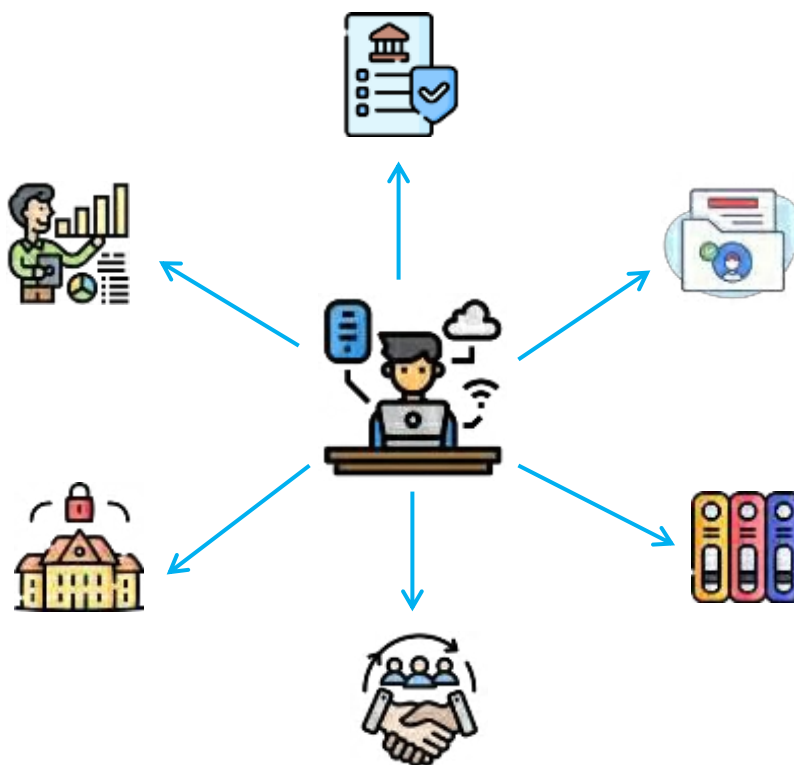
- *What are the key responsibilities and challenges of school administrative management, and how do I perceive my ability to handle them?*
- *How do I prioritize tasks and responsibilities in my daily work as a school administrator?*
- *How do I communicate with parents and the school community to foster trust?*

## THE ROLES OF A HEADTEACHER AS AN ADMINISTRATIVE MANAGER

*—If school principal is strong, motivated, and a good manager who clearly outlines expectations for the staff and students, then the school tends to make progress.!*

- Lisa Gross

The roles and responsibilities of a head teacher as an administrative manager are always crucial in the effective operations of a school. These involve overseeing various administrative functions to ensure the school runs smoothly and students receive a high-quality education. They are responsible for:



- Managing school finances and resources, such as budgeting, purchasing supplies, and managing school facilities.
- Developing and implementing school policies and procedures, such as setting academic standards, developing curriculum, and enforcing student behavior expectations.
- Managing student data, such as enrollment, registration, and records, and school staff data, such as teachers, support staff, and administrative personnel.
- Evaluating student progress and assessing school performance, such as developing and administering standardized tests, tracking student grades and attendance, and analyzing school data.
- Preparing and managing school budgets, such as ensuring that funds are allocated appropriately and supporting educational programs and other operational needs.
- Administrating the maintenance and safety of school buildings and grounds, such as coordinating repairs, renovations, and security measures

- ☐☐☐ Fostering positive relationships, such as communicating with parents, community, and other stakeholders to keep parents informed of their children's progress, communicate school news and events, and advocate for the school at the local and state levels.
- ☐☐☐ Maintaining accurate records and documentation related to students, staff, finances, and school operations.



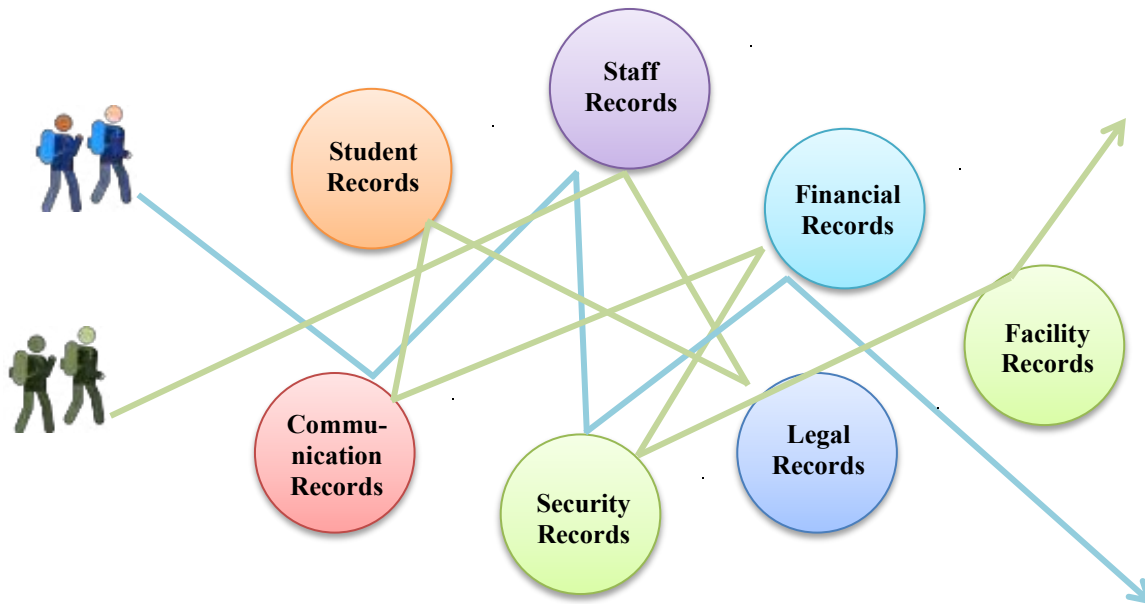
#### **SELF-REFLECTION**

- *How well do I prioritize administrative duties alongside educational leadership?*
- *Am I staying updated with the latest trends and best practices in school administration?*
- *Do I communicate effectively with the administrative team, teachers, and other stakeholders?*

## THE ROLE OF RECORD KEEPING IN ADMINISTRATIVE MANAGEMENT

*—In administration, as in any other endeavor, accurate and organized records are the key to efficiency and effectiveness.‖*

- Thomas



Record keeping is an essential aspect of administrative management in an educational institution because it provides the data needed to make informed decisions about all aspects of school operations. Proper record-keeping assists schools in maintaining organized, accurate, and accessible information about students, staff, finances, and other important particulars of the school operations. The following are key categories of record-keeping in administrative management:

### □□□ **Student Records:**

Student records contain vital information about individual students, such as enrollment details (application forms, enrollment contracts, and admission records), academic performance (transcripts, report cards, and standardized test scores), attendance records (daily attendance records), and health information (medical history, immunizations, and health-related issues). These records serve as comprehensive storage in providing insights into student progress and enabling personalized support for their development and well-being.

### □□□ **Staff Records:**

Staff records contain vital information about various aspects of an employee's tenure, such as employment contracts (contracts, job descriptions, and employment agreements), professional development (training, certifications, and workshops), and attendance and leave records (attendance and leave applications). These records serve as comprehensive storage in maintaining comprehensive staff records, managing their workforce, tracking professional growth, and ensuring compliance with employment regulations.

### Financial Records:

Financial records contain vital information about various financial data, such as budgets (Detailed budgets, income statements, and expense reports), payment records (tuition fees, donations, grants), and audit documentation (financial audits and compliance). These records serve as comprehensive storage in maintaining accurate financial records, tracking income and expenditures, allocating resources efficiently, and ensuring compliance with regulatory requirements.

### Facility and Equipment Records:

Facility and equipment records contain vital information about various facilities and equipment, such as maintenance logs (document maintenance and repair records), and inventory records (school supplies, textbooks, and equipment). These records serve as comprehensive storage in ensuring the safety of students and staff and optimizing resource utilization.

### Legal and Compliance Records:

Legal and compliance records contain vital information about various legal and compliance documents, such as school policies, contracts, licenses, permits, and compliance records (relevant laws and regulations related to school safety). These records serve as comprehensive storage in demonstrating the school's commitment to accountability, obedience to legal requirements, and fostering a safe educational environment for students, staff, and stakeholders.

### Security and Safety Records:

Security and safety records contain vital information about various security and safety documents, such as security incident reports, emergency response plans, and documentation of safety measures. These records serve as comprehensive storage in responding to emergencies, tracking security incidents, and continuously improving safety protocols.

### Communication Records:

Communication records contain vital information about various communications, such as letters, emails, and meeting minutes. These records serve as comprehensive storage in facilitating effective communication with officials, parents, students, staff, and stakeholders, tracking important discussions and agreements, and ensuring transparency and accountability in school operations.

The above record-keeping categories need a system that not only streamline data entry, but also protect sensitive information to maintain the trust of students, parents, and staff members.

### SELF-REFLECTION

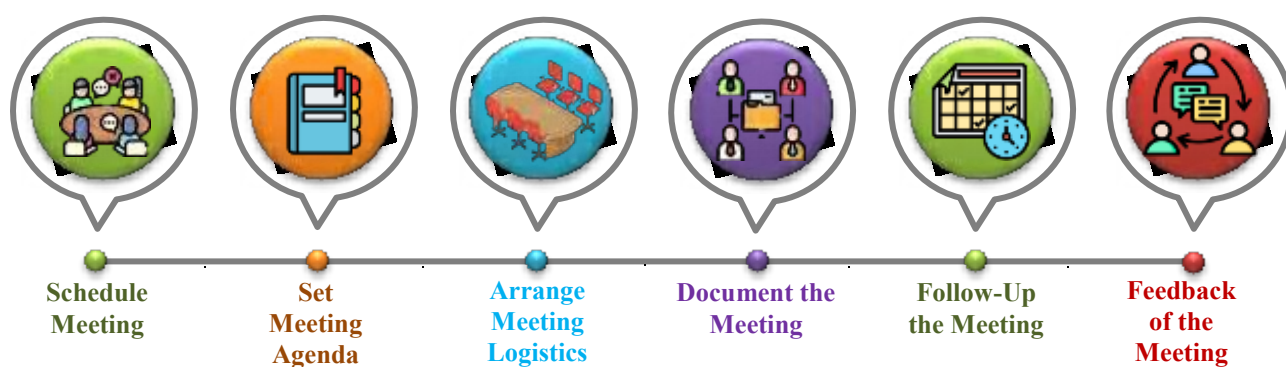
• Am I consistently maintaining accurate and up-to-date records in my administrative role? • Am I aware of the legal and compliance requirements related to record-keeping in my field? • How do I ensure the security and confidentiality of sensitive records in my care?

## **THE ROLE OF ADMINISTRATIVE MANAGEMENT IN ORGANIZING EDUCATIONAL MEETINGS**

*—Coming together is a beginning; keeping together is progress; working together is success.‖*

- Edward Everett Hale

In an educational context, meetings are essential for communication, decision-making, and collaboration among school staff, administrators, teachers, and other stakeholders. They promote collaboration, support professional development, and help maintain the school's operational efficiency. Administrative managers often schedule meetings, set agendas, and take care of logistical details. In addition, they organize and coordinate these gatherings and certify that meetings run smoothly. Here are some key roles that administrative management plays in this regard:



### **□□□ Scheduling the Meeting:**

Administrative managers schedule the meeting, send out invitations and reminders to participants, and make sure that the meeting does not clash with other important school events.

### **□□□ Setting the Meeting Agenda:**

Administrative managers set the agenda for the meeting, identify and prioritize the key discussion topics and issues, and allocate appropriate time for each topic and issue to keep the meeting focused and on track.

### **□□□ Arranging the Meeting Logistics:**

Administrative managers arrange the physical or virtual meeting space, and ensure that all necessary equipment and materials are available.

### **□□□ Documenting the Meeting:**

Administrative managers always take minutes during the meeting and ensure that what was discussed and assigned during the meeting.



#### □ **Following-up the Meeting:**

After the meeting, administrative managers send out meeting minutes, track action items, and follow up with participants to certify that tasks are completed on time.

#### □□□ **Gathering Feedback of the Meeting:**

Administrative managers always seek feedback from meeting participants to assess the effectiveness of the meeting and make improvements for future gatherings.

The above key roles can ensure that meetings are an effective tool for communication, collaboration, and decision-making in schools.

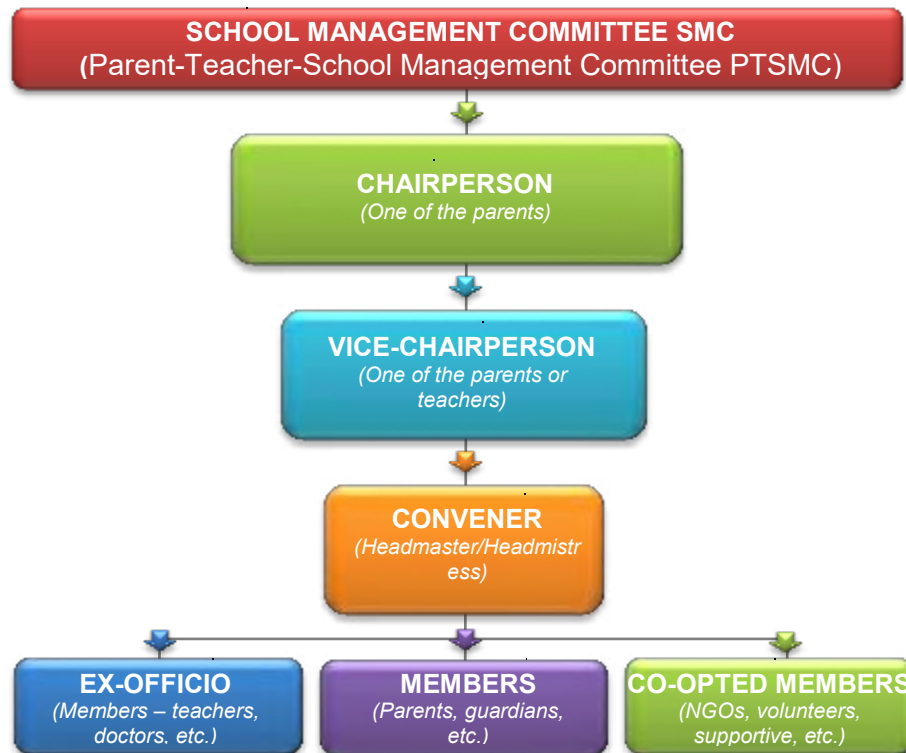
#### **SELF-REFLECTION**

- *Am I effectively coordinating and facilitating educational meetings within my school?*
- *How do my organizational skills contribute to the smooth planning and execution of educational meetings?*
- *Do I actively engage with stakeholders to gather their input and feedback on meeting agendas and topics?*

## THE ROLE OF SCHOOL MANAGEMENT COMMITTEE IN ADMINISTRATIVE MANAGEMENT

—Alone we can do so little; together we can do so much.‖

- Helen Keller



The School Management Committee SMC, in our context – the Parent-Teacher-School Management Committee (PTSMC) is an important part of the administrative management of a school. The PTSMC consists of elected representatives from the school community, such as parents, teachers, and other stakeholders. The specific roles and responsibilities of PTSMCs can vary from one school or district to another, but generally their primary functions in administrative management include:

- ☐ The PTSMC works with the school head teacher to develop a management plan that outlines the school's goals and objectives, as well as the strategies that will be used to achieve them.
- ☐ The PTSMC approves the school's budget and ensures that it is spent in a responsible and effective manner.
- ☐ The PTSMC monitors the school's performance on a regular basis to confirm that it is meeting its goals and objectives.
- ☐ The PTSMC provides feedback and continuous support to the school head teacher on a range of matters, such as the school's management plan, budget, and performance.

- ☐ The PTSMC engages in fundraising activities to provide additional financial resources for various administrative needs, such as purchasing equipment, improving facilities, or supporting extracurricular activities.
- ☐ The PTSMC encourages parents to become actively involved in their children's education and positively impact the administrative management of the school with valuable feedback and support.
- ☐ The PTSMC mediates conflicts between parents, teachers, and school administrators and resolves administrative disputes more constructively.

In developing countries, the PTSMC assists with the recruitment of teachers and other staff, develops and implements school policies, organizes and manages school events and activities, and provides financial assistance to students in need.

