

Professional Development Strand

Unit 3: Classroom Management and Administration

Module 3.3 Classroom Administration



Lecturer Support Materials

Acknowledgements

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Kabaleo Primary Teachers College
Madang Primary Teachers College
St Benedict's Primary Teachers College
Gaulim Primary Teachers College
Dauli Primary Teachers College
Papua New Guinea Education Institute

Layout and diagrams supported by Nick Lauer

Printed June 2002



Primary and Secondary Teacher Education Project

Australian Agency for International Development (AusAID)
GRM International

Papua New Guinea-Australia Development Cooperation Program

Unit outline

Unit	#	Modules
Unit 3 Classroom Management and Administration	3.1	Classroom Management
	3.2	Assessment and Evaluation
	3.3	Classroom Administration

Icons



Read or research



Write or summarise



Activity or discussion




Suggestion or comment for lecturer

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Module 3.3 Classroom Administration

 This guide provides additional ideas for teaching and assessing **3.3 Classroom Administration**.

Please take note of the following:

- It is important to read through the module first, to decide what materials you will use, and what tasks and activities you will set for the students. It is also important to see how this module fits within the complete unit.
- It will be necessary to develop a course overview and determine topics to be presented which will take account of the time allocation given to this module.
- The material is written as a resource for the teaching of this module.
- Do not expect students to work through the total module alone. There may be too much material and they will need assistance in determining the tasks required.
- The activities: Many of the activities have a number of questions to discuss and tasks to do. They are included to provide some ideas and stimulus, not necessarily to complete every part of each activity.
- The activities provide a focus for learning, and some may be suitable for developing into assessment tasks, but the activities are not written to be used as the assessment program. Ideas for assessment tasks are provided in the unit guide support material.
- Suggested time allocations are provided to give some idea of how this module fits in with the others in this unit. Lecturers have the flexibility to select material and use it in a way that will fit within the lecture program.
- The Lecturer Support Material is based on the Student Support Material, with additional notes in text boxes containing ideas for further exploration of topics.
- Additional readings, where included as an appendix, are included as additional information for lecturers. These may be photocopied for students where appropriate.

Rationale

This module is one of three in a two-credit point unit. The preceding modules are

- Module 3.1: Classroom Management
- Module 3.2: Assessment and Evaluation

The actual break up of topics and time allocation is flexible, and should be decided upon by the individual lecturer.

This module introduces students to the typical administration tasks required by teachers in Papua New Guinea schools. As beginning teachers, students should familiarise themselves with the official documents and forms that are in use within the school system and develop some skills in effective and efficient record keeping.

Objectives

By the end of this module students will be able to:

- Examine different class records that class teachers keep.
- Develop an appropriate filing system for keeping records.
- Identify the main components of doing an action plan and apply these in developing one.
- Describe procedures involved in the storage, distribution and maintenance of resources within a school.
- Be familiar in the use of different official forms that are used in the school system in Papua New Guinea.

How to use this material

This module is written as a series of topics, identified in the table of contents, and by their large subheadings. Each topic includes some readings and activities to complete.

It is the lecturer's responsibility to develop a course overview, according to the credit point loading and available time within the semester for each module. As this will vary between colleges running semester programs and those running trimester programs, lecturers will need to select topics which are most relevant to the needs of their students.

Practicum and School Experience considerations

During school experience, students should be encouraged to collect information and paperwork related to classroom administration.

The Unit Guide outlines relevant competencies addressed during this unit. These are listed under the relevant topics. For further reading on teaching competencies, refer to the Unit Guide and the Practicum Program Handbook (PASTEP 2001)

Assessment

This module is written as a series of topics, identified in the table of contents, and by their large subheadings. Each topic includes some readings and activities to complete.

It is the lecturer's responsibility to develop a course overview, according to the credit point loading and available time within the semester for each module. As this will vary between colleges running semester programs and those running trimester programs, lecturers will need to select topics that are most relevant to the needs of their students. See the Unit Guide for additional information.

References

Whilst all the readings you require are contained in these resource materials, these references will supply further readings.

Barry, K. & King, L. C (1998) *Beginning Teaching and Beyond, Third Edition*, Social Science Press, Australia

Flanagan, N. & Finger, J C(1991) *Management in a Minute*, Plum Press, Brisbane

Williams, P. C (1993) *Better Schools, Resource Materials for School Heads, Module One Self-development for Educational Managers*, Commonwealth Secretariat, London.

