

MPF 1433 CURRICULUM PLANNING AND MANAGEMENT

School as an Organizational

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School as Organization

Complex institution – Why?

- Human Resources
- Curriculum
- Communication
- Resources and Finance
- Discipline
- Record Keeping
- Guidance

- School is partially autonomous

Types of Organizations in Schools

- Individuals, Groups, Committees, Teams, Class - work together to produce a consistent organization.
- Operate with a mixture of hierarchical and uneven, sloping to a peer.

- **Continuum from:**

Autocratic – Paternalistic – Consultative – Democratic/ Collegial
(Tell) (Sell) (Involve) (Co-determined)

Organizations affected by the size of the school and the school ethos / culture.

Cause negative ethos - a lack of racial relations, and community impact

School as Teams within a Team

- Organizing in teams for work distribution, management control, distribution of task, information gathering and processing.
- Types of Teams: Head of Department, Principal, Grade Teachers, Form Teachers,
- Teamwork produces greater output. Members believe they are relevant, appropriate and necessary.

Leadership

- Involves planning, vision and mission, school development planning or strategic planning, communication, student needs, general administration.
- Curriculum leader, financial and resource manager.
- Leadership style very important.
- As change agent
- Teachers are leaders and managers in their own right.

Management Roles

Curriculum :

- Alignment or balanced
- Selection of content/subject matter
- Appropriately Timed
- Teaching method/style/technique
- Student assessment
- Teacher placement
- Classroom Management
- Student Needs /human growth

Human Resource Management

- Teachers – Recruitment, Training, Motivation, Maintaining student interest
- Effective administrator influences effective teaching and learning.
- Structures must be in place to deal with existence of vacancies to appointment followed by induction, mentoring and appraising.

Communication

- Sharing information and feedback from teaching and learning process– written, spoken, electronic.
- Long, medium and short term.
- Extensive in all schools
- Two way process
- Discuss the barriers to communicate among teachers

Record Keeping

Administrative

- Teachers' Records
- Students' Records
- Personal Information
- Registration
- Finance and Resources

Teachers

- Student Achievement – homework/ classwork/ tests/ exams.

Record Keeping

- Storage – manual/ electronic
- Must be valid, reliable, confidentiality maintained.
- Moving to electronic saves time, more accurate, allows teachers more time for planning, teaching and assessing.

Management of Resources and Finances

- Limited Resources
- Contribution from government, corporate sector, parents
- Fund Raising – Care, if excessive, detriment to teaching.
- Financial Management –accountability and management

Co curricular Activities

- Expensive - sport is expensive
- Crucial to the development of a holistic manner.
- Various supply all activities
- Proper supervision
- Proper Planning
- Impact - Increase School Spirit and Motivation

Discipline

- Good discipline advances teaching and learning.
- Poor discipline minimise learning.
- The need for rule and regulation
- Influence of Society
- Every Staff Member should be a “disciplinarian” leading by example.
- Chain of command in dealing with discipline.

Effective school

- Good leadership has the vision and ability to motivate others
- Staff involvement in policy-making
- Employees a clear organizational structure and purposeful
- Qualified staff with the appropriate mix of experience and expertise
- Clear goals and objectives that are applied consistently
- Effective communication and record-keeping system and evaluation
- Promote high expectations by both students and teachers.

Characteristics of an effective school

- An effective curriculum which reflects students' experience as a whole and shows concern for their development within society
- A positive attitude: positive working environment
- A suitable working experiences
- Skills of organizing and managing material resources
- Good relationships with parents, community and stake holder
- The ability to manage change, solve problems and to develop progressively

Organizational Structure

- Having outlined the processes, conditions, consideration, roles and issues involved in effective school management, responsibilities can easily fitted into the organizational chart
- The structure is essentially dynamic, easily modified
- It shows horizontal as well as vertical relationships