#### **SELF-REFLECTION**

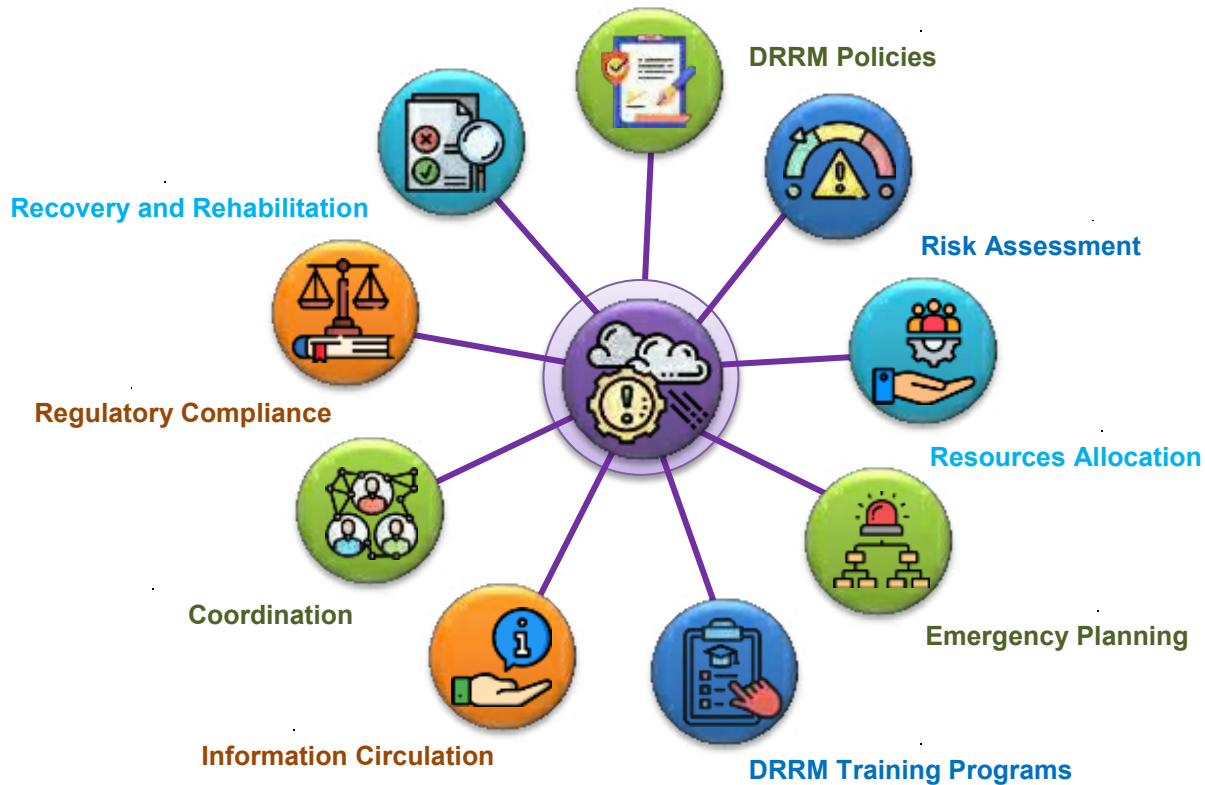


*• Do I have a clear understanding of the SMC's role in administrative management? • Am I actively collaborating and communicating effectively with other SMC members? • Am I investing in my own professional development to better contribute to the SMC's administrative role?*

## **DISASTER RISK REDUCTION AND MANAGEMENT WITHIN ADMINISTRATIVE MANAGEMENT**

*"Disaster mitigation... increases the self-reliance of people who are at risk - in other words, it is empowering."*

- Ian Davis



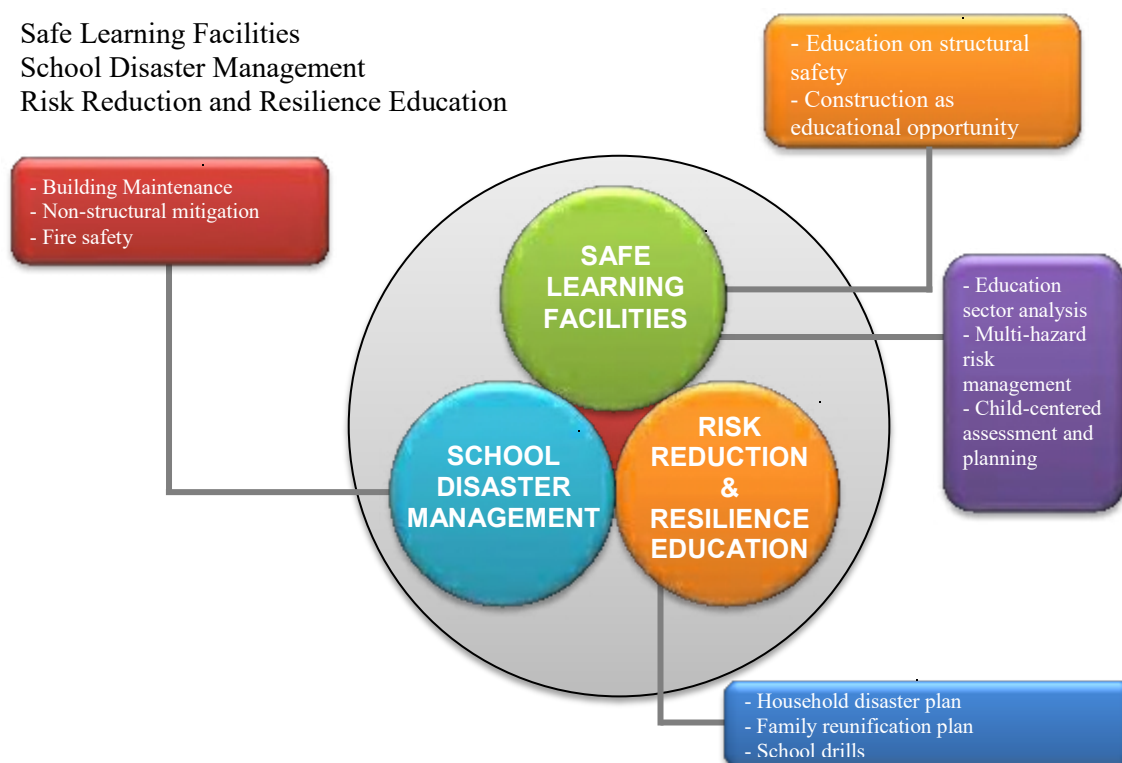
Disaster Risk Reduction and Management (DRRM) within administrative management refer to the integration of DRRM activities into the regular functions of government agencies and institutions. DRRM within administrative management involves developing and implementing policies, plans, and programs to reduce the risk of disasters and build resilience to their impacts. Here is how DRRM fits within administrative management:

- Administrative managers implement DRRM-sensitive policies and plans, such as guidelines for disaster preparedness, response, and recovery, and ensure that the policies and plans are up-to-date and followed by their teams.
- Administrative managers assess the risks associated with various disasters, such as natural disasters (earthquakes, floods, or jungle fires), and man-made disasters (nuclear explosions, ethnic violence, war, terrorist attacks, or oil spills) and recognize vulnerabilities and take measures to mitigate these risks through infrastructure improvements, and safety protocols.
- Administrative managers should enhance students' drill exercises, such as evacuation, communication, shelter-in-place, earthquake, and first aid training tailored to the specific risks to ensure the continuity of administrative operations during crises.

- Administrative managers allocate resources, such as building resilient infrastructure, conducting drills, and procuring emergency supplies to ensure readiness.
- Administrative managers develop emergency response plans, such as incident command structures and communication protocols to define and sketch out roles, responsibilities, and procedures during a disaster satisfactorily.
- Administrative managers conduct training programs and ensure that staffs are equipped with the necessary skills and knowledge to handle emergencies.
- Administrative managers circulate information to the public, stakeholders, and staff to maintain trust and transparency.
- Administrative managers coordinate efforts to restore normalcy, rebuild infrastructure, and provide support to affected communities.
- Administrative managers comply with relevant laws and regulations related to DRRM, such as building codes, environmental regulations, and safety standards.
- Administrative managers assess the effectiveness of DRRM efforts and use feedback to recognize areas for improvement and make necessary adjustments to policies and procedures.

In addition to the above, comprehensive school safety is important because it helps administrative managers create a safe and supportive learning environment for all students and staff. This means protecting against all types of hazards, including natural disasters, technological hazards, biological and health hazards, conflict and violence, as well as everyday dangers and threats. Comprehensive school safety involves policies and plans aligned with national, provincial, district/city, and school-level disaster management. It is supported by three key pillars:

1. Safe Learning Facilities
2. School Disaster Management
3. Risk Reduction and Resilience Education



Ideas from: Ministry Of Education and Culture Jakarta, 2015

### 1. Safe Learning Facilities:

It is imperative to make sure that school buildings and facilities are resistant because unsafe structures can pose risks to students and can cause economic losses to the community. The responsibility for safe learning facilities lies with education authorities, planners, architects, engineers, builders, and school community members. They should determine the safe location, design, construction, maintenance, and access to these facilities.

It is the first step to circulate knowledge about safe learning facilities in guaranteeing the safety of schools in hazard-prone areas. This knowledge can also be used to reconstruct existing school buildings for improved safety. The community's involvement in the construction and reconstruction process can serve as a model for enhancing security in other public facilities.

### 2. School Disaster Management:

This involves assessing the safety of schools, planning for physical protection, building emergency response capacity, and ensuring educational continuity. Education authorities at various levels collaborate with disaster management counterparts to maintain a safe learning environment and certify education continuity even in the face of disasters.

### 3. Risk Reduction and Resilience Education:

This is a long-term activity for sustainable development and aims to educate students about disaster risk reduction and contribute to individual and community preparedness - focusing on building a safe and resilient community.

Comprehensive school safety is not only a responsibility of schools. It requires the cooperation of all stakeholders, such as students, staff, parents, community members, and government agencies. By working together, we can create safe and supportive learning environments for all students and staff.

#### SELF-REFLECTION

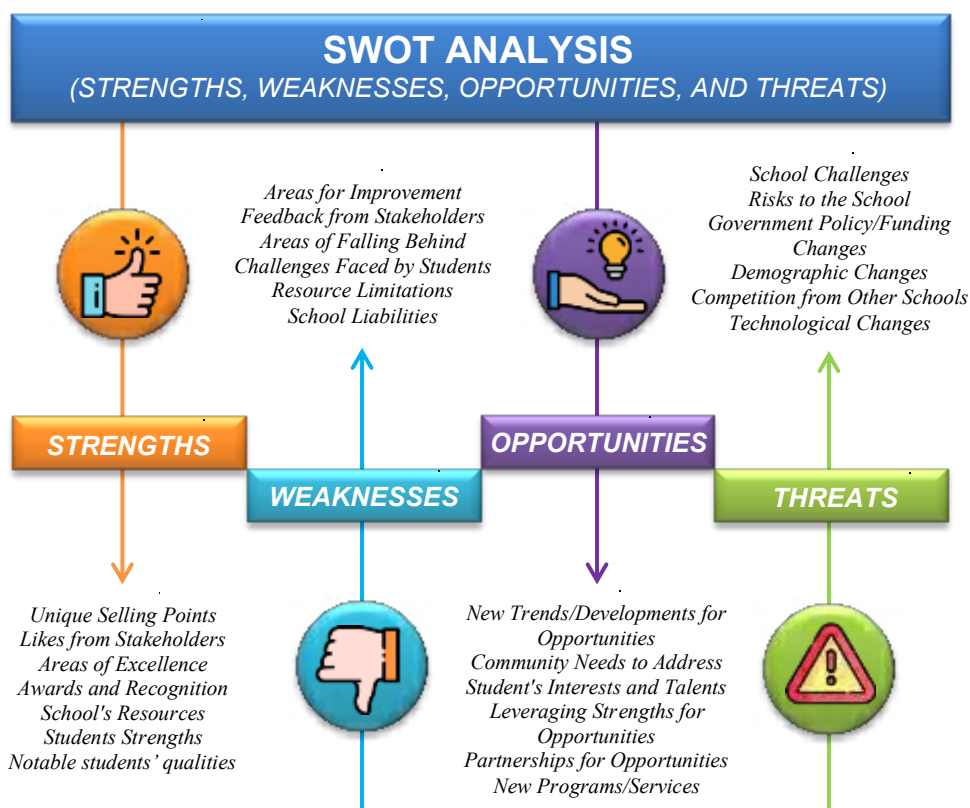
- What is my current level of understanding of disaster risk reduction and management within administrative management?
- What are the most common natural or man-made disasters that could affect my administrative unit?
- How can I engage and educate my team or colleagues about disaster risk reduction?

## STRATEGIC PLANNING AND DECISION-MAKING IN SCHOOL ADMINISTRATIVE MANAGEMENT: A SWOT ANALYSIS

*—When making a decision of minor importance, I have always found it advantageous to consider all the pros and cons.‖*

- Sigmund Freud

In the dynamic field of education, effective strategic planning and decision-making are critical for the success and sustainability of an educational institution. A SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) is a valuable tool for strategic planning and decision-making in various fields, including education. It helps school administrators to identify their strengths, weaknesses, opportunities, and threats, and use them to formulate their goals and actions. Before starting a SWOT analysis, school administrators need to (a) have a clear idea of what they want to achieve and what aspects of their educational operation they want to examine, (b) gather the data that will inform their identification of strengths, weaknesses, opportunities, and threats using multiple sources and methods, such as surveys, interviews, observations, documents, reports, or feedback, (c) analyze and prioritize your findings - ranking their strengths, weaknesses, opportunities, and threats according to their importance, (d) translate their analysis into action plans - formulating specific, measurable, achievable, realistic, and time-bound (SMART) goals based on their SWOT analysis, (e) involve and communicate with stakeholders, such as students, parents, teachers, staff, partners, and the community, and (f) review and update their SWOT analysis regularly to reflect the changes and developments in their internal and external environment.





Here is an example of conducting a school SWOT analysis:

SWOT Analysis Of Children’s Reading Skills			
Date	September 18, 2023		
School Name	Govt. Girls' High School Pishin		
Internal Factors			
Our Strength	Ways to Exploit	Our Weaknesses	Ways to Reduce
<ul style="list-style-type: none"><li>• Children are always curious and eager to learn.</li><li>• Children have strong imaginations.</li><li>• Children are always resilient and can move back from difficulties.</li></ul>	<ul style="list-style-type: none"><li>• Make reading fun and engaging for children by providing them with a variety of books to choose from, such as reading aloud, and role-playing.</li><li>• Encourage and praise children for their reading efforts, even if they make mistakes.</li><li>• Provide children with the support they need to succeed.</li></ul>	<ul style="list-style-type: none"><li>• Children have limited attention spans, which makes it difficult for them to focus on reading for long periods of time.</li><li>• Some children struggle with decoding, which makes it difficult for them to read words and sentences.</li><li>• Children often have difficulty understanding what they read, even if they are able to decode words and sentences.</li></ul>	<ul style="list-style-type: none"><li>• Choose extra reading books (except school textbooks) that are not too long or too difficult for your children.</li><li>• Take breaks during reading sessions to give children a chance to rest and refocus.</li><li>• Provide children with explicit instruction on decoding and comprehension strategies.</li></ul>
Our Opportunities	Ways to Exploit	Our Threats	Ways to Reduce
<ul style="list-style-type: none"><li>• There are somewhat community resources, such as libraries, and after-school programs to support children's reading development.</li><li>• Some parents actively participate in their child's reading development.</li></ul>	<ul style="list-style-type: none"><li>• Organize community reading events and guest author sessions to foster a reading culture.</li><li>• Organize regular parent-teacher meetings focusing on reading progress and provide resources for parents to support their children's reading at home.</li></ul>	<ul style="list-style-type: none"><li>• The school faces potential budget cuts that affect the children's reading progress, such as the unavailability of textbooks and other reading materials.</li><li>• Poverty is a barrier to reading achievement. Children from low-income families do not have access to books and other reading materials at home.</li><li>• Shifts in educational standards and policies (from Urdu to English, etc.) affect the children's reading development.</li><li>• Some children do not have regular exposure to language at home, which always impacts their reading development.</li></ul>	<ul style="list-style-type: none"><li>• Advocate for the importance of reading skills and seek grants to secure additional funding.</li><li>• Contact community organizations to provide free reading materials to children from low-income families.</li><li>• Stay informed about educational policy changes and adapt the curriculum accordingly.</li><li>• Invite community organizations to offer family literacy programs in order to help parents support their children's reading development at home.</li></ul>

Here are some short questions that may help you while conducting your school SWOT analysis:

<b>Strengths</b> <i>(Factors that are likely to have a positive effect on (or be an enabler to) achieving the school's objectives)</i>	<b>Weaknesses</b> <i>(Factors that are likely to have a negative impact on (or be a barrier to) achieving the school's objectives)</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> What are your school's unique selling points?</li> <li><input type="checkbox"/> What do students, parents, teachers, and other stakeholders like most about your school?</li> <li><input type="checkbox"/> What areas does your school excel in?</li> <li><input type="checkbox"/> What recognition has your school received?</li> <li><input type="checkbox"/> What are your school's resources and assets?</li> <li><input type="checkbox"/> What are your students' strengths?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> What areas does your school need to improve in?</li> <li><input type="checkbox"/> What feedback do you receive from students, parents, teachers, and other stakeholders?</li> <li><input type="checkbox"/> What areas are you falling behind in compared to other schools?</li> <li><input type="checkbox"/> What challenges do your students face?</li> <li><input type="checkbox"/> What are your school's resource limitations?</li> <li><input type="checkbox"/> What are your school's liabilities?</li> </ul>
<b>Opportunities</b> <i>(External Factors that are likely to have a positive effect on meeting or exceeding the school's aims, or goals not previously considered)</i>	<b>Threats</b> <i>(External Factors and conditions that are likely to harm achieving the school's objectives or make the objective redundant or unachievable)</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> What new trends or developments could create opportunities for your school?</li> <li><input type="checkbox"/> What are the needs of your community that our school could meet?</li> <li><input type="checkbox"/> What are your students' interests and talents?</li> <li><input type="checkbox"/> How can you influence your strengths to create new opportunities?</li> <li><input type="checkbox"/> How can you partner with other organizations to create new opportunities?</li> <li><input type="checkbox"/> What new programs or services could you offer?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> What challenges does your school face?</li> <li><input type="checkbox"/> What are the things that could put your school at risk?</li> <li><input type="checkbox"/> How are changes in government policy or funding affecting your school?</li> <li><input type="checkbox"/> How are changes in demographics (census-taking) affecting your school?</li> <li><input type="checkbox"/> How is competition from other schools affecting your school?</li> <li><input type="checkbox"/> What are the potential impacts of technological changes on your school?</li> </ul>

### **SELF-REFLECTION**

- Have I ensured that the SWOT analysis covers all pertinent areas of our school's operations, such as academics, administration, staff, and infrastructure?
- Have I encouraged open and honest discussions among stakeholders to identify strengths, weaknesses, opportunities, and threats accurately?