Williams, P. C (1993) *Better Schools, Resource Materials for School Heads, Module Four Managing the Curriculum and Resources*, Commonwealth Secretariat, London.

Keeping Records

RELATED COMPETENCIES

- Maintain a portfolio collection of useful teaching ideas and resources
- Develop a beginning teacher kit of useful teaching ideas and resources

i This module covers essential administration tasks teachers need to perform in their classroom. Encourage students to gather relevant information and forms from schools when visiting for school experience or block teaching.



Record keeping is an essential administrative skill that all teachers should acquire. Keeping of important records helps teachers to make important decisions about students. In addition, they serve as the basis for future planning and policy. Written records are necessary because:

1. You cannot rely on memory to accurately make decisions about student learning and behaviour.
2. You need them as a basis for decision making in terms of:
 - Student placement
 - Sources of error
 - Long and short term planning related to teaching and extra curricular duties
 - Reporting to parents and Boards of Management
3. They inform the next teacher what has already been covered in the syllabus
4. They can be available to headmasters, supervisors or inspectors when requested
5. It guarantees that valuable information is not lost


Guidelines for keeping records

To make sure your records are functional you should:

- Record only what is important in the ongoing teaching and learning program.
- Keep them flexible. From time to time additions or deletions must be made. Your record keeping system should be able to accommodate this.
- Keep them simple. Your records should be clear and easy to follow and interpret. Avoid complicated ranking and coding systems or recording information that merely clutters up the page. For this reason it is necessary to be selective in what you record.
- Develop a system of record keeping that suits you and is in line with school policy so that you are comfortable with them as a worthwhile and reliable guide when making decisions.
- If you are computer literate and the school has a computer, you may wish to use a computer for some of your written record keeping.

Types of records

Records can be grouped according to their similarities or purposes they serve. There are many variations in that. However, teachers can use whatever variation suits them and their purpose. The following common groupings that records can be maintained under are: Administrative, Professional, Miscellaneous.

 Provide examples of records for students to examine. The demonstration school teachers may provide examples, or students could visit teachers and discuss what type of records they keep.

Filing systems

One systematic way of keeping and organising records is to use a filing system. Records can be kept in Manilla folders and placed systematically following the grouping and coding system you use for your filing. Files can be arranged in a box designed as a filing cabinet, ring binders or files, metal filing cabinets (if schools can afford it) magazine or gazette holders. All files should have an index that clearly shows the labels of files and the coding for that file. This would enable you to retrieve information very easily and quickly when you need it. It is a requirement that all teachers teaching a class must have a filing system of his/her own class. The following are the main areas that teachers should keep records for. This list is not exhaustive.

- Advisory visit Reports
- Notices from Supervisors
- Daily and Weekly program book
- Notices from the Headmaster
- Test Records

- Test Samples
- Pupils Record Cards
- Action Plans
- Outward Correspondence
- In-service Notes
- Inward Correspondence
- PNGTA code of ethics
- Circulars
- Teachers Savings and Loans Forms
- Staff meeting minutes
- Samples of official forms

3.3 Activity 1

Look at the list of possible file names above and develop a filing index that organises these files into a systematic arrangement. Develop an appropriate coding system and use the following main groups to organise them: Professional, Administrative, Miscellaneous

Daily record of attendance book (Roll Book)

Instructions

1. The Record of Attendance is a school record and shall be at all times maintained properly and kept on the school premises.
2. A new record will be used each year.
3. The record must be marked once daily, one hour prior to the conclusion of the last school session, and only those pupils who have been present for the whole of that day will be indicated.
4. The record must be marked in ink.
5. Attendance will be indicated by a diagonal line marked from the top right hand corner to the bottom left hand corner of each space. Absence will be marked by a small 0, with the cause of the absence indicated briefly above.
6. Both male and female pupils may be entered, in one roll, and in small schools pupils of more than one grade or standard.
7. Pupils names should be entered, listing the surname Cor father's name) first followed by given name or names.
8. At the end of each day, the total number of pupils present on that day shall be entered in the space provided for: Daily Attendance and at the end of each week, the sum of these totals shall be as the Weekly Totals.