Participants will:

- Understand financial concepts and principles to make informed financial decisions.
- Develop the ability to create, manage, and monitor budgets effectively to optimize resource allocation.
- Identify and assess financial risks, and develop strategies to mitigate them.
- Develop long-term financial planning to meet organizational goals and objectives.
- Familiarize themselves with the key provisions and regulations outlined in Delegation of Financial Power Rules, General Financial Rules, and Treasury Rules.
- Ensure strict adherence to these rules in all financial transactions and decision-making processes.
- Understand the hierarchy of financial decision-making authority within the organization or government structure.
- Promote financial transparency and accountability by following the stipulated rules and guidelines.
- Identify potential risks associated with financial management and take measures to mitigate them while complying with the rules.

## UNDERSTANDING FINANCIAL MANAGEMENT AND BUDGETING

*–Finance without strategy is just numbers, and strategy without finance is just dreaming.‡*

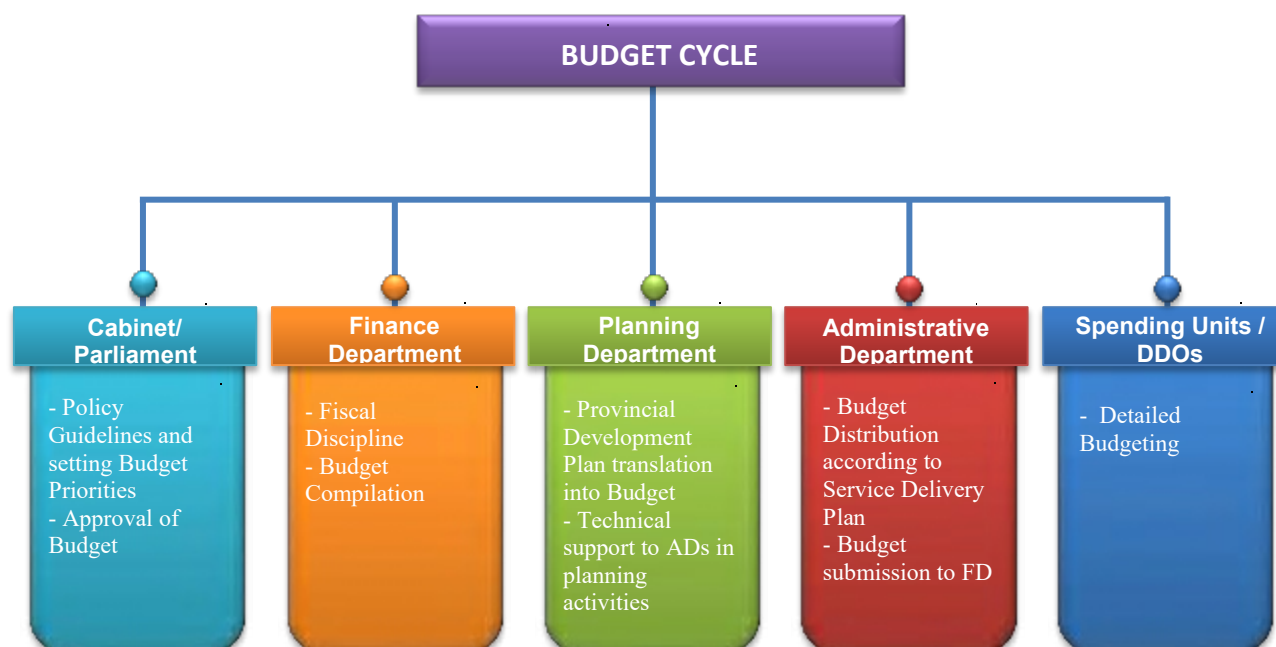
- E-Faber

Financial management in education refers to the use of smart practices to handle a school's money well. It involves planning, organizing, and controlling the money to help the school achieve its goals. On a broader scale, in Public Financial Management (PFM), governments also use these practices to handle public money wisely. They have rules, systems, and processes to secure, allocate, and use public funds transparently. This helps ensure that the government can provide public services efficiently and account for the money properly. In both cases, whether it is a school or a government, managing money involves budgeting, handling revenue, controlling spending, and being transparent about where the money goes. However, it is often tough to cover all expenses with limited funds, so more money is usually needed to make everything work smoothly.

A budget is a financial plan that describes the proposed expenditure and the means of financing it. In the case of a government, a budget is a government document that has the proposed revenues and expenditures for a complete financial year. Before creating a budget, it is essential for each department or unit to understand its specific role in the budgeting process. Here are some common roles and responsibilities that different departments, including education department may have in the budgeting process:

### □□□ Role and Mandate in Budget

Before creating a budget, it is important for each department or unit to understand its specific responsibilities within the budgeting process. Here are some prescribed roles for certain departments to help them understand their respective tasks:



### □□□ Constitutional /Regulatory Provisions

The budget itself is a legitimate process and is supported by the constitution. Article 120 of the constitution of the Islamic Republic of Pakistan speaks about the presentation of the budget which is reproduced as under:

The article 119 Says, *—The custody of the provincial consolidated fund, the payment of money into that fund, the withdrawal of money there-from, the custody of other money received by or on behalf of the provincial government, their payment into, and withdrawal from, the public account of the province, and all matters connected with or ancillary to the matters aforesaid, shall be regulated by act of the provincial assembly or, until provision in that behalf is so made, by rules made by the governor.¶*

After having such a detailed provision in the country’s constitution, there is further provision in the Public Financial Management act 2020 which is shown as under:

Chapter II – section-3 to 12 deals with budget preparation and presentation section-3 sub-section-1 states, *—The government shall approve the annual budget strategy paper containing the quantified macroeconomic and fiscal projections for the medium term by the 15th of March each year. The paper shall indicate the strategic priorities of the government revenues and spending policies and specify indicative levels of spending in various sectors and departments. Upon approval of the paper, the finance department shall issue indicative budget ceilings to various sectors and departments.¶*

### □□□ Budget Calendar

In order to start the process of budgeting, every year finance department issues a budget call circular which is a call for all the departments to submit a calendar/timeline of making a budget with respect to different activities.



### □□□ Chart of Accounts

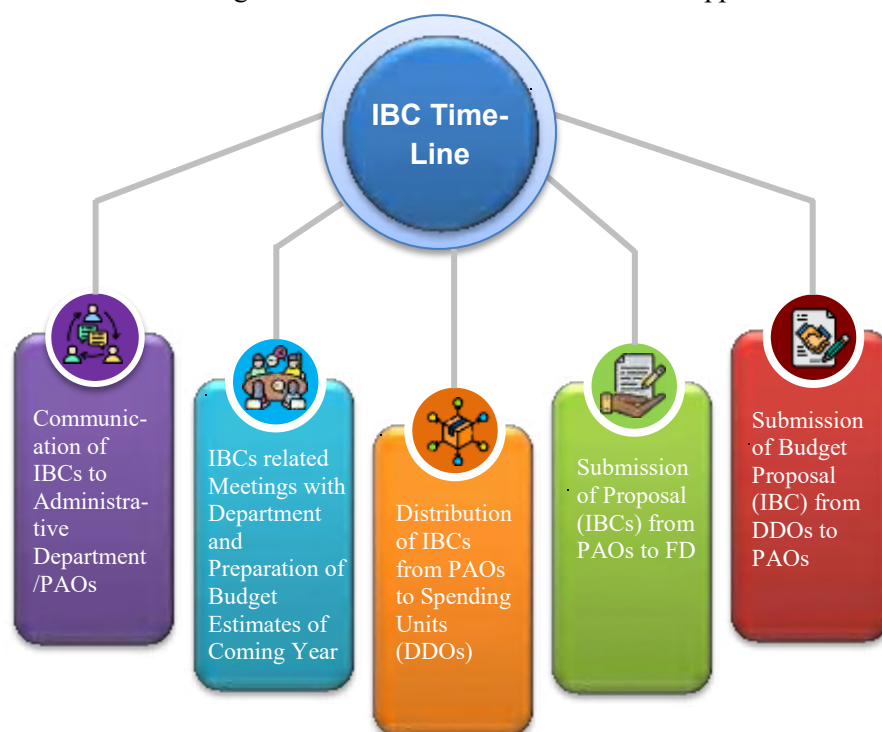
A Chart of Accounts (COA) is a structured list of all the financial accounts used by an institution to classify, record, and track its financial transactions. It serves as the foundation for an institution's accounting system and helps in organizing financial information in a systematic and standardized way. Here is counting elements (receipts and expenditure):



Communication of Indicative Budget Ceilings (IBC) to all Administrative Secretaries/PAOs of the Departments for current expenditure.	Finance Department		1st week of January 2023
Distribution Of Ceilings By The Administrative Departments (ADs) to spending units (DDOs).	Administrative Departments		By 11 <sup>th</sup> of January 2023
Submission of Tentative Budget Proposals in line with Indicative Budget Ceilings (IBC)* from ADs to FD.	Administrative Departments		By February 10 <sup>th</sup> , 2023
Inter departmental meetings /consultation for finalization of budget proposals (B.E, R.E & S.NEs).	Finance and Administrative Departments		From 11 <sup>th</sup> February to 8 <sup>th</sup> of March 2023
Submission of B.E 2023-24 and R.E 2022-23 (based on discussion/consultation as per S. No. 9 above).	Administrative Departments	Forms-I (A&B)	15 <sup>th</sup> April 2023
Finalizations of R.E 2022-23 B.E 202 23-24 and S.N.Es 202.	Finance Department	Forms-I (A&B)	By 15 <sup>th</sup> May 2023

### III Indicative Budget Ceilings (IBC)

Indicative Budget Ceilings (IBCs) are preliminary budget estimates that are provided to ministries and departments by the finance ministry. IBCs serve as a roadmap for ministries and departments in developing their budget proposals. IBCs are formulated based on the government's financial targets and priorities for the upcoming financial year. For example, if the government is focused on reducing its deficit - it may set lower IBCs for ministries and departments. Conversely, if the government is focused on increasing and spending on a particular area, such as education or healthcare - it may set higher IBCs for those ministries and departments. Once ministries and departments have received their IBCs, they develop their budget proposals and submit them to the finance ministry for review. The finance ministry then consolidates the budget proposals from all ministries and departments and prepares a draft budget for the entire government. The draft budget is then submitted to the cabinet for approval.



Here is a format example for preparing one budget in line with IBCs.

Department	Object	Actual Expenditure 2021-22	Budget 2022-23	IBCs 23/24
BC21041 – Secondary Education Department	Salaries	862,977,130	1,148,214,000	1,226,455,300
	Operating	166,010,686	374,122,900	388,693,200
	Grants	373,780,000	408,095,000	408,095,000
	Purchases	12,070,725	116,400,000	116,400,000
	Repair & Maintenance	22,046,333	28,852,000	30,565,800
	<b>Total</b>	<b>1,436,884,874</b>	<b>2,075,683,900</b>	<b>2,170,209,300</b>

### □□□ Appropriation

Since Budgetary allocations for an office of a DDO is prepared well before the start of the Fiscal Year, therefore, these allocations do not accurately fulfill the requirements of the DDO. If during the year, it is found to be insufficient or excess amount in any head of the budget, the same can be converted to or from any other head by re-appropriating the amount under certain rules/policies of the Government.

*Note: Re-appropriation cannot be done after the finalization of the revised estimate by the finance department. The very right time for submitting a re-appropriation is during the month of April or while submitting an excess-surrender statement.*

### □□□ Excess – Surrenders

An amount of expenditure exceeding the approved budget is called an “excess” budget. Whereas an amount unutilized out of budget allocation is called “Saving”. Relinquishment of allocated funds by a DDO / department is called “Surrender”. Every DDO/ Department is required to convey its likely surrenders & savings and demand or already utilized excess funds in any head, to the finance department through its excess & surrender statement before the deadline mentioned in the budget calendar.

*Note: Departments are required to submit an Excess-Surrender Statement to the finance department by 31st March of the ongoing year.*

### □□□ Revised Budget and Supplementary Budget

For every financial year budget estimates are prepared two times, first prior to the commencing of the fiscal year and second after reviewing eight months of expenditure during that fiscal year. The budget prepared second time is prepared on the basis of excess & surrender received from DDOs / Departments. During any year, departments may change their budget allocations between items of expenditure as well as demand more funds for some items. Based on these changes and demands they make adjustments to the original budget. The result is a Revised Budget or Revised Estimates.

*Note: Departments are required to submit Revised Estimates to the finance department by 31st March of the ongoing year.*

If it appears that due to some new or enhanced requirements or an emergent nature of work arises which cannot be met from re-appropriations within a grant, the additional grant is demanded to meet the expenditure. This additional grant is termed as a supplementary budget and submitted to the assembly for approval.

*Note: Departments will only submit Supplementary demands to F.D. at the time of submission of revised estimates. Approval of the supplementary budget will be carried out by the finance department.*



Here are calculation of estimated basic pay based on basic pay scale 2022 and calculation of operational expenditure:

S#	Designation	BPS	No. of Posts	Assumed Basic Pay	Annual Increment	Simple incremental Basic Pay calculation	Weight Basic Pay Calculation
1	Deputy Director	18	1	49,830	2,870	[(BPx12)+(Inc x 7)] x Total Strength	[(Basic Pay x 1.0389)x12x sanction strength]
2	Assistant Director	17	2	34,970	2,300		
3	Superintendent	17	1	41,870	2,300		
4	Senior Clerk	14	4	15,180	1,170		
5	Junior Clerk	9	1	16,880	730		
6	Junior Clerk	9	2	13,960	730		
7	Class IV	1	1	12,030	290		
8	Class IV	1	1	9,420	290		

S#	Object Description	FY 2021-22			FY 2022-23		FY 2023-24
		Original Budget	Revised Budget	Actual Expenditure	Original Budget	Revised Budget	Proposed Budget Estimates
1	A03201-POSTAGE AND TELEGRAPH	4,000	4,000	0	5,000	5,000	xxx
2	A03202-TELEPHONE AND TRUNK CALL	50,000	50,000	0	60,000	60,000	xxx
3	A03301-GAS	30,000	105,000	105,000	40,000	150,000	xxx
4	A03302-WATER	23,000	23,000	22,950	30,000	30,000	xxx
5	A03303-ELECTRICITY	211,000	211,000	0	200,000	200,000	xxx
6	A03805-TRAVELLING ALLOWANCE	94,000	94,000	30,540	60,000	60,000	xxx
7	A03901-STATIONERY	94,000	94,000	93,969	80,000	120,000	xxx
8	A03918-EXHIBITIONS FAIRS AND OTHER NATIONAL	12,000	150,000	150,000	60,000	150,000	xxx
9	A13301-REPAIR OFFICE BUILDINGS	300,000	300,000	20,000	300,000	300,000	xxx

For calculation/preparation purposes, the budget of a DDO is divided into the following three major heads:

- ☐☐☐ Pay
- ☐☐☐ Allowances
- ☐☐☐ Contingencies including Purchases

#### Pay

Pay or Basic Pay is calculated for each of the individual employees sanctioned in the budget book and employed in the relevant office. The annual total budget of an employee's Basic Pay is calculated as per the following method:

- ☐☐☐ (Running Basic Pay x 12) + (Annual Increment x7), or
- ☐☐☐ (Running Basic Pay x 5) + (Running Basic Pay + Increment x 7)

## Allowances

The allowances of each employee are calculated on the basis of rates, associated with that allowance. For example, the conveyance allowance of BPS-17 is Rs. 5000/ per month so the total budget of FY for the conveyance allowance of an employee of BPS-17 will be:  $5000 \times 12 = 60000$ . Adhoc Relief Allowance 2018 has been merged in the Revised Pay Scale 2022, therefore, it will not be allocated or may be reflected at Zero allocation.

## Contingency

This is the head where the fund is required other than the Salary component. It includes operational and other expenditures like repair & maintenance and purchases, etc. This head of budget can be divided into two sub-categories, i.e. recurring (which are required every year) and non-recurring (one time and are not needed every year) items. For budgeting contingencies following three principles should be considered.

- Past Expenditure Trend
- Inflation rate associated with the item.
- Current need of the items

The accounting element is a single alpha character from which a transaction is classified. The accounting elements for expenditure and receipts are as follows:

- A - Expenditure
- B - Tax receipts
- C - Non-tax receipts
- E - Capital receipts

A combination of alpha and numeric characters are further classified which is called object element or object codes. The use of the object elements/object code is also mandatory for all account transactions and budgeting. The table below shows the structure of the object element for expenditure:

Element		Major Objects		Minor Objects		Detailed Objects	
No.	Description	No.	Description	No.	Description	No.	Description
A	Expenditure	A01	Employees Related	A011	Basic Pay	A01-101	Basic Pay of the Officers

### □ Budget Method and Budget Books

The budget preparation method is to assess the tentative volume of the coming year's budget, predict tentative surplus or deficit of the budget, and allocate the tentative budget from Administrative departments to district DDO. The following are the types of budget books published by the Government of Balochistan.

- Volume-I Annual Budget Statement (ABS) Abstract of all types of receipts and expenditures estimates of the Government for a complete Fiscal year.
- Volume-II Estimates of Receipts. All types of receipts, which the Government receives from all sources, including federal and provincial receipts.
- Volume-III Non-Development/ Current Expenditure Budget. This document contains the details of all expenditure estimates that the government is to incur for running of its machinery. It includes the budget for salaries, contingencies, grants, pensions, all types of purchases, repair works, etc.

- Volume-IV Estimate of Development Budget. The detail of all development projects with their allocations on function and object wise.
- Volume-VIII Estimates of New Expenditure. This book contains the new initiatives of all departments including human resources and physical assets.

#### **SELF-REFLECTION**

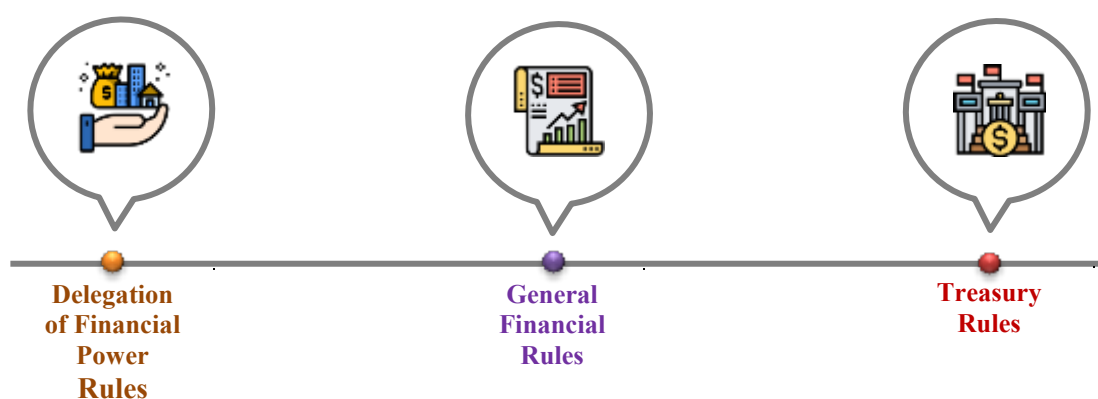
- *Have I identified my sources of income and expenses accurately in my budget?*
- *Do I have an emergency fund, and is it adequately funded to cover unexpected expenses?*
- *How do I handle financial setbacks or unexpected financial challenges, and what strategies can I implement to mitigate their impact in the future?*

## UNDERSTANDING DELEGATION OF FINANCIAL POWER RULES, GENERAL FINANCIAL RULES, AND TREASURY RULES

*—The single biggest difference between financial success and financial failure is how well you manage your money. It's simple: to master money, you must manage money.‖*

- T. Harv Eker

Delegation of financial power rules, general financial rules, and treasury rules are key principles and guidelines in financial management. They establish the framework for financial decision-making, the allocation of financial authority, expenditure procedures, and financial accountability. Mastering these rules is essential for effective financial governance, compliance, and responsible resource management.



### ▣▣▣ Delegation of Financial Power Rules

The Delegation of Financial Power Rules outlines the guidelines for the delegation of financial powers to officers within an organization. It provides a structure for categorizing officers based on their grade and volume of budget allocation and outlines the maximum amount of financial power that officers in each category can exercise. The rules also cover the re-appropriation of funds, disposal of government stores, and procurement purchases. The objective of these rules is to enhance efficiency, ensure transparency, and promote accountability in the utilization of public funds. However, financial regulations are a set of rules, guidelines, and procedures that govern the financial management of public funds by the government. These regulations are designed to ensure that public funds are managed efficiently, effectively, and transparently. The financial regulations are based on constitutional provisions that govern the financial management of public funds. Article 119 says that *—The custody of the Provincial Consolidated Fund, the payment of money into that Fund, the withdrawal of money therefrom, the custody of other money received by or on behalf of the Provincial Government, their payment into, and withdrawal from, the Public Account of the Province, and all matters connected with or ancillary to the matters aforesaid, shall be regulated by Act of the Provincial Assembly or, until provision in that behalf is so made, by rules made by the Governor‖* .

The financial regulations consist of several rules and guidelines that provide the framework for the financial management of public funds. Some of the key financial regulations of Balochistan are as follows:

### *Balochistan Delegation of Financial Powers and Re-appropriation Rules-2019*

These rules delegate financial powers to different levels of government officials and provide guidelines for the re-appropriation of funds within the budget.

#### *General Financial Rules*

The General Financial Rules provide the basic framework for financial management in the government. These rules cover various aspects of financial management, including budgeting, accounting, auditing, and procurement.

#### *Treasury Rules*

The Treasury Rules provide the procedures and forms to be followed in treasuries, including offices and agencies dealing with the cash businesses in Government, semi-government, and Banks with regard to receipts, custody, and disbursement of money.

#### *Budget Call Circular*

The Budget Call Circular is issued by the government to provide guidance to different departments and agencies on how to prepare their budgets. It outlines the budget process, the timelines, and the requirements for preparing a budget.

Apart from the above regulations, there are other rules and guidelines that govern the financial management of public funds. These include rules related to taxation, loans, grants, and subsidies.

### **□□□ General Financial Rules:**

General Financial Rules (GFR) are executive orders that describe the financial powers of different authorities subordinate to the government. They lay down the prescribed procedure for securing and spending funds required for the discharge of official functions entrusted to the authorities. All departmental authorities are required to follow these rules, supplemented or modified by special rules and instructions, if any, issued by the government, and other special orders applicable to them. The key aspects of general financial rules are:

#### *Definitions (PARA-2)*

Para-2 of GFR gives definitions of different terminologies of financial management. These include consolidated funds, public accounts, recurring and non-recurring expenditures, appropriation and re-appropriation, etc.

#### *Declaring of DDO (PARA-3)*

Para-3 of these rules gives provision to the head of department to authorize any gazetted officer to be declared as DDO by the head of department.

#### *Essential Conditions for Expenditures (PARA-9)*

No expenditure can be incurred unless the sanction of the competent authority and budgetary provisions are made available for the year.

#### *Custody and Accounts of Stores (Rules 151-157)*

To ensure proper management of stores, (a) suitable accounts, and inventories should be maintained at the site of stores, (b) safe custody should be maintained to avoid damage, loss, and deterioration, and (c) classification of stores should be made as Dead Stock, Consumable Stores, and Other Stores, etc.

#### *Physical Verification (Rules 158-162)*

Physical verification of stores should be carried out by a responsible officer once a year. This person should not be the custodian, accountant, or conversant with the nomenclature or technique of the store or low-paid government servant. Verification should be done in the presence of the custodian or storekeeper.

After verification, a certificate of verification should be recorded indicating any shortages, damages, or unserviceable stores, if any.

#### *Re-Appropriation of Funds (GFR-99)*

Transfer of funds from one primary unit of appropriation to another such unit within a grant. Re-appropriation can be made any time in the year before finalization of revised estimates/budget estimates. Delegation of financial powers has a separate chapter for re-appropriation powers.

#### *Transfer of charge (PARAS 114-115)*

When transferring a charge, it is imperative to maintain transparency and accountability. This involves reporting the transfer to the relevant authorities, including the AG/DAO, Head of Department, and controlling officer, with special emphasis on charges involving cash or stores. The Cash Book should be closed on the date of transfer, and any remaining charges and cash on hand must be meticulously counted. This count should be documented with a note bearing the signatures of both the relieved and reporting officers. Additionally, the relieving officer should conduct a thorough examination of the accounts and inspect the stores, promptly reporting any irregularities or objections encountered during the process. Adhering to these procedures ensures a seamless and transparent transfer of charge, upholding the principles of financial integrity and responsibility.

#### *Date of Birth (PARAS 116-117)*

#### *Standards of Financial Propriety (PARA-10)*

Every public servant is expected to exercise the same vigilance as a man of ordinary prudence would exercise in respect of expenditures of his own money. The expenditure should not be prima facie more than the occasion demands. Allowance should be so regulated that it is not a source of profit to the recipient.

#### *Control of Expenditure (PARAS 11-12)*

Heads of Departments, controlling officers, and DDO should enforce financial order and strict economy at every step. They should ensure that all financial rules are observed. See that the expenditures are incurred in the public interest and upon the object covered by budgetary provisions. The total expenditure does not exceed the grant. See that what has been spent from the grant, what commitments have been made and not paid for, and what liabilities are likely to be incurred during the remaining period of the financial year.

#### *Delays in Payment (PARA: 14)*

Delay in the payment of money indisputably due by the Government is contrary to all rules and budgetary principles and should be avoided.

#### *Maintenance of Accounts (PARAS 15-16)*

Any officer whose duty is to maintain and record the Accounts is personally responsible for the accuracy of Accounts and its dispatching within the prescribed date. An officer who signs or countersigns a certificate is personally responsible for the facts certified. These PARAS set principles of the contracts that a department/DDO undergoes with anybody, an individual on financial matters.

#### *Defalcation and Losses (PARAS 20-23)*

Report of losses (public money, departmental revenue or receipts, stamps, opium, stores, or other property, etc.) may immediately be reported to a superior officer and to AG, even if the loss has been recovered. The Departmental officer himself will submit a detailed report to the government, incorporating circumstances that led to the loss, the steps taken to prevent its recurrence, and disciplinary action against the defaulter. Every government officer will be held responsible for any loss sustained by the government, through fraud or negligence on his part or any other officer, to the extent, it may be proved that he contributed through his negligence.

### *Write-Off Losses (PARAS 47-48)*

The competent authority may sanction writing off the irrecoverable value of stores or public money lost by fraud, negligence of individuals, or other causes provided that the loss does not disclose a defect of the system the amendment of which requires the order of a higher authority. There has not been any serious negligence on the part of some individual government officer(s), which may call for disciplinary action requiring the orders of higher authority.

### *Stores (Rules 148-149)*

Receipts of stores should be examined, counted, measured, or weighed to ensure that the quantity is correct and the quality is good. A certificate to that effect should be recorded. Stores should only be issued on a prescribed indent, and acknowledgment should be obtained. Necessary entries should be made in the stock register.

Here are silent features of common powers rules and structure of rules:

Power	Maximum Amount	Administrative Department	Officers in Category-I	Officers in Category-II	Officers in Category-III	Officers in Category-IV	Finance Department
Reimbursement of Medical Charges	Full Powers	Full Powers	Up to Rs. 500,000/- in each case	Up to Rs. 300,000/- in each case	Up to Rs. 200,000/- in each case	-	Reimbursement of Medical Charges
Arrears Claims of Pay and Allowances	Up to Rs. 1.00 Million and/or six years old claims of any amount	Full Powers	Full Powers	Up to Rs. 500,000/-	Up to Rs. 200,000/-	-	Full Powers
Arrears Claims of T.A./D.A. and Other Claims of Government Servants	Up to Rs. 500,000/- and/or three years old claims of any amount	Full Powers	Full Powers	-	-	-	Full Powers
Utilities (Gas, Electricity & Water; Hot & Cold Weather Charges; POL for Generator)	Full Powers	Full Powers	Full Powers	Full Powers	Full Powers	Full Powers	-
Special Powers for Education Departments (Purchase of Scientific Equipment and Apparatus, Furniture, Instruments, and Teaching Material)	Full Powers	Full Powers	Full Powers	Up to Rs. 300,000/- in each case	Up to Rs. 300,000/- in each case	-	-
Leases of Land Pertaining to Government Buildings of	-	Full Powers subject to leases being openly auctioned for a	Full Powers subject to leases	-	-	-	-



the Department		period of one year at a time	being openly auctioned for a period of one year at a time				
Leases of Fruit Trees and Sale of Grass Growing on Government Land of the Department by Auction	-	Full Powers for a period not exceeding one year at a time	Full Powers for a period not exceeding one year at a time	-	-	-	-

Part/ Schedule	Description
Part-A General	Rule-1. Title, commencement, and extend of the rules are provided. Rule-2. Provides the definitions of terminologies used in the rules.
Part-B Delegations	Rule-3 to 8. Principal provision for Delegation of Powers and delegation of officers' categories, ex-post facto sanctions of financial powers, disbursement of funds through exercise of financial powers, powers of finance department, Disposal of government stores etc. and procurement purchases are given in these rules.
Part-C Re-Appropriation	Rule-9. It gives general guidelines for re-appropriation of funds.
Part-D Miscellaneous	Rule-10 to 12. Miscellaneous provisions are given in these rules.

### □□□ Treasury Rules

The Treasury Rules provide a framework for handling money in government, semi-government, and bank offices. The rules cover various aspects of treasury operations, including the withdrawal of public money, preparing bills, duplicates and copies of bills, specimen signatures, and other safeguards, audit objections and recoveries, and contingent charges. The rules aim to ensure the efficient and transparent handling of public funds and the proper maintenance of records and accounts. Disbursing officers in government, semi-government, and bank offices are expected to follow the rules and guidelines to ensure compliance with financial regulations and maintain financial discipline and accountability. Here are the key aspects of treasury rules:

- The treasury rules govern the procedures and forms for handling money in government, semi-government, and bank offices.
- It comprises two volumes, with the first volume having 16 parts that cover various aspects of treasury operations.
- Part-V of the treasury rules deals with the withdrawal of public money, which is a significant function of DDOs.
- Having sufficient knowledge of the rules in Part V will enhance the efficiency of DDOs.
- Rule 138 outlines instructions for preparing bills.
- Bills should be in printed forms in English, except in unavoidable circumstances.
- Bills must be signed using ink.
- The amount must be written in both figures and words.
- The date of birth of government servants must be recorded in their service book, service roll, and history of service according to the Christian era - matric or municipal birth certificate.