9. On the last school day of each month, the total attendances of each student shall be entered and checked against the sum of the weekly attendances for that month. This figure shall be entered in the space provided at the bottom right hand corner of the page.
10. The “extract of attendance returns” shall be completed by entering a) the number of days the school was in operation during the month in the column “ Number of Days Open” b) the figure calculated and entered at the bottom of the right hand corner of each page in the column “Total Attendance”; (c) the average daily attendance figure is obtained by dividing the “Total Attendance” by the “Number of Days Open”. At the end of each quarter, the Number of Days Open and Total Attendance entered for each month will be added, and the Average Daily Attendance for each quarter found by dividing as above.
11. Inspecting officers of the Department of Education may comment on any matter affecting the conduct, progress, etc. of the school and may enter instructions or recommendations as required in the space above.

 **3.3 Activity 2**

1. *Using the following information, calculate the daily attendance for each child for the month and for the whole class for each day. Enter the totals on the totals column for each case. Do the same for weekly totals as well.*
 2. *Work out the number of days open and based on that, calculate the average daily attendance. Enter the information on the Extract of Attendance Returns.*
-

CLASS OR STANDARD

NO	ADMISSION REGISTER NUMBER	PUPIL'S NAMES	SEX	AGE ON JAN 1 st	PLACE OF RESIDENCE
1		ABIA Leonard	M		BUTIBAM
2		AIGAL Noreen	F		ARNOTTS
3		AKIC Iladi	M		HANTA
4		AKON Genol	M		HANTA
5		BEN Kylie	F		AMPO
6		BIARO Archie	M		AMPO
7		CLEMENT Nicholas	M		HANTA
8		DELABU Adella	F		BUTIBAM
9		ERREY Julian	F		HANTA
10		ERRON Elisabeth	F		BUTIBAM
11		GEIBOB Julie	F		BUTIBAM
12		GENO Piyan	F		MALAHANG
13		GEWAS Nilia	F		MALAHANG
14		GOWN Sipoyo	M		BUSU HIGH
15		ILAI ILajjah	M		SEMINARY
16		JERRY Ethel	F		BUTIBAM
17		JOHN Philemon	M		HANTA
18		JONATHAN Nagon	M		BUTIBAM
19		KAMDRING Leslie	M		BUTIBAM
20		KIKI Georgina	F		SEMINARY
		DAILY TOTAL			
		WEEKLY TOTAL			

MONTH OF FEBRUARY

STUDENT NAMES	WEEK ENDING					WEEK ENDING					WEEK ENDING					WEEK ENDING					TOTAL	
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F		
ABIA Leonard	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
AIGAL Noreen	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
AKIC Iladi	S	S	S	S	S	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
AKON Genol	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
BEN Kylie	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
BIARO Archie	o	o	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
CLEMENT Nicholas	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	S	S	
DELABU Adella	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
ERREY Julian	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
ERRON Elisabeth	/	/	/	/	/	/	/	/	/	/	S	S	S	/	/	/	/	/	/	/	/	
GEIBOB Julie	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
GENO Piyan	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
GEWAS Nilia	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
GOWN Sipoyo	/	/	/	/	/	/	o	o	/	/	/	/	/	/	/	o	o	/	/	/	/	
ILAI ILajjah	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
JERRY Ethel	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
JOHN Philemon	/	/	/	/	/	/	/	/	/	/	S	S	S	S	/	/	/	/	/	/	/	
JONATHAN Nagon	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
KAMDRING Leslie	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	

KIKI Georgina																
EXTRACT OF ATTENDANCE RETURNS																
	D	J	F	1st Q	M	A	M	2nd Q	J	J	A	3rd Q	S	O	N	4th Q
No of Days Open																
Total Attendance																
Average Daily Attendance																
DAILY TOTAL																
WEEKLY TOTAL																

Daily and weekly teaching programmes

It is the Department's policy that all teachers should keep a Daily and Weekly teaching programmes as a record of what they have taught. These documents are properties of the school and remain in the school when the teacher transfers or teaches a different grade the following year. At the end of each school year, teaching program books are given to the head master for filing as a school record. These documents are also made available to supervisors as well as inspectors for assessment and reporting on the teacher's performance and to see whether curriculum has been implemented and the standard to which it is implemented.

Samples of students' work

To show progress over time, it is a good idea to keep samples of students' work in a file or learning portfolios. The file can be updated at regular intervals. Students like to refer to it when evaluating their own work. These records provide a worthwhile reference point during teacher-parent conferences. An empty carton or box can be used for storing these students' files.