- If the actual date of birth is unknown, the following procedure is used to determine it based on the available information.
- If the year and month of birth are known, then the 16th of the month is recorded.
- If only the year of birth is known, then the 1st of July is recorded.
- If both the year and month are unknown, but the approximate age is known, then the date of appointment less the number of years representing their age is recorded.
- The date of birth can only be altered in case of a clerical error, and the government servant must apply for a correction within 2 years of their entry into government service and after an inquiry.
- Departments should inform employees in BPS-1 to BPS-4 in writing about their date of birth and superannuation.
- Employees should also be informed once a year prior to their superannuation.

#### *Physical Verification (Rules 158-162)*

Physical verification of stores should be conducted by responsible officers once a year because it carries out by a person who is not the custodian, accountant, or familiar with the store's nomenclature or technique, or a low-paid government servant. The custodian or storekeeper should be present during the verification process. After the verification, a certificate should be recorded indicating any shortages, damages, or unserviceable items found.

#### *Service Books (PARAS 120-122)*

The service book should be verified and a certificate recorded annually at a fixed time. In the case of transfer of non-gazetted employees, verification of service with reference to pay bill/payroll may be made on the service book and forwarded to the relevant office. If a non-gazetted employee becomes a gazetted officer, their Service Book should be forwarded to the AG/DAO for record keeping.

#### *Stores (Rules 148-149)*

The items received should be examined, counted, measured, or weighed to ensure that the quantity is correct and the quality is good. A certificate should be recorded to that effect. The items should be issued based on a prescribed indent, and an acknowledgment should be obtained. It is also important to make necessary entries in the stock register to keep track of inventory.

#### *Custody and Accounts of Stores (Rules 151-157)*

It is imperative to maintain suitable accounts and inventories at the site of stores. In addition, safe custody should be ensured to avoid damage, loss, and deterioration. However, classification of stores should be made according to Dead Stock, Consumable Stores, and Other Stores, etc.

The following is a summary of important rules and guidelines from the Treasury Rules for drawing and disbursing officers in government, semi-government, and bank offices:

#### *General Instructions regarding the Preparation and Form of Bills (Rule-138)*

- Full account classifications must be recorded.
- Charges against two or more major heads should not be included in one bill, except for major heads of pay and allowances which should be presented by a single bill.
- Special orders must have the order sanctioning the charge.
- When payments are required to be made through some other person or agency, it must be endorsed or authorized by the DDO.

#### *Duplicates and Copies of Bills (Rule 145)*

- No duplicate bill may be issued for the payment of money that has already been paid.

- If a bill presented to the Treasury Office for payment is lost before payment, a certificate must be obtained from the Treasury officer for non-payment of the amount on the lost bill before preparing a duplicate bill.
- When a bill is required to be paid in duplicate or triplicate, only one copy shall be signed or countersigned in full, and other copies shall be initialed.

*Specimen Signature and other safeguards (Rule 172-174)*

- The relieving officer and the officers taking over the charge shall forward the specimen signatures to the treasury.

*Overcharges (Rule 212)*

- The responsibility of overcharge shall rest with the drawer of a bill, but the controlling officer or the Treasury officer cannot be exempted from the responsibility, and recovery from either of them may be considered.

*Audit Objections and Recoveries (Rule 213-216)*

- Audit observations and orders must be attended promptly by a DDO.
- If any payment is made wrongly and pointed out by the Audit, the Disbursing officer must immediately stop further payments and start recovery without listening to any objection or protest except any orders received from the competent authority.

*Personal Claim of Government Servants-General Rules (Rule 217-247)*

- Due Date of Pay on different occasions.
- Deduction from Bills like income tax, House Rent deductions, recoveries order by an Accountant General, Attachment of Pay and allowances, etc., for Debt.
- First Payment of Pay and Allowances.
- Payment on quitting the service.
- Death of Payee.
- Place of Payment for Pay and Allowances, Leave Salary.
- Payment of Pay, Leave Salary, etc., through agents.

*Bills of Gazetted Government Servants (Rule 248-261)*

- Form of bills for Pay, Fixed Allowances, etc.
- Travelling allowance
- Cost of Medical Treatments
- Alteration of Pay, etc.
- Advances.

*Bills of Non-Gazetted Establishments (Rule 262-283)*

- Monthly bills.
- Forms and preparation.
- Absentee Statement.
- Increment certificate.
- Overtime Allowance.
- Arrears Bills.
- Travelling Allowance Bill.
- Cost of Medical Treatment.

*Contingent Charges – General Limitations (Rule 289-294)*

- All contingency charges, incurred in one year, must be paid in the same year and are not allowed to be paid from the grant of another year.

- ☐ No money may be drawn from the treasury in anticipation of demand or to prevent the lapse of budget grants.
- ☐ Contingency changes of two or more different major heads must not be recorded in one register or in one bill.

*Responsibility of Drawing Officer (Rule 295)*

- ☐ The same vigilance with respect to express shall be exercised by an officer as a person of ordinary prudence may be expected to exercise in spending his own money.
- ☐ Rules regarding bill preparations are observed.
- ☐ The officer must see that money is either required for immediate disbursement or has already been paid from permanent advances.

**SELF-REFLECTION**

- Am I confident in my ability to make financial decisions within the prescribed authority limits? • How well do I comprehend the key principles and guidelines outlined in the General Financial Rules? • Have I stayed informed about updates and changes to Treasury Rules relevant to my financial responsibilities?

## **PARTICIPANTS' HANDOUTS**

**GOAL**

The goal of the module is to

To develop the knowledge, skills, and dispositions of educational leaders to create and maintain high-performing schools that meet the needs of all students.

**OBJECTIVES FOR PARTICIPANTS**

At the end of the day 1, participants will be able to

- Define educational leadership and discuss its importance in creating and maintaining high-performing schools.
- Analyze the different dimensions of the educational leader's role, including instructional leadership, school management, and community engagement.
- Describe different educational leadership styles, such as transactional, transformational, and servant leadership.
- Develop and practice effective communication skills for communicating with students, parents, teachers, and other stakeholders.

**LENGTH AND AGENDA OF THE DAY 1**

The day 1 components are:

DAY 1 COMPONENTS	TIME
Introduction and Warm-up	09:00am - 09:30am
<b>Presentation:</b> Exploring Educational Leadership Roles, Styles, and Communication Skills	09:30am - 10:30am
<b>Group Activity:</b> Practicing and Applying Educational Leadership Roles, Styles, and Communication Skills	10:30am - 12:00am
<b>Hi-Tea Break (30 Minutes)</b>	
<b>Group Discussion:</b> Reflecting on Educational Leadership Roles, Styles, and Communication Skills	12:30pm – 01:30pm
Warm-up and Evaluation	01:30pm – 02:00pm
Total Projected Length of the Day 1:	<b>300 Minutes (5 Hours)</b>

## **OVERVIEW OF THE PROGRAM**

### **□□□ Introduction**

Head Teachers play a pivotal role in the continuous improvement of education quality. They are catalysts for change - actively engaged in observing, evaluating, planning, and implementing innovative ideas within their educational institutions. They extend strategic planning for school improvement and serve as a crucial link between schools, communities, and educational authorities. In recent times, the role of education managers, particularly Head Teachers, has undergone a significant transformation. They are no longer just effective administrators; they are now recognized as inspirational leaders and instrumental change agents.

In Pakistan, Head Teachers bear the responsibility of overseeing individual schools. Considering the unique context, needs, and interests of schools in the province of Balochistan, we have developed a comprehensive 8-day training program tailored to their specific requirements.

The primary objective of this training initiative is to empower Head Teachers with the attitudes, skills, and knowledge necessary for the effective management of schools. It aspires to revolutionize educational institutions by equipping Head Teachers to excel as efficient education administrators and transformative leaders. Through this program, we aim to enhance the overall quality of education in the region, foster positive change, and ultimately contribute to the betterment of our communities and society as a whole.

### **Program Modules**

The program has 4 modules which are divided into 8-day. The modules are:

- Educational Leadership
- Academic Management
- Administrative Management
- Financial Management

### **Goals of the Program**

The goals of the program are to

- To equip educational leaders with the necessary knowledge, skills, and dispositions to both establish and sustain high-performing schools that effectively cater to the diverse needs of all students, while also promoting mental health, fostering a growth mindset, combating gender-based violence, and adeptly crafting compelling vision and mission statements.
- To empower educational leaders with the competencies and attitudes needed to proficiently oversee academic programs, allocate resources, and cultivate inclusive, joyful, and healthy learning environments that maximize student learning outcomes.
- To equip educational leaders with the knowledge, skills, and attitudes required for the effective management of administrative functions, resources, disaster risk reduction, and strategic planning in schools, ultimately fostering a positive, productive, and resilient school environment.
- To empower educational leaders with the expertise and attributes needed to efficiently manage school finances, ensuring the effective allocation of resources to enhance student learning and achievement, while also adhering to pertinent financial regulations and rules.



## Objectives of the Program

At the end of the program, participants will be able to

- Understand and apply educational leadership by defining its significance in establishing and sustaining high-performing schools, analyzing various dimensions of the educational leader's role, exploring diverse leadership styles, and honing effective communication skills for engaging with students, parents, teachers, and stakeholders.
- Create a nurturing school environment by developing strategies to promote mental health and well-being, practicing mindfulness techniques for stress reduction and self-awareness, cultivating a growth mindset within the school community, implementing measures to prevent and address gender-based violence, and effectively crafting clear and concise vision and mission statements for their respective schools.
- Understanding of academic management, its pivotal role in enhancing student learning outcomes, and the specific responsibilities of a head teacher as an academic manager, including developing strategies for guiding academic management teams to successfully implement curricula and establish efficient resource allocation processes aimed at optimizing student learning outcomes.
- Develop an array of strategies for creating inclusive, joyful, and health-focused learning environments that cater to diverse student needs, including enhancing processes for utilizing assessment data to inform academic decisions, promoting student engagement and achievement through joyful learning experiences, and integrating health and hygiene education seamlessly into academic programs to enhance student well-being.
- Understanding of administrative management, its pivotal role in fostering a positive and productive school environment, and the specific roles and responsibilities of a head teacher as an administrative manager, including developing strategies for maintaining accurate records and conducting effective educational meetings, thereby enhancing overall administrative efficiency and effectiveness.
- Understanding of the roles and responsibilities of the school management committee in administrative management, including developing strategies for integrating disaster risk reduction and management into administrative functions, and effectively conducting SWOT analyses to identify strengths, weaknesses, opportunities, and threats within their schools.
- Understanding of financial management and its significance within schools, including identifying and describing the roles and responsibilities of various stakeholders in the school budgeting process, understanding constitutional and regulatory provisions related to school budgeting, developing and implementing effective budget calendars, charts of accounts, and budget methods, and gaining proficiency in processes such as indicative budget ceilings, appropriation, handling excess and surrenders, and budget revision to ensure efficient and responsible school financial management.
- Identify and comprehend the delegation of financial power rules, general financial rules, and treasury rules that are applicable to educational institutions, including making prudent financial decisions in strict accordance with these rules, while also ensuring transparency, accountability, and efficiency in school financial management.

### □□□ Length of the Program

Eight (08) working days

## **MODULE 1 – EDUCATIONAL LEADERSHIP**

### **DAY 1**

#### **Navigating Educational Leadership Roles, Styles, and Communication Skills**

#### **WARM-UP**

**What do you think about facing challenges with confidence and embracing educational leadership?**

**Direction(s):** What do you think about facing challenges with confidence and embracing educational leadership? Put yourself on the scale following each statement. Discuss your responses with person(s) sitting next to you.

**1.** Educational leadership plays a crucial role in shaping the overall school culture and environment.

Agree \_\_\_\_\_ Disagree

**2.** Educational leadership is only about managing administrative tasks.

Agree \_\_\_\_\_ Disagree

**3.** Active listening is a fundamental skill for effective communication and building strong relationships.

Agree \_\_\_\_\_ Disagree

**4.** Distributed leadership enhances the effectiveness of educational institutions.

Agree \_\_\_\_\_ Disagree

**5.** Leadership traits and characteristics are innate and cannot be developed through training and experience.

Agree \_\_\_\_\_ Disagree

**6.** Transformational leadership inspires positive change and growth in educational settings.

Agree \_\_\_\_\_ Disagree

**7.** Authoritarian leadership is effective in maintaining discipline and order in schools.

Agree \_\_\_\_\_ Disagree

**8.** Ethical leadership is essential for maintaining trust and integrity in schools.

Agree \_\_\_\_\_ Disagree

**9.** Adaptive leadership is necessary for navigating complex educational challenges.

Agree \_\_\_\_\_ Disagree

**10.** Leadership development programs are not worth the investment in education.

Agree \_\_\_\_\_ Disagree

## **MODULE 1 – EDUCATIONAL LEADERSHIP**

### **DAY 1**

#### **Navigating Educational Leadership Roles, Styles, and Communication Skills**

#### **GROUP ACTIVITY IDEAS AND SCENARIOS**

The following are ideas and scenarios for educational leadership roles, styles, and communication skills group activity.

##### **The Role of the Educational Leader**

- Assign different roles to group members, such as principal, teacher, parent, and student. Give them a scenario to play out - a meeting to discuss a student's behavior. After the role-playing, have the group reflect on what went well and what could be improved.
- Lead a group discussion on a topic related to educational leadership - motivating staff, or dealing with difficult parents. Encourage group members to share their own experiences and perspectives.
- Present the group with a problem that educational leaders commonly face - low student achievement or high teacher income. Have the group work together to generate solutions and develop a plan of action.

##### **Educational Leadership Styles**

- Have the group members research a different educational leader and create a profile of their leadership style. The profile should include the leader's strengths and weaknesses, as well as examples of how they have used their leadership style to achieve success.
- Present the group with a case study of a real-world leadership challenge faced by an educational leader. Have the group work together to identify the leader's leadership style and discuss how he/she could have used his/her leadership style more effectively in the situation.
- Have group members choose a different educational leadership style to role-play. Give them a scenario to play out - a meeting with a struggling teacher or a disciplinary meeting with a student. After the role-playing, have the other groups reflect on the different leadership styles and how they can be used effectively in different situations.

##### **Effective Communicational Skills for Educational Leaders**

- Have the group members work in pairs. One person will be the speaker and the other person will be the listener. The speaker will share a story or experience for a few minutes. The listener's job is to actively listen by paying attention to the speaker's body language, making eye contact, and asking clarifying questions. After the speaker is finished, the listener will summarize what they heard back to the speaker.
- Have the group members work in pairs. One person will be the assertive communicator and the other person will be the passive communicator. The assertive communicator will ask the passive communicator to do something for them. The passive communicator will agree to do it, but they will be unwilling and may make excuses. After the interaction, have the group members discuss the different communication styles and how the assertive communicator could have been more effective.

- Have the group members work in pairs. One person will give a short presentation or speech to the other person. After the presentation, the listener will give the speaker feedback on their communication skills. The feedback should be specific and constructive. After the feedback, the speaker will have a chance to respond and ask questions.

## **MODULE 1 – EDUCATIONAL LEADERSHIP**

### **DAY 1**

#### **Navigating Educational Leadership Roles, Styles, and Communication Skills**

### **OPEN-ENDED DISCUSSION QUESTIONS**

Here are the open-ended discussion questions for educational leadership roles, styles, and communication skills.

#### **The Role of the Educational Leader**

- ☐ What challenges do educational leaders face in fostering a positive school culture, and how can they address these challenges effectively?
- ☐ In what ways can educational leaders promote diversity, equity, and inclusion within their schools or institutions?
- ☐ How do educational leaders inspire and motivate their teams to achieve both short-term goals and long-term educational outcomes?

#### **Educational Leadership Styles**

- ☐ How do different leadership styles impact teacher morale, student engagement, and overall school climate?
- ☐ Is it possible for an educational leader to adapt their leadership style to different situations, or should they stick to one dominant style? Why or why not?
- ☐ How can educational leaders use a combination of leadership styles to build a more well-rounded approach to leadership within their institutions?

#### **Effective Communicational Skills for Educational Leaders**

- ☐ How can educational leaders foster open and honest communication within their teams and with students and parents?
- ☐ In what ways can effective communication skills enhance the ability of educational leaders to address conflicts and challenges within their schools or institutions?
- ☐ Can you share examples of how communication breakdowns have negatively impacted educational leadership, and what strategies can be employed to prevent them?

## **MODULE 1 – EDUCATIONAL LEADERSHIP**

### **DAY 1**

#### **Navigating Educational Leadership Roles, Styles, and Communication Skills**

#### **REFLECTIONS ON THE DAY 1**

□□□ How have your ideas about navigating educational leadership roles, styles, and communication skills in the context of institutions changed?

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□□□ What has been reinforced?

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□□□ What was the most important thing you learned, and how you plan to use it?

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## **MODULE 1 – EDUCATIONAL LEADERSHIP**

### **DAY 1**

#### **Navigating Educational Leadership Roles, Styles, and Communication Skills**

### **DAY 1 EVALUATION**

**Direction (s):** Scan the given QR code to fill out the Day 1 Evaluation Form.





## MODULE

# 1

## EDUCATIONAL LEADERSHIP

### DAY 2

### FOSTERING MENTAL HEALTH, MINDFULNESS, MINDSETS, GENDER-BASED VIOLENCE PREVENTION, AND VISION AND MISSION CRAFTING IN EDUCATIONAL LEADERSHIP

#### GOAL

To develop the knowledge, skills, and dispositions of educational leaders to promote mental health and well-being, foster a growth mindset, combat gender-based violence, and write effective vision and mission statements.

#### OBJECTIVES FOR PARTICIPANTS

At the end of the day 2, participants will be able to

- ☐ Develop strategies to promote mental health and well-being for students, staff, and the school community.
- ☐ Learn and practice mindfulness techniques to reduce stress, improve focus, and enhance self-awareness.
- ☐ Understand the different types of mindsets and develop strategies to foster a growth mindset in the school community.
- ☐ Develop strategies to prevent and respond to gender-based violence in the school setting.
- ☐ Write a clear and concise vision and mission statement for their school.

#### LENGTH AND AGENDA OF THE DAY 2

The day 2 components are:

DAY 2 COMPONENTS	TIME
Introduction and Warm-up	09:00am - 09:30am
<b>Presentation:</b> Exploring mental health, mindfulness, mindsets, gender-based violence prevention, and vision and mission crafting in educational leadership	09:30am - 10:30am
<b>Group Activity:</b> Practicing and Applying mental health, mindfulness, mindsets, gender-based violence prevention, and vision and mission crafting in educational leadership	10:30am - 12:00am
<b>Hi-Tea Break (30 Minutes)</b>	
<b>Group Discussion:</b> Reflecting on mental health, mindfulness, mindsets, gender-based violence prevention, and vision and mission crafting in educational leadership	12:30pm – 01:30pm
Warm-up and Evaluation	01:30pm – 02:00pm
Total Projected Length of the Day 2:	<b>270 Minutes (4.5 Hours)</b>

## **MODULE 1 – EDUCATIONAL LEADERSHIP**

### **DAY 2**

#### **Fostering Mental Health, Mindfulness, Mindsets, Gender-Based Violence Prevention, and Vision and Mission Crafting In Educational Leadership**

### **WARM-UP**

#### **Getting Acquainted: Promoting Well-Being and Leadership in Education**

**Direction(s):** Answer the following questions for yourself. Next, find a partner and share your response with each other. Then reflect on the questions below:

<b>Questions</b>	<b>You</b>	<b>Your Partner</b>
How do you promote well-being among students and colleagues within your school?		
What are the key qualities and skills that you possess in promoting a positive school culture?		
What strategies do you employ to foster a sense of belonging and inclusivity in your school community?		
How does your well-being contribute to the overall success of your school, and what do you do to support teachers in this regard?		
In what ways can you effectively communicate and implement a vision for positive change and innovation in your school?		

#### **Reflection Questions**

Did you find similarities and differences in your leadership? Did the exchange bring up any important questions, thoughts, or ideas for you?

## **MODULE 1 – EDUCATIONAL LEADERSHIP**

### **DAY 2**

#### **Fostering Mental Health, Mindfulness, Mindsets, Gender-Based Violence Prevention, and Vision and Mission Crafting In Educational Leadership**

#### **GROUP ACTIVITY IDEAS AND SCENARIOS**

The following are ideas for mental health, mindfulness, mindsets, gender-based violence prevention, and vision and mission crafting in educational leadership group activity.

##### **Mental Health in Educational Leadership**

- Have every member write in a journal about their thoughts and feelings on mental health. What are some challenges they face? What are some coping mechanisms (behaviors that aim to avoid stress or unpleasant emotions) that help them? What are some things they can do to support their own mental health and the mental health of others?
- Have each member of the group create a piece of art that represents their mental health journey. This could be a painting, drawing, collage, or anything else that comes to mind. Once everyone is finished, get share your art with the group and talk about what it means to you.

##### **Mindfulness in Educational Leadership**

- Have everyone pair up with a partner. Have one person speak for a few minutes about something that is important to them. The other person listens attentively, making eye contact and nodding their head. When the speaker is finished, the other person shares something that is important to them. Continue for 5-10 minutes.
- Have everyone reflect on their own leadership practice and identify areas where they can be more mindful. Share your mindfulness with the whole group.

##### **Mindsets in Educational Leadership**

- Discuss the difference between a growth mindset and a fixed mindset. Which mindset do you have? What are some things you can do to develop a growth mindset?
- Have everyone set a goal for themselves that they want to achieve in the next week or month. Write your goal down and make a plan for how you will achieve it.

##### **Gender-Based Violence Prevention in Educational Leadership**

- Discuss the impact of gender-based violence on individuals, families, and communities. Share your insights and understandings with the whole class.
- Brainstorm ways to prevent gender-based violence. This could include things like teaching people about healthy relationships, promoting gender equality, and challenging harmful stereotypes.

##### **Vision and Mission Crafting in Educational Leadership**

- Discuss the importance of having a vision for your school and work together to create a vision and mission statement for your school or district. Be sure to involve all stakeholders in the process.
- Have the group members work in pairs. One person will give a short presentation or speech to the other person. After the presentation, the listener will give the speaker feedback on their communication skills. The feedback should be specific and constructive. After the feedback, the speaker will have a chance to respond and ask questions.

## **MODULE 1 – EDUCATIONAL LEADERSHIP**

### **DAY 2**

#### **Fostering Mental Health, Mindfulness, Mindsets, Gender-Based Violence Prevention, and Vision and Mission Crafting In Educational Leadership**

#### **OPEN-ENDED DISCUSSION QUESTIONS**

Here are the open-ended discussion questions for mental health, mindfulness, mindsets, gender-based violence prevention, and vision and mission crafting in educational leadership.

##### **Mental Health in Educational Leadership**

- ☐ How can educational leaders create a school environment that prioritizes the mental health and well-being of students and staff?
- ☐ What strategies can schools implement to reduce the stigma surrounding mental health issues and promote open conversations about them?
- ☐ In what ways can educators and leaders collaborate to identify and address the specific mental health challenges faced by today's students?

##### **Mindfulness in Educational Leadership**

- ☐ How can mindfulness practices be integrated into the daily routines of students, teachers, and school leaders to enhance focus, self-awareness, and overall well-being?
- ☐ What are the potential benefits of introducing mindfulness programs in educational institutions, and how can they positively impact the learning environment?
- ☐ How can mindfulness help educators and students better manage stress and improve their ability to cope with challenges?

##### **Mindsets in Educational Leadership**

- ☐ How do different mindsets, such as a growth mindset and a fixed mindset, influence the learning outcomes and motivation of students and educators?
- ☐ What strategies can educational leaders employ to foster a growth mindset culture within their schools or institutions?
- ☐ What are some real-life examples of schools that have successfully transformed their culture by promoting growth-oriented mindsets?

##### **Gender-Based Violence Prevention in Educational Leadership**

- ☐ What role can educational leaders and institutions play in creating a safe and inclusive environment for all students, free from gender-based violence and discrimination?
- ☐ How can schools engage students, staff, and the wider community in conversations about healthy relationships, and gender equality?
- ☐ How can educational leaders ensure that their efforts to prevent gender-based violence are intersectional and inclusive of all gender identities and backgrounds?

##### **Vision and Mission Crafting in Educational Leadership**

- ☐ What is the significance of having a clear vision and mission statement for an educational institution, and how does it guide its development and growth?
- ☐ How can educational leaders engage stakeholders, including students, parents, and teachers, in the process of crafting a shared vision and mission for their school?

## **MODULE 1 – EDUCATIONAL LEADERSHIP**

### **DAY 2**

#### **Fostering Mental Health, Mindfulness, Mindsets, Gender-Based Violence Prevention, and Vision and Mission Crafting In Educational Leadership**

#### **REFLECTIONS ON THE DAY 2**

□□□ How have your ideas about fostering mental health, mindfulness, mindsets, gender-based violence prevention, and vision and mission crafting in educational leadership?

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□□□ What has been reinforced?

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□□□ What was the most important thing you learned, and how you plan to use it?

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## **MODULE 1 – EDUCATIONAL LEADERSHIP**

### **DAY 2**

**Fostering Mental Health, Mindfulness, Mindsets, Gender-Based Violence Prevention, and Vision and Mission Crafting In Educational Leadership**

### **DAY 2 EVALUATION**

**Direction (s):** Scan the given QR code to fill out the Day 2 Evaluation Form.



## MODULE

# 2

## ACADEMIC MANAGEMENT

### DAY 3

### COMPREHENSIVE ACADEMIC MANAGEMENT WITH HEAD TEACHER ROLES, CURRICULUM IMPLEMENTATION, AND SCHOOL-LEVEL RESOURCE ALLOCATION

#### GOAL

The goal of the module is to

Develop the knowledge, skills, and dispositions of educational leaders to effectively manage academic programs and resources in order to improve student learning outcomes.

#### OBJECTIVES FOR PARTICIPANTS

At the end of the day 3, participants will be able to

- Define academic management and discuss its importance in improving student learning outcomes.
- Describe the different roles and responsibilities of a head teacher as an academic manager.
- Develop strategies for leading the academic management team to effectively implement the curriculum.
- Cultivate a process for allocating resources to academic programs and activities in a way that maximizes student learning outcomes.

#### LENGTH AND AGENDA OF THE DAY 3

The day 3 components are:

DAY 3 COMPONENTS	TIME
Warm-up	09:00am - 09:30am
<b>Presentation:</b> Exploring comprehensive academic management with head teacher roles, curriculum implementation, and school-level resource allocation	09:30am - 10:30am
<b>Group Activity:</b> Practicing and Applying comprehensive academic management with head teacher roles, curriculum implementation, and school-level resource allocation	10:30am - 12:00am
<b>Hi-Tea Break (30 Minutes)</b>	
<b>Group Discussion:</b> Reflecting on comprehensive academic management with head teacher roles, curriculum implementation, and school-level resource allocation	12:30pm – 01:30pm
Evaluation	01:30pm – 02:00pm
Total Projected Length of the Day 3:	<b>270 Minutes (4.5 Hours)</b>



## **MODULE 2 – ACADEMIC MANAGEMENT**

### **DAY 3**

#### **Comprehensive Academic Management with Head Teacher Roles, Curriculum Implementation, and School-Level Resource Allocation**

### **WARM-UP**

#### **Four Corner Activity Statements**

- ☐ Head teachers should have complete autonomy over school policies and practices without strict government management.
- ☐ A standardized curriculum ensures that all students receive a uniform and high-quality education.
- ☐ A teacher-centered approach is more effective for delivering content and maintaining discipline.
- ☐ School funding and resources should be allocated based on student performance and outcomes.
- ☐ Resource allocation should prioritize schools in underprivileged neighborhoods to address educational disparities.
- ☐ Controversial topics, such as politics or social issues, should be avoided in the curriculum to maintain neutrality.
- ☐ Parents should have a direct say in school-level decision-making, including hiring and curriculum choices.
- ☐ Teacher tenure should be extended to school leaders, such as principals, to ensure stability and long-term planning.

## **MODULE 2 – ACADEMIC MANAGEMENT**

### **DAY 3**

#### **Comprehensive Academic Management with Head Teacher Roles, Curriculum Implementation, and School-Level Resource Allocation**

#### **GROUP ACTIVITY IDEAS**

The following are ideas and scenarios for comprehensive academic management with head teacher roles, curriculum implementation, and school-level resource allocation.

##### **The Role of the Academic Manager**

- Assign the group members different scenarios involving head teacher roles, such as handling a parent-teacher meeting, resolving a conflict among staff, or setting academic goals. Each member of the group can act out their scenario and then discuss their experiences and solutions.
- Provide case studies of real situations that head teachers might encounter, such as a budget crisis or a curriculum change. Ask members to analyze the case studies and present their recommendations for how the head teacher should handle the situation.

##### **Curriculum Implementation in Academic Management**

- Choose a specific aspect of curriculum implementation (e.g., assessment strategies or lesson planning) and prepare a short presentation on best practices. After the presentation, invite the whole group to discuss and feedback.

##### **School-Level Resource Allocation in Academic Management**

- Have a list of resources (e.g., teachers, funds, classroom space) and a set of school needs (e.g., reducing class sizes, improving instruction). Have each member allocate resources strategically to meet these needs while maintaining to a budget.

## **MODULE 2 – ACADEMIC MANAGEMENT**

### **DAY 3**

#### **Comprehensive Academic Management with Head Teacher Roles, Curriculum Implementation, and School-Level Resource Allocation**

#### **OPEN-ENDED QUESTIONS for GROUP DISCUSSION**

Here are the open-ended discussion questions for comprehensive academic management with head teacher roles, curriculum implementation, and school-level resource allocation.

##### **The Role of the Academic Manager**

- How can the role of a head teacher evolve to better support comprehensive academic management in today's rapidly changing educational landscape?
- How can a head teacher effectively lead and inspire a diverse group of educators and staff members in pursuit of academic excellence?
- What are the key qualities and skills that a head teacher should possess to successfully manage a school and its academic programs?

##### **Curriculum Implementation in Academic Management**

- How can schools ensure that the curriculum aligns with the needs and interests of students while meeting educational standards and goals?
- What strategies can be employed to adapt and update the curriculum in response to evolving educational trends and societal changes?
- In what ways can schools adapt curriculum implementation to address issues of equity, diversity, and inclusion in education?

##### **School-Level Resource Allocation in Academic Management**

- What principles should guide the allocation of resources within a school to ensure equitable opportunities and outcomes for all students?
- How can schools balance the allocation of resources between academic programs, extracurricular activities, and support services for students with special needs?
- What role should community input and stakeholder engagement play in the decision-making process for resource allocation at the school level?

## **MODULE 2 – ACADEMIC MANAGEMENT**

### **DAY 3**

#### **Comprehensive Academic Management with Head Teacher Roles, Curriculum Implementation, and School-Level Resource Allocation**

### **REFLECTIONS ON THE DAY 3**

□□□ How have your ideas about comprehensive academic management with head teacher roles, curriculum implementation, and school-level resource allocation changed?

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□□□ What was the most important thing you learned, and how you plan to use it?

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## **MODULE 2 – ACADEMIC MANAGEMENT**

### **DAY 3**

Comprehensive Academic Management with Head Teacher Roles, Curriculum Implementation,  
and School-Level Resource Allocation

### **DAY 3 EVALUATION**

**Direction (s):** Scan the given QR code to fill out the Day 3 Evaluation Form.



**GOAL**

The goal of the module is to

Develop the knowledge, skills, and dispositions of educational leaders to create and manage inclusive, joyful, and healthy learning environments that optimize student learning outcomes.

**OBJECTIVES FOR PARTICIPANTS**

At the end of the day 4, participants will be able to

- Develop strategies for creating and managing inclusive learning environments that meet the needs of all students.
- Improve a process for using assessment data to inform academic decision-making and improve student learning outcomes.
- Advance strategies for creating and sustaining a joyful learning environment that promotes student engagement and achievement.
- Process strategies for integrating health and hygiene education into academic programs to improve student health and well-being.