Record book or file

The bulk of class records should be kept in a permanent file. A file has the advantage of being more flexible than a book and for this reason we would suggest that you use a file. It should be divided into several sections:

1. *A class list.* Alphabetically list all the names of the students that you teach. Opposite this list cut pages and draw up checklists in areas that you can use to record information about each student.
2. *Diagnostic Data.* Include all relevant diagnostic data about each student. This will include information from school and previous class records, as well results of diagnostic tests.
3. *Anecdotal Records.* In this section, you can record incidents and data gathered by informal means (observation from outside class). This data will relate to knowledge, skills and attitudes. Entries should be made at regular intervals and dated for easy reference. Because this section is so important, some teachers of

young students prefer to keep a separate book of anecdotal records. Two or three pages are set aside for each student.

4. *Learning Areas*. In this section record information or marks about each learning area you teach. The most common way of doing this is through checklists. A basic checklist format can easily be adapted to record the acquisition of knowledge, skills and attitudes. Column headings and marking codes can be changed to matched needs, while space can be left for additional comments. Checklists can also be used to summarise student self-evaluation of work.
5. *Tests*. In this section record each student's mark and performance for a test with a full diagnosis of incidence and source of error or difficulties that students may have experienced. This then becomes the basis for remediation and extension as well as for reporting.

You should also include on a separate page a copy of the test with a full diagnosis of incidence and source of error (analysis of test results).

Pupils record cards

It is the department's policy that all pupils must have a record card kept on the school file. These record cards can be accessed by people like parents, inspectors and other education department officials when requested. These record cards contain mainly academic and general comments on attitudes on each child enrolled and registered at the school. The format for the record cards may vary from province to province but they contain similar information. Teachers are expected to fill in these record cards at the end of each assessment period. Shown below is a sample taken from the Madang Province.

i Draw students' attention to the gendered nature of the language in this Madang Province report card. Students could redesign the card to make the information more gender inclusive.

Personal Particulars

Pupil's Name:..... Father's Name:Sex: ...

Date of Birth: Father's Occupation.....

Home/ Subdistrict:Province:

Date of Admission in Grade 3:.....Year:

Admission Register Number:

TOTAL NUMBER OF STUDENTS IN CLASS.....

TERM	ENGLISH	MATHS	COMBINE SUBJECTS	TOTAL	PLACE IN CLASS
ONE					
TWO					
THREE					
FOUR					
TOTAL					

HEADMASTER.....TEACHER.....

Action plans

In your roles as teachers, you will certainly be expected to meet certain expectations and demands put on you by the school, community, province and the nation as a whole. These expectations carry different levels of responsibilities and are dictated by the position a teacher holds within a school. As a classroom teacher you will be required to carry out certain specific responsibilities as outlined in your duty statements. These duty statements vary from level to level. Before we look at Action Plans and where they originate let us consider the starting point of an action plan.

Class objectives

Each class teacher should have a set of written objectives or outcomes, which pupils should achieve at certain periods or times throughout the year. Class objectives are based on the overall philosophy or mission statement of a school thus class objectives indicate, in fairly specific terms, what the class intends to achieve towards the end of certain periods. Class objectives in turn contribute to the achievement of the school objectives set down by the school, province and National Department of Education.

3.3 Activity 3

Write down three specific class objectives you would like to see achieved within a given term or year.

Class objectives are based on the wider aims, goals and objectives set by the school, province and nation taking into account pupils, community, provincial and national needs. Pupils' needs point to the goal of integral human development through all **agents of education** as spelled out in the Matane Philosophy of Education. In formulating the class objectives, it is important to consider the needs of the community, which include parental expectations, good citizenship, respect for community values and parental involvement in school programmes. Furthermore, class objectives must reflect national goals, which may include the development of human resources, the promotion of a common national identity and respect for others rights. The table below shows where objectives are drawn from.



Class objectives

When formulating your class objectives, the following questions may help you focus your minds on what you may want to achieve.

1. What is your class trying to achieve?
2. When do you want to these objectives achieved?
3. How is your class trying to achieve its objectives?
4. What resources does our class have to achieve its objectives?
5. How will you know when you have accomplished our objectives?
6. Are your objectives realistic and achievable?
7. Do your objectives reflect the values of our school?
8. Could your objectives be improved?