**LENGTH AND AGENDA OF THE DAY 4**

The day 4 components are:

DAY 4 COMPONENTS	TIME
Warm-up	09:00am - 09:30am
<b>Presentation:</b> Exploring academic management for inclusivity, assessment, joyful learning, and health integration	09:30am - 10:30am
<b>Group Activity:</b> Practicing and Applying academic management for inclusivity, assessment, joyful learning, and health integration	10:30am - 12:00am
<b>Hi-Tea Break (30 Minutes)</b>	
<b>Group Discussion:</b> Reflecting on academic management for inclusivity, assessment, joyful learning, and health integration	12:30pm – 01:30pm
Evaluation	01:30pm – 02:00pm
Total Projected Length of the Day 4:	<b>270 Minutes (4.5 Hours)</b>

## **MODULE 2 – ACADEMIC MANAGEMENT**

## DAY 4

Advancing Academic Management for Inclusivity, Assessment, Joyful Learning, and Health Integration

## WARM-UP

## KWL Chart

What do you <b>know</b> about the comprehensive academic management for an inclusive learning environment?	What do you <b>want</b> to know about the comprehensive academic management for an inclusive learning environment?	What have you <b>Learned</b> ?
<p><i>Have participants fill out this part before they begin the creating visual arts project.</i></p>	<p><i>Have participants fill out this part before they begin the creating visual arts project.</i></p>	<p><i>Have participants fill out this part at the end of lesson.</i></p>



## **MODULE 2 – ACADEMIC MANAGEMENT**

### **DAY 4**

#### **Advancing Academic Management for Inclusivity, Assessment, Joyful Learning, and Health Integration**

#### **GROUP ACTIVITY IDEAS AND SCENARIOS**

The following are ideas and scenarios for advancing academic management for inclusivity, assessment, joyful learning, and health integration.

##### **Inclusivity in Academic Management**

- Have group members review the curriculum for their grade level or subject area to identify areas where it can be made more inclusive. This could include adding more diverse perspectives and using more inclusive language.
- Have group members develop a lesson or unit that is accessible to all learners, regardless of their abilities or learning styles.

##### **Assessment in Academic Management**

- Have group members share examples of authentic assessments they have used in their classrooms. Authentic assessments are assessments that measure what students know and can do in real-world contexts.
- Have group members brainstorm formative assessment strategies they can use in their classrooms. Formative assessments are assessments that are used to monitor student progress and provide feedback during instruction.

##### **Joyful Learning in Academic Management**

- Have group members develop a Project-based learning (PBL) planning project for their students. PBL is a teaching method where students learn by working on real-world projects. It can be a great way to promote joyful learning.
- Have group members develop an idea of how to integrate the arts into their classrooms. Arts integration is the use of the arts (e.g., visual art) to teach other subjects. It can be a great way to make learning more engaging and meaningful for students.

##### **Health Integration in Academic Management**

- Have group members develop a health education lesson for their students. Health education lessons can teach students about a variety of topics, such as nutrition, physical activity, and mental health.
- Have group members develop ideas of how to integrate mindfulness into their classrooms. Mindfulness is the practice of paying attention to the present moment without judgment. It has been shown to have a number of benefits for students, such as improving academic performance, reducing stress, and increasing self-awareness.

## **MODULE 2 – ACADEMIC MANAGEMENT**

### **DAY 4**

#### **Advancing Academic Management for Inclusivity, Assessment, Joyful Learning, and Health Integration**

### **OPEN-ENDED DISCUSSION QUESTIONS**

Here are the open-ended discussion questions for advancing academic management for inclusivity, assessment, joyful learning, and health integration.

#### **Inclusivity in Academic Management**

- ☐ ☐ ☐ How can academic leaders encourage open and respectful dialogue on diversity-related issues within their institutions?
- ☐ ☐ ☐ What steps can be taken to make curricula more inclusive and reflective of diverse perspectives and experiences?

#### **Assessment in Academic Management**

- ☐ ☐ ☐ What innovations in assessment methods can better measure students' skills, competencies, and real-world application of knowledge?
- ☐ ☐ ☐ What role should peer and self-assessment play in the overall assessment strategy of an academic management?

#### **Joyful Learning in Academic Management**

- ☐ ☐ ☐ What practices and policies can academic leaders implement to foster a culture of joy and curiosity in learning?
- ☐ ☐ ☐ How can educators create classroom environments that encourage students to take risks and learn from their mistakes without fear of failure?

#### **Health Integration in Academic Management**

- ☐ ☐ ☐ How can academic management better integrate physical and mental health support services into the educational experience for students and staff?
- ☐ ☐ ☐ How can schools address the mental health challenges that students face, especially in high-pressure academic environments?

## **MODULE 2 – ACADEMIC MANAGEMENT**

### **DAY 4**

#### **Advancing Academic Management for Inclusivity, Assessment, Joyful Learning, and Health Integration**

#### **REFLECTIONS ON THE DAY 4**

□□□ How have your ideas about advancing academic management for inclusivity, assessment, joyful learning, and health integration changed?

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□□□ What was the most important thing you learned, and how you plan to use it?

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## **MODULE 2 – ACADEMIC MANAGEMENT**

### **DAY 4**

Advancing Academic Management for Inclusivity, Assessment, Joyful Learning, and Health Integration

### **DAY 4 EVALUATION**

**Direction (s):** Scan the given QR code to fill out the Day 4 Evaluation Form.



**GOAL**

The goal of the module is to

Develop the knowledge, skills, and dispositions of educational leaders to effectively manage administrative functions and resources to create a positive and productive school environment.

**OBJECTIVES FOR PARTICIPANTS**

At the end of the day 5, participants will be able to

- Define administrative management and discuss its importance in creating a positive and productive school environment.
- Identify and describe the different roles and responsibilities of a head teacher as an administrative manager.
- Cultivate strategies for maintaining and managing accurate and up-to-date records.
- Develop strategies for organizing and conducting effective educational meetings.

**LENGTH AND AGENDA OF THE DAY 5**

The day 5 components are:

DAY 5 COMPONENTS	TIME
Warm-up	09:00am - 09:30am
<b>Presentation:</b> Exploring Head Teacher Roles, Record-Keeping, and Meeting Organization in Educational Administrative Management	09:30am - 10:30am
<b>Group Activity:</b> Practicing and Applying Head Teacher Roles, Record-Keeping, and Meeting Organization in Educational Administrative Management	10:30am - 12:00am
<b>Hi-Tea Break (30 Minutes)</b>	
<b>Group Discussion:</b> Reflecting on Head Teacher Roles, Record-Keeping, and Meeting Organization in Educational Administrative Management	12:30pm – 01:30pm
Evaluation	01:30pm – 02:00pm
Total Projected Length of the Day 5:	<b>270 Minutes (4.5 Hours)</b>

## **MODULE 3 – ADMINISTRATIVE MANAGEMENT**

### **DAY 5**

#### **Head Teacher Roles, Record-Keeping, and Meeting Organization in Educational Administrative Management**

### **WARM-UP**

**What do you think about comprehensive overview of administrative management and its educational applications?**

**Direction(s):** What do you think about comprehensive overview of administrative management and its educational applications? Put yourself on the scale following each statement. Discuss your responses with person(s) sitting next to you.

1. Administrative management is the cornerstone of effective educational institutions.

Agree \_\_\_\_\_ Disagree

2. Administrative bureaucracy stops innovation in educational settings.

Agree \_\_\_\_\_ Disagree

3. Effective educational leadership requires a balance between autocratic and democratic administrative styles.

Agree \_\_\_\_\_ Disagree

4. Administrative management can improve student outcomes by optimizing resource allocation.

Agree \_\_\_\_\_ Disagree

5. Educational leaders should prioritize student-centered administrative management over traditional top-down approaches.

Agree \_\_\_\_\_ Disagree

6. The centralization of administrative authority enhances efficiency in educational institutions.

Agree \_\_\_\_\_ Disagree

7. Decentralized administrative management empowers local educators and enhances accountability.

Agree \_\_\_\_\_ Disagree

8. Technology-driven administrative management is essential for preparing students for the digital age.

Agree \_\_\_\_\_ Disagree

9. Administrative management should prioritize diversity to create equitable educational environments.

Agree \_\_\_\_\_ Disagree

10. Administrative management needs ongoing professional development for educational leaders.

Agree \_\_\_\_\_ Disagree

## **MODULE 3 – ADMINISTRATIVE MANAGEMENT**

### **DAY 5**

#### **Head Teacher Roles, Record-Keeping, and Meeting Organization in Educational Administrative Management**

#### **GROUP ACTIVITY IDEAS AND SCENARIOS**

The following are ideas and scenarios for head teacher roles, record-keeping, and meeting organization in educational administrative management group activity.

##### **The Role of the Educational Administrative Manager**

- Have group members choose a different head teacher role (e.g., setting the school's vision and strategic direction, managing the school's budget and resources, overseeing the teaching and learning process, ensuring the well-being of students and staff, and building relationships with parents and the local community). Then, have group members develop a scenario that illustrates their role and present it to the group. The other group members can then ask questions and provide feedback.
- Present a case study of a head teacher who is facing a challenge. Then, have the group members work together to develop a solution. The solution should be based on the head teacher's roles and responsibilities, as well as best practices in educational administrative management.

##### **Record-Keeping in Educational Administrative Management**

- Create a list of different types of records that schools typically keep. Then, have the group members work together to find examples of each type of record. The group members can search online, interview school staff members, or remind a local school to find examples.
- Have the group members design a record-keeping system for a school. The system should be efficient, effective, and easy to use. The group members should consider the different types of records that need to be kept, as well as the needs of the different users of the system.

##### **Meeting Organization in Educational Administrative Management**

- Have the group members plan a meeting for a group of school staff members. The group members should consider the purpose of the meeting, the attendees, the agenda, the time and location of the meeting, and the resources needed for the meeting.
- Have the group members practice facilitating a meeting. The group members should take turns leading a discussion on a pre-determined topic. Invite the whole group to provide feedback on the facilitator's performance.



## **MODULE 3 – ADMINISTRATIVE MANAGEMENT**

### **DAY 5**

#### **Head Teacher Roles, Record-Keeping, and Meeting Organization in Educational Administrative Management**

#### **OPEN-ENDED DISCUSSION QUESTIONS**

Here are the open-ended discussion questions for head teacher roles, record-keeping, and meeting organization in educational administrative management.

##### **The Role of the Educational Administrative Manager**

- What qualities and skills do effective head teachers possess, and how can these be developed and nurtured in aspiring educational leaders?
- How can head teachers strike a balance between instructional leadership and administrative tasks, such as managing staff and resources?
- What strategies can head teachers employ to foster a positive school culture and promote collaboration among teachers, students, and parents?

##### **Record-Keeping in Educational Administrative Management**

- Why is record-keeping important in educational administrative management, and what types of records should schools maintain?
- What measures can be taken to ensure the security and privacy of student and staff records in compliance with data protection regulations?
- How can data analytics and insights derived from records improve decision-making in educational institutions?

##### **Meeting Organization in Educational Administrative Management**

- What strategies can be employed to ensure that meetings in educational administrative settings are productive and efficient?
- How can meetings be structured to encourage collaboration and open communication among school staff and administrators?
- What role do agendas, minutes, and follow-up actions play in effective meeting organization and accountability?

## **MODULE 3 – ADMINISTRATIVE MANAGEMENT**

### **DAY 5**

#### **Head Teacher Roles, Record-Keeping, and Meeting Organization in Educational Administrative Management**

### **REFLECTIONS ON THE DAY 5**

□□□ How have your ideas about head teacher roles, record-keeping, and meeting organization in educational administrative management changed?

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□□□ What has been reinforced?

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□□□ What was the most important thing you learned, and how you plan to use it?

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## **MODULE 3 – ADMINISTRATIVE MANAGEMENT**

### **DAY 5**

Head Teacher Roles, Record-Keeping, and Meeting Organization in Educational Administrative Management

### **DAY 5 EVALUATION**

**Direction (s):** Scan the given QR code to fill out the Day 5 Evaluation Form.



## MODULE

# 3

## ADMINISTRATIVE MANAGEMENT

### DAY 6

### OPTIMIZING SCHOOL ADMINISTRATIVE MANAGEMENT THROUGH SMC INTEGRATION, DISASTER RISK REDUCTION, AND SWOT ANALYSIS FOR STRATEGIC PLANNING

#### GOAL

The goal of the module is to

Develop the knowledge, skills, and dispositions of educational leaders to effectively manage administrative functions, disaster risk reduction and management, and strategic planning and decision-making in schools.

#### OBJECTIVES FOR PARTICIPANTS

At the end of the day 6, participants will be able to

- Identify and describe the roles and responsibilities of the school management committee in administrative management.
- Develop strategies for integrating disaster risk reduction and management into school administrative functions.
- Conduct a SWOT analysis to identify and assess the strengths, weaknesses, opportunities, and threats of a school, and develop strategies for effective strategic planning and decision-making.

#### LENGTH AND AGENDA OF THE DAY 6

The day 6 components are:

DAY 6 COMPONENTS	TIME
Warm-up	09:00am - 09:30am
<b>Presentation:</b> Exploring School Administrative Management Through SMC Integration, Disaster Risk Reduction, and SWOT Analysis for Strategic Planning	09:30am - 10:30am
<b>Group Activity:</b> Practicing and Applying School Administrative Management Through SMC Integration, Disaster Risk Reduction, and SWOT Analysis for Strategic Planning	10:30am - 12:00am
<b>Hi-Tea Break (30 Minutes)</b>	
<b>Group Discussion:</b> Reflecting on School Administrative Management Through SMC Integration, Disaster Risk Reduction, and SWOT Analysis for Strategic Planning	12:30pm – 01:30pm
Evaluation	01:30pm – 02:00pm
Total Projected Length of the Day 6:	<b>270 Minutes (4.5 Hours)</b>

## **MODULE 3 – ADMINISTRATIVE MANAGEMENT**

### **DAY 6**

#### **Administrative Management through SMC Integration, Disaster Risk Reduction, and SWOT Analysis for Strategic Planning**

### **WARM-UP**

#### **Getting Acquainted: Optimizing School Admin: SMC, Risk Reduction, & SWOT Planning**

**Direction(s):** Answer the following questions for yourself. Next, find a partner and share your response with each other. Then reflect on the questions below:

<b>Questions</b>	<b>You</b>	<b>Your Partner</b>
What are some practical ways a School Management Committee (SMC) can identify and address potential risks within a school environment?		
How can SWOT planning benefit school administration in terms of strategic decision-making and resource allocation?		
What role does stakeholder engagement play in optimizing school administration, especially in the context of SMCs and risk reduction?		
Can you share an example of a successful risk mitigation strategy implemented by an SMC that had a positive impact on your school's performance?		
In what ways can a school's strengths and weaknesses, as identified through SWOT analysis, inform long-term planning and improvements in educational quality?		

#### **Reflection Questions**

Did you find similarities and differences in your leadership? Did the exchange bring up any important questions, thoughts, or ideas for you?

## **MODULE 3 – ADMINISTRATIVE MANAGEMENT**

### **DAY 6**

#### **Administrative Management through SMC Integration, Disaster Risk Reduction, and SWOT Analysis for Strategic Planning**

#### **GROUP ACTIVITY IDEAS AND SCENARIOS**

The following are ideas and scenarios for administrative management through SMC integration, disaster risk reduction, and SWOT analysis for strategic planning group activity.

##### **School Management Committee Integration in Educational Administrative Management**

- Have group members simulate a meeting of the SMC. The members should be given a specific task to complete, such as developing a new policy or responding to a crisis.
- Present the group with a case study of an organization that has successfully integrated the SMC into its administrative management. Have the group members discuss the case study and identify the key success factors.

##### **Disaster Risk Reduction in Educational Administrative Management**

- Have the group members identify and assess the hazards that their school faces. The group can use a variety of tools and methods, such as risk assessment matrices and hazard mapping. Once the group has identified and assessed the hazards, they can develop and implement mitigation measures. This may involve developing new policies and procedures or making physical changes to the organization's facilities.
- Develop and implement preparedness and response plans. This includes developing communication plans, evacuation plans, and training staff on emergency procedures.

##### **SWOT Analysis For Strategic Planning in Educational Administrative Management**

- Have the group members brainstorm a list of the school's strengths, weaknesses, opportunities, and threats. The group members can use a variety of methods, such as mind mapping and affinity diagramming. Once the group has generated a list of SWOT items, they should prioritize them. Then, the group can then use the SWOT analysis to develop strategies to capitalize on the school's strengths and opportunities and to mitigate its weaknesses and threats.

## **MODULE 3 – ADMINISTRATIVE MANAGEMENT**

### **DAY 6**

#### **Administrative Management through SMC Integration, Disaster Risk Reduction, and SWOT Analysis for Strategic Planning**

#### **OPEN-ENDED DISCUSSION QUESTIONS**

Here are the open-ended discussion questions for administrative management through SMC integration, disaster risk reduction, and SWOT analysis for strategic planning.

##### **School Management Committee Integration in Educational Administrative Management**

- ☐ What challenges and opportunities do schools face when implementing SMC integration in their administrative management systems?
- ☐ How can SMC integration help in real-time monitoring and response during emergencies, and what are the key success factors?