How to develop an action plan

An action plan converts a solution to a particular class or school problem into a systematic approach for action by listing “who” is to do “what” by “when”. By following these steps, teachers can be assured of a successful outcome. The following guidelines set the procedures for developing an action plan.

1. Break down the solution into objectives.

Once you have agreed on a solution to a particular problem, it then needs to be defined as a series of objectives.

2. Generate a list of actions.

Use brainstorming to compile a list of actions necessary to achieve a particular objective. Arrange this list of suggested actions in sequential order.

3. Prepare a timeline

Develop a timeline allocating dates for the sequential completion of actions, beginning with a point labelled “Now” and ending with a point labelled “objective”.

4. Identify events affecting actions

Take each point on the timeline in turn and identify any other events that would have to occur before the listed event can be addressed. Relevant points not already listed are added to the timeline.

5. Identify likely problems

Develop a contingency plan for any anticipated problems. This can be done by considering all of things that could go wrong. List these problems and identify causes and appropriate actions to resolve them. These actions are now added to the appropriate place on the timeline.

6. Develop a plan to monitor action

List ways in which the progress of the action plan will be monitored. Include these monitoring stages on the timeline.

7. Assign Tasks

Take each point on the timeline in turn and ask, “who will do what, by the date set, to bring about the particular action?” Record these assigned tasks.

8. Finalise the details

Translate all your information to a clean copy listing action required, the person responsible, and when the necessary action will be taken. Now that you have developed your final plan for action in specific terms, this information is then made available to all concerned.

Sample action plan

EXPECTED OUTCOME	ACTION NEEDED	PERSONS INVOLVED	VENUE	ESTIMATE TIME	RESOURCES	COMMENTS
To have regular staff morning tea in school.	Collect and budget monies for staff morning tea. Organise hot water for morning tea	Staff members Morning tea chairperson	Staff room	Tea contribution every pay Fridays Morning tea in the staff room every 10.00am	Money Teapot Kerosene stove Staff morning tea account	Staff tea contribution checklist to be displayed in the staff room for staff to see.
To increase pupils level of basic number facts by end of term 1.	Have regular drills of number facts before the start of every Maths lesson and during block time.	Grade 3 Class teacher Grade 3 children	Class time Home	Beginning of every Maths lesson Home work every Tuesdays and Thursdays	Exercise books Duplicated exercises	Parents of the children will be informed to supervise homework exercise Pupils progress will be monitored on a weekly basis.
To get children to develop positive attitudes by the end of the year.	Develop a set of rules to promote positive attitudes Develop a behaviour chart.	Class teacher Children Other teachers parents	School grounds Classroom Home	Daily basis End of term to see developments made	Charts markers	Rules and behaviour chart to be placed on the wall in the class.
To plant nutritious vegetables as a class project	Agriculture project Identify suitable gardening land within the school boundary	Class teacher Headmaster Children	school ground	agriculture lessons	gardening tools such as spades, forks, knives, grass-knives	Parents to be informed during PCA meetings on this project.



3.3 Activity 4

Identify four objectives and draw up an action plan indicating how, what, when actions that should go with them. Refer to the sample action plan above for ideas on how to do yours.

Maintenance Storage and Distribution of Resources and Curriculum Materials

Types of resources

The implementation of the curriculum offered in a school is closely related to the resources which are available and most importantly, how well they are used. Resources are essential to get our work done. The four main types are: material resources, human resources, financial resources and time. Some of the principles, which we need to apply in their management, are as follows:

1. All identified resources should be identified and used appropriately.
2. There should be maximum use of all available resources.
3. Local resources should be sought or produced wherever possible.
4. The use of resources should be carefully monitored and controlled.

Identifying resources

3.3 Activity 5

Look at the list of resources below and place them in the correct category.

<i>Examples of resources</i>			
	<i>MATERIAL</i>	<i>HUMAN</i>	<i>FINANCIAL</i>
<i>TIME</i>	<i>RESOURCES</i>	<i>RESOURCES</i>	<i>RESOURCES</i>

Textbooks
 Teachers
 School day
 Pupils
 Vehicles
 Classrooms
 Audio-visual aids
 PCA Funds
 Subjects
 Timetable

Furniture
Study time
Science kits
School infrastructure
Board of governors
Petty cash
Library books
Teachers guides
Community resource persons
Chalk
Pencils
Rulers
Black boards

This list and your answers demonstrate the extraordinary range of resources available to us. Everything we see and touch is a resource that perhaps we could use. Resources extend far beyond textbooks, including many resources which cost nothing. From this you may see that the management of resources by teachers requires considerable skills.