##### **Disaster Risk Reduction in Educational Administrative Management**

- ☐ What are the most pressing disaster risks that our school or community faces, and how can we prioritize them for reduction efforts?
- ☐ How can we engage with local communities to build resilience and enhance disaster risk reduction strategies?

##### **SWOT Analysis For Strategic Planning in Educational Administrative Management**

- ☐ What are our school's current strengths and weaknesses in disaster preparedness and response, and how do they impact our strategic planning?
- ☐ What external opportunities and threats, such as regulatory changes, should we consider in our strategic planning for disaster risk management?
- ☐ How can we influence our strengths to maximize opportunities and address weaknesses to mitigate threats effectively?

## **MODULE 3 – ADMINISTRATIVE MANAGEMENT**

### **DAY 6**

#### **Administrative Management through SMC Integration, Disaster Risk Reduction, and SWOT Analysis for Strategic Planning**

#### **REFLECTIONS ON THE DAY 6**

□□□ How have your ideas about administrative management through SMC integration, disaster risk reduction, and SWOT analysis for strategic planning changed?

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□□□ What has been reinforced?

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□□□ What was the most important thing you learned, and how you plan to use it?

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## **MODULE 3 – ADMINISTRATIVE MANAGEMENT**

### **DAY 6**

Administrative Management through SMC Integration, Disaster Risk Reduction, and SWOT Analysis for Strategic Planning

### **DAY 6 EVALUATION**

**Direction (s):** Scan the given QR code to fill out the Day 6 Evaluation Form.



**GOAL**

The goal of the module is to

Develop the knowledge, skills, and dispositions of educational leaders to effectively manage school finances to ensure the efficient and effective use of resources to support student learning and achievement.

**OBJECTIVES FOR PARTICIPANTS**

At the end of the day 7, participants will be able to

- Define financial management and discuss its importance in schools.
- Identify and describe the roles and responsibilities of different stakeholders in the school budgeting process.
- Identify and understand the constitutional and regulatory provisions governing school budgeting.
- Develop and implement a budget calendar with timely and efficient budgeting process.
- Improve and implement a chart of accounts to accurately and consistently track school finances.
- Advance and use indicative budget ceilings to guide the budgeting process.
- Recognize the process of appropriation and how it relates to school budgeting.
- Understand the process of handling excess and surrenders in school budgeting.
- Realize the process of revising and supplementing budgets.
- Promote and implement a budget method and budget book to guide the school budgeting process.

**LENGTH AND AGENDA OF THE DAY 7**

The day 7 components are:

DAY 7 COMPONENTS	TIME
Warm-up	09:00am - 09:30am
<b>Presentation:</b> Exploring Fundamentals of Financial Management and Budgeting	09:30am - 10:30am
<b>Group Activity:</b> Practicing and Applying Fundamentals of Financial Management and Budgeting	10:30am - 12:00am
<b>Hi-Tea Break (30 Minutes)</b>	
<b>Group Discussion:</b> Reflecting on Fundamentals of Financial Management and Budgeting	12:30pm – 01:30pm
Evaluation	01:30pm – 02:00pm
Total Projected Length of the Day 7:	<b>270 Minutes (4.5 Hours)</b>

## **MODULE 4 – FINANCIAL MANAGEMENT**

### **DAY 7**

#### **Fundamentals of Financial Management and Budgeting**

#### **WARM-UP**

##### **Four Corner Activity Statements**

- ☐ Effective financial management is crucial for the long-term sustainability of educational institutions.
- ☐ Budgeting helps schools allocate resources efficiently and plan for future needs.
- ☐ Schools should not disclose their financial information to the public.
- ☐ Schools should prioritize investments in educational programs and student support services.
- ☐ Budgeting in schools is unnecessary as long as there is enough funding available.
- ☐ Financial transparency is essential to build trust among stakeholders in the school community.
- ☐ Regular financial audits are necessary to ensure accountability and compliance with regulations.
- ☐ Schools should prioritize extracurricular activities over financial management.
- ☐ Financial management should be the sole responsibility of the school administration, without involving teachers or parents.
- ☐ Auditing school finances is a waste of resources and time.

## **MODULE 4 – FINANCIAL MANAGEMENT**

### **DAY 7**

#### **Fundamentals of Financial Management and Budgeting**

#### **GROUP ACTIVITY IDEAS AND SCENARIOS**

The following are ideas and scenarios for financial management and budgeting group activity.

##### **Role and Mandate in Budget**

- Give to group members different roles, such as the budget director, the finance minister, and members of the legislature. Have each group member research their role and then participate in a mock budget hearing.

*Discussion questions:*

What is the role of the budget in government?  
Who is responsible for creating and approving the budget?  
How are budget decisions made?  
What are the different types of budgets?  
What are the challenges of budgeting?

##### **Constitutional /Regulatory Provisions and Budget Calendar**

- Have group member research a different constitutional or regulatory provision related to the budget. Then, have them share their findings with the class and discuss how these provisions impact the budget process.
- Create a timeline of the budget calendar, including all of the key deadlines and events. Then, have the group members discuss the importance of sticking to the budget calendar and the challenges that can arise if the calendar is not followed.

##### **Chart of Accounts and Indicative Budget Ceilings IBC**

- Create a matching activity where group members have to match different budget items to the correct account in the chart of accounts.
- Have the group members create a sample part of budget for a specific government agency or program. This is a good way to learn about how budget ceilings are used and how different budget items are prioritized.

##### **Appropriation**

- Simulate the appropriation process by having the group debate and vote on different budget proposals. *Discussion questions:*

What is the appropriation process?  
Who is responsible for appropriating funds?  
What are the different types of appropriations?  
What are the challenges of appropriating funds?

##### **Excess – Surrenders**

- Have the group members analyze a case study of a government agency that has experienced excess or surrenders. Then, have the group discuss the causes and consequences of these events.

*Discussion questions:*

What are excess and surrenders?  
What are the causes of excess and surrenders?  
What are the consequences of excess and surrenders?

How can excess and surrenders be prevented?

### **Revised Budget and Supplementary Budget**

- Have the group members research a different example of a revised budget or supplementary budget. Then, have the group give a presentation to the whole group on their findings.

*Discussion questions:*

What is a revised budget?

What is a supplementary budget?

When are revised and supplementary budgets used?

What are the challenges of using revised and supplementary budgets?

### **Budget Method and Budget Book**

- Have the group members compare and contrast different budget methods, such as line-item budgeting and performance-based budgeting. Then, have the group discuss the advantages and disadvantages of each method.
- Have the group members create a sample budget book for a specific government agency or program. This is a good way to learn about the different components of a budget book and how they are used to communicate budget information to the public.

## **MODULE 4 – FINANCIAL MANAGEMENT**

### **DAY 7**

#### **Fundamentals of Financial Management and Budgeting**

#### **OPEN-ENDED DISCUSSION QUESTIONS**

Here are the open-ended discussion questions for financial management and budgeting.

##### **Role and Mandate in Budget:**

- ☐ How does the school's mission and strategic goals influence its budgeting priorities?
- ☐ What are the key responsibilities of school administrators and faculty in the budgeting process?
- ☐ How does community input and stakeholder engagement impact the school's budget decisions?

##### **Constitutional/Regulatory Provisions and Budget:**

- ☐ What constitutional or legal provisions govern the budgeting process for educational institutions in your region or country?
- ☐ How do these provisions ensure transparency, accountability, and equity in educational budget allocation?
- ☐ What challenges or opportunities do schools face in complying with these regulations?

##### **Budget Calendar:**

- ☐ How does a well-defined budget calendar facilitate effective financial planning in schools?
- ☐ What are the critical milestones and deadlines within a typical school budget calendar?
- ☐ How can schools adapt their budget calendars to address unforeseen circumstances or changes in funding?

##### **Chart of Accounts:**

- ☐ Why is a standardized chart of accounts essential for financial reporting and analysis in schools?
- ☐ How can schools tailor their chart of accounts to meet their specific needs while adhering to broader accounting standards?
- ☐ What role does technology play in maintaining and utilizing a chart of accounts effectively?

##### **Indicative Budget Ceilings (IBC):**

- ☐ What factors should schools consider when determining indicative budget ceilings?
- ☐ How can the IBC process balance the need for fiscal responsibility with the need for adequate resources to meet educational goals?
- ☐ What strategies can schools employ when facing budget constraints under IBC guidelines?

##### **Appropriation:**

- ☐ What is the significance of the appropriation process in allocating funds to schools?
- ☐ How can schools ensure that appropriated funds are used efficiently and effectively?
- ☐ What mechanisms are in place to address discrepancies between the budget request and final appropriations?

**Excess – Surrenders:**

- How do schools handle situations where they have excess budgeted funds at the end of a fiscal year?
- What are the potential consequences of surrendering unspent funds, and how can schools make informed decisions in such cases?
- How can schools avoid the common pitfalls associated with budgetary surpluses?

**Revised Budget and Supplementary Budget:**

- Under what circumstances might a school need to revise its budget during the fiscal year?
- What are the key differences between a revised budget and a supplementary budget?
- How can schools ensure transparency and accountability when making mid-year budget adjustments?

**Budget Method and Budget Book:**

- What budgeting methods (e.g., zero-based budgeting, incremental budgeting) are most suitable for educational institutions, and why?
- How does the format and content of a budget book impact its usefulness for various stakeholders, including policymakers, educators, and the public?
- What role do data analysis and performance measurement play in improving budget methods and budget book presentations?

## **MODULE 4 – FINANCIAL MANAGEMENT**

### **DAY 7**

#### **Fundamentals of Financial Management and Budgeting**

#### **REFLECTIONS ON THE DAY 7**

☐☐☐ How have your ideas about financial management and budgeting changed?

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☐☐☐ What has been reinforced?

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☐☐☐ What was the most important thing you learned, and how you plan to use it?

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## **MODULE 4 – FINANCIAL MANAGEMENT**

### **DAY 7**

#### **Fundamentals of Financial Management and Budgeting**

### **DAY 7 EVALUATION**

**Direction (s):** Scan the given QR code to fill out the Day 7 Evaluation Form.



## MODULE

# 4

## FINANCIAL MANAGEMENT

### DAY 8

## UNDERSTANDING DELEGATION OF FINANCIAL POWER RULES, GENERAL FINANCIAL RULES, AND TREASURY RULES

### GOAL

The goal of the module is to

Develop the knowledge, skills, and dispositions of educational leaders to effectively manage and oversee school finances in accordance with relevant delegation of financial power rules, general financial rules, and treasury rules.

### OBJECTIVES FOR PARTICIPANTS

At the end of the day 8, participants will be able to

- Classify and understand the delegation of financial power rules that apply to educational institutions.
- Recognize and understand the general financial rules that apply to educational institutions.
- Identify and understand the treasury rules that apply to educational institutions.
- Make sound financial decisions in accordance with relevant delegation of financial power rules, general financial rules, and treasury rules.
- Ensure that school finances are managed in a transparent, accountable, and efficient manner.
- Mitigate financial risks and protect school assets.

### LENGTH AND AGENDA OF THE DAY 8

The day 8 components are:

DAY 8 COMPONENTS	TIME
Warm-up	09:00am - 09:30am
<b>Presentation:</b> Exploring Delegation of Financial Power Rules, General Financial Rules, and Treasury Rules	09:30am - 10:30am
<b>Group Activity:</b> Practicing and Applying Delegation of Financial Power Rules, General Financial Rules, and Treasury Rules	10:30am - 12:00am
<b>Hi-Tea Break (30 Minutes)</b>	
<b>Group Discussion:</b> Reflecting on Delegation of Financial Power Rules, General Financial Rules, and Treasury Rules	12:30pm – 01:30pm
Evaluation	01:30pm – 02:00pm
Total Projected Length of the Day 8:	<b>270 Minutes (4.5 Hours)</b>

## **MODULE 4 – FINANCIAL MANAGEMENT**

## DAY 8

## Understanding Delegation of Financial Power Rules, General Financial Rules, and Treasury Rules

## WARM-UP

## KWL Chart

What do you <b>know</b> about the comprehensive academic management for an inclusive learning environment?	What do you <b>want</b> to know about the comprehensive academic management for an inclusive learning environment?	What have you <b>Learned</b> ?
Have participants fill out this part before they begin the creating visual arts project.	Have participants fill out this part before they begin the creating visual arts project.	Have participants fill out this part at the end of lesson.

## **MODULE 4 – FINANCIAL MANAGEMENT**

### **DAY 8**

#### **Understanding Delegation of Financial Power Rules, General Financial Rules, and Treasury Rules**

#### **GROUP ACTIVITY IDEAS AND SCENARIOS**

The following are ideas and scenarios for understanding delegation of financial power rules, general financial rules, and treasury rules group activity.

##### **Delegation of financial power rules**

- Have group member take on the role of a different stakeholder in the delegation of financial power process, such as a department head, a budget officer, or an auditor. Then, have the group act out a scenario in which the department head is delegating financial power to a subordinate. The group can discuss the different factors that the department head should consider when making this decision, as well as the best practices for documenting and monitoring delegated financial authority.
- Present the group with a case study involving a delegation of financial power decisions. The case study could be based on a real-world event, or it could be a fictional scenario. Ask the group members to analyze the case study and identify the key factors that the decision-maker should consider. The group can also discuss the potential risks and benefits of the decision, and recommend a course of action.

##### **General financial rules**

- Create a list of questions or tasks related to general financial rules. For example, you could ask the group members to identify the different types of financial transactions that require approval from a higher-level authority or to research the specific rules for purchasing or disposing of government assets. Then, have the group members split up into teams and compete to complete the scavenger hunt first.
- Create a quiz to test the group's knowledge of general financial rules. You can use a variety of question formats, such as multiple choices, true/false, and fill-in-the-blank. Take the quiz as a team.

##### **Treasury rules**

- Simulate a treasury operation, such as the processing of a payment or the investment of government funds. Assign group member a different role in the operation, such as cashier, accountant, or investment manager. Then, have the group walk through the steps of the operation, following the relevant treasury rules.
- Have the group members identify and assess the different risks that treasury operations face. For example, the group could consider risks such as fraud, cyber-attacks, and market volatility. Once the group has identified the risks, they can discuss mitigation strategies.

## **MODULE 4 – FINANCIAL MANAGEMENT**

### **DAY 8**

#### **Understanding Delegation of Financial Power Rules, General Financial Rules, and Treasury Rules**

#### **OPEN-ENDED DISCUSSION QUESTIONS**

Here are the open-ended discussion questions for understanding delegation of financial power rules, general financial rules, and treasury rules.

##### **Delegation of Financial Power Rules (DFPR):**

- ☐ In the context of schools, DFPR typically refer to guidelines that determine who has the authority to make financial decisions and at what level.
- ☐ What are some key aspects of DFPR that schools should consider, such as the threshold limits for expenditure approval or the hierarchy of financial decision-makers within the school administration?
- ☐ How do these rules balance the need for efficient day-to-day financial operations with the necessity of preventing financial mismanagement or fraud?

##### **General Financial Rules (GFR):**

- ☐ GFR provide a framework for financial management and procurement in public institutions like schools.
- ☐ What specific GFR provisions should schools adhere to when it comes to budgeting, expenditure, and procurement?
- ☐ How can adherence to GFR enhance the financial stability and sustainability of schools, and what challenges might schools face in implementing these rules effectively?

##### **Treasury Rules:**

- ☐ Treasury rules are designed to regulate the flow of funds and transactions involving government money.
- ☐ How do treasury rules apply to schools, especially those that receive government funding?
- ☐ What are the implications for maintaining accurate financial records and ensuring compliance with auditing requirements?
- ☐ How can schools optimize their financial management processes to align with treasury rules while minimizing administrative burdens?

## **MODULE 4 – FINANCIAL MANAGEMENT**

### **DAY 8**

#### **Understanding Delegation of Financial Power Rules, General Financial Rules, and Treasury Rules**

#### **REFLECTIONS ON THE DAY 8**

□□□ How have your ideas about understanding delegation of financial power rules, general financial rules, and treasury rules?

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□□□ What was the most important thing you learned, and how you plan to use it?

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## **MODULE 4 – FINANCIAL MANAGEMENT**

### **DAY 8**

Understanding Delegation of Financial Power Rules, General Financial Rules, and Treasury Rules

### **DAY 8 EVALUATION**

**Direction (s):** Scan the given QR code to fill out the Day 8 Evaluation Form.



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## Provincial Institute for Teacher Education (PITE), Balochistan Continuous Professional Development (CPD) Programme

**Approved by:**  
Bureau of Curriculum (BOC)