Managing resources

We are all users of many resources, some of which are our own, but most of which we share with other people. Similarly, we all have responsibility for managing these resources, both our own and those for the school. The life span and availability of those materials and resources depends a lot on our abilities to manage them. Everyone needs to acquire some skills in resource management so that there is wise use and maintenance of resources.



3.3 Activity 6

1. *What resources do the following groups use? Pupils, teachers, headmaster.*
 2. *Who is responsible for securing the following resources? Stationery, teachers, pupils, furniture, science kits, sports equipment, school bell, duplicating paper, exercise books, textbooks.*
-

Maintaining resources

3.3 Activity 7

Resources have to be looked after properly. The school delegates this responsibility and monitors the performance of the individuals concerned. For each of the resources listed below, list the title of the person responsible, where the resource will be normally stored and any special management this requires.

	POST	STORAGE	MANAGEMENT
Textbooks			
Art equipment			
Furniture			
Agricultural tools			
School lawn mower			
Sports Equipment			
First Aid Kit			

Resources that are purchased from school funds require special attention. For this reason the head-teacher usually delegates authority and responsibility to teachers for the safe storage and appropriate management of these resources. The shortage or lack of any resources whether it be teachers, classrooms, finance or time contributes to poor implementation of the curriculum.

3.3 Activity 8

From your own experience and observation, what are some of the problems that contribute to maintenance of resources in schools?

It is important to recognise that shortages of resources originating within the school may be overcome by good school management practices, but first it is necessary to identify

the cause of the shortages and then make the required changes in the overall school operation and management.

3.3 Activity 9


Identify five ways in which teachers could manage the resources in the school more effectively.

There are many advantages of effective management of resources. When resources are managed more effectively, teachers will have easier access to available resources leading to effective implementation of the curriculum.

Production of resources

A basic characteristic of a good learning environment is one where creativity and innovation are fostered and promoted. Teachers are encouraged to experiment with new ideas with regard to locating, developing and using new resources.

Official Forms

 Teach students how to fill in forms correctly. It is important to read all parts carefully, and complete the information with accuracy. Practice in filling out forms is an important learning tool.

When begin your teaching career for the first time you will come across many official documents or forms that are in use within the school system of Papua New Guinea. These forms serve many different purposes. As beginning teachers, you need to be familiar with those school records that you will use most often in your teaching profession.

The following are important records and forms that you have to familiarise yourself with and understand how to fill each of them.

- Application for Sick Leave form
- Application for Leave fares forms
- Resumption / Commencement of Duty Form EDB: 012
- Application for a Vacant Position form TSC Form 28
- Teachers Order of Preference Form (TSC Form 30)
- Application for Membership Form PNGTA
- Application for Inspection / Declaration of Eligibility Form

 **3.3 Activity 10**

Practice completing forms so that you are familiar with the type of information that should be entered in the appropriate section. Your lecturer may provide you with further examples.

The following pages contain some samples of forms you will use during your teaching. This is not a complete list; so try to collect samples of any other forms you may come across.

Summary

Classroom administration will run smoothly if you as the teacher are well organised. Teachers will develop methods of filing and record keeping which best suit their style and needs. As a professional, record keeping is a requirement and you may be called upon to provide your records to an inspector or other department official. Make sure you are organised.

PAPUA NEW GUINEA TEACHING SERVICE
APPLICATION FOR APPOINTMENT TO A VACANT POSITION

TSC FORM 28
(Revised 1994)

INSTRUCTION

A person or teacher wishing to apply for appointment to an advertised vacancy must read carefully the instructions below the preamble and the information about each position in the Advertisement Gazette before making his application.

1. Apply, using only this form.
2. Use separate application form for each position.
3. Apply only for those positions you are prepared to take up.
4. Try to complete all the questions in this form. Make sure that you complete Section (H) and that you sign your application form
5. Do not apply for positions you are not eligible or qualified for.
6. THERE ARE SEVERE PENALTIES FOR THOSE WHO SUPPLY FALSE INFORMATION ON THIS FORM.

APPLICANT - PERSONAL INFORMATION:- Please give full detail about yourself.

Surname:..... Other Name(s):..... File No.:.....
 Age:..... Married/Single:..... Religion:.....
 No. of Children (Refer to Part F(b)):..... Home Province:
 Substantive Level:..... Current Tenure Position:
 Present Teaching Position: Eligibility to (Level):.....
 Expiry Date:..... Division:.....

POSITION APPLIED FOR: Gazette Vol. No.: Dated: / /

Position No.: Agency:..... Province:.....

If your wife/husband (spouse) is a teacher and want to teach, please supply the following details:

Spouse's Name:..... File No.:.....
 Substantive Level:..... Eligibility to (Level):..... Expiry Date:.....
 Division:..... Present Teaching Position (if any):

ALL POSITIONS APPLIED FOR: Please list all the positions you are applying for from the Gazette in order of your preference. (This list must be the same on every form you fill in for the same Gazette.

PREF.	POSITION NO.	SCHOOL	PROVINCE	PREF.	POSITION NO.	SCHOOL	PROVINCE
1.				6.			
2.				7.			
3.				8.			
4.				9.			
5.				10.			

NOTIFICATION OF APPOINTMENT AND RIGHT OF APPEAL (NEB/PEB) USE)

This Section will be returned to you after the appointments have been made and Central Sorting Results are published.

Your application for Position No. has been:
 Successful Unsuccessful Successful but subject to appeal

As an unsuccessful applicant: You have the right of appeal
 You don't have the right of appeal

Signature:.....
 Chairman - Appointing Authority

Date:.....

APPOINTING AUTHORITIES ARE NOT TO SEND THIS SECTION UNTIL CENTRAL SORTING IS COMPLETED.

TRAINING AND QUALIFICATION:

Highest Education Passed:..... School:..... Year:.....
 Type of Teacher Training:..... College/Institution:.....
 Year Graduated:.....
 Full Time Inservice Course:.....
 Institution:..... Year:.....
 Special Qualifications; e.g. subject areas (for High Schools or Colleges) etc.:.....

TEACHING EXPERIENCE:

YEAR	INSTITUTION	DIVISION	PROVINCE	AGENCY	POSITION	LEVEL	GRADE	SUBJECT

SPECIAL INFORMATION:

- (a) Please supply information about yourself which you believe makes you suitable for this position. Include information on Church 1, 2 or 3 if applicable to this position.

- (b) If you are married and have any school age children, please put a circle around the appropriate grades they will attend in Community School or High School next year.
 GRADES: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

SPECIAL CONDITIONS:

List any special conditions that you may have.

I certify that to the best of knowledge, the information shown on this form is correct and completed.

Signature:.....
 Applicant

Date:.....

OFFICIAL USE BY APPOINTING AUTHORITY

(Please indicate your decision by ticking one of the following codes).

NE	NOT ELIGIBLE		NO(C)	CONDITION NOT ACCEPTED	
AE	APPOINTED ELSEWHERE		OMS	OTHERS MORE SUITABLE	
NQ	NOT QUALIFIED		NS	NOT SUITABLE	
NO(S)	NO SPECIAL QUALIFICATIONS		PW	POSITION WITHDRAWN	

APPLICANT'S NAME AND ADDRESS FOR RESULTS:

NAME:
ADDRESS:
.....
.....
.....



EDB: 012
Revised 26.02.92

**DEPARTMENT OF EDUCATION
ADVICE OF COMMENCEMENT/RESUMPTION OF DUTY**

A.

(1-7 to be completed for Data Processing Branch Use)

1. NAME: _____
(Surname) (Given Names)
2. FILE NUMBER: In case of New Commencement, indicate 'N/C'
3. CURRENT POSITION NUMBER: (In the first box indicate "T" if you are a Teacher and "P" if you are a Public Servant)
4. CURRENT PAY LOCATION:
5. COMMENCEMENT/RESUMPTION DATE:
6. METHOD OF PAY CODE: (Indicate Code Number in the box. See Instruction sheet for codes)
7. Complete below if method of pay is through Bank Account (See Instruction sheet for Bank Branch Codes)

BANK AND BRANCH NAME: _____

BRANCH CODE	ACCOUNT NUMBER	ACCOUNT NAME
<input type="text"/>	<input type="text"/>	<input type="text"/>

B.

8. NATIONALITY: _____
(ie: PNG, Australian, etc)
9. DESIGNATION: _____
(ie: Teacher, Inspector, Clerk, etc)
10. SUBSTANTIVE (Tenure) POSITION NUMBER: _____
11. PLACE OF COMMENCEMENT/RESUMPTION: _____
(ie: School, College, Office, etc and Province)
12. DATE CEASED DUTY: ____/____/____
13. PREVIOUS POSTING: _____
(ie: School, College, Office etc. and Province)
14. PREVIOUS NAME: _____
(Surname) (Given Names)
15. SIGNED: _____ DATE: ____/____/____
Officer, Employee
16. SIGNED: _____ DATE: ____/____/____
Headmaster, OIC, etc.

C. (For confirmation by appropriate Authorities for Teaching Service Appointments)

I confirm that I have checked the school location code and the position number is correct.

SIGNED: _____ DATE: ____/____/____
Appointment Officer

18. I confirm that salary payment as required is possible.

SIGNED: _____ DATE: ____/____/____
Chairman of the Appointing Authority

D. (For certification by appropriate Authority for Public Service Appointments)

I certify that the necessary authorization for this appointment has been obtained and all necessary documentation is attached.

SIGNED: _____ DATE: ____/____/____
Departmental Head or Wing/Divisional Head

PAPUA NEW GUINEA TEACHING SERVICE

T.S.C. FORM 30
(REVISED 1994)

TEACHERS ORDER OF PREFERENCE

I N S T R U C T I O N

A teacher/person who is applying for appointment to an advertised vacancy or vacancies must complete this form. The applicant must ensure that all questions are completed where applicable and that he signs the form as an indication that it is a genuine or valid document. The information on this sheet will be used during the Central Sorting process where an applicant has been recommended for more than one position at the same level. Only one is to be completed and forwarded directly to: CENTRAL SORTING CLERK, TEACHING SERVICE COMMISSION, P.O. BOX 6268, BOROKE, NATIONAL CAPITAL DISTRICT.

APPLICANT: PLEASE GIVE THE FOLLOWING DETAILS.	TSC USE ONLY
SURNAME: _____ OTHER NAMES: _____ If name changed state previous names in full: _____ FILE NO.: _____ DATE OF BIRTH: _____ SEX: _____ PRESENT TEACHING POSITION NO.: _____ CURRENT TENURE POSITION NO.: _____ CURRENT SUBSTANTIVE LEVEL: _____ ELIGIBILITY LEVEL: _____ EXPIRY DATE: _____ DIVISION? (Prim., Sec., Tech., etc): _____ If you are not teaching, what are you? (Please tick the appropriate box). RESIGNED/TERMINATED <input type="checkbox"/> ON RECOGNISED LEAVE <input type="checkbox"/> SECONDED TO PSC <input type="checkbox"/> GRADUATING STUDENT/OTHER <input type="checkbox"/> If you are a resigned or terminated teacher, when did you last teach and where? _____ Where are you applying from? District: _____ Province: _____	

I have applied for the following advertised positions - Reference: Education Gazette No. _____ Vol. _____ dated ____/____/____. My preference of the positions are in order shown here.

ORDER OF PREFERENCE	POSITION NO.	NAME OF SCHOOL, COLLEGE OR CENTRE	DIVISION PRIM., SEC., TECH., ETC.	PROVINCE
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

SIGNATURE: _____

DATE: _____

NOTE: A false information or the incompleteness of the form may result in the form being ruled invalid.

Office Use

Inspector's Signature
Date Notification Slip Despatched

To District Superintendent/Principal

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APPLICATION FOR INSPECTION/DECLARATION OF ELIGIBILITY

Close Date for submission: April 30

Full Name (Surname First) File Number

Year of last request for inspection 19
Year of last inspection 19
Last inspection rating

Potential to carry out duties at level
Efficient at level
Unsatisfactory at level

Experience

Began teaching 19
Number of years teaching

Qualifications

Attained Form 2 yes/no 19
Attained Form 3 yes/no 19
Attained Form 4 yes/no 19

Further qualifications or comments

For ease of return, enter your name and address in the appropriate place on the notification slip below. Teachers Signature Date

Notification Slip - Inspection 19

Applicant's Name _____
Postal Address _____

As you have a current promotional inspection report and other teachers have a higher priority you will not be inspected this year.

You are advised that a formal inspection of your work will be carried out this year.

Your inspecting officer will be _____

Who will advise you in advance of the actual inspection date.

..... (Signed).

Inspectors are required to return the completed notification slip to the teacher