‘BoM Roles and Responsibilities’

for

Elementary, Community and Primary Schools

Ideas for school-based capacity building activities

booklet 4

Department of Education and
Department for Community Development
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The booklet is to be used with the Board of Management Handbook and Flipchart

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SECRETARY’S MESSAGE

This school–based capacity building series is a step towards institutionalising capacity building. This series contains activities to enhance the capacity of community members, primary school Boards of Management (BoM), head teachers, inservice coordinators, and teachers to better perform their current work responsibilities. These school-based activities support and strengthen work-place skills and knowledge and enhance individual personal development.

Teachers, Boards of Management and communities can decide which capacity building activities are needed and the approach you will use.

Primary school teachers and school community members can use these capacity building activities for your personal and professional development, and the needs of children you teach. These capacity building activities can be undertaken by groups or individually. The Papua New Guinea Education Institute will provide accreditation to their students on the completion of assessment tasks.

The capacity building activities in this booklet help you learn about:
• An introduction to the Board of Management roles and responsibilities;
• The functions of the Board of Management;
• Board of Management Administrative Matters;
• The School Constitution.

All those involved in school administration need to understand the various laws so they can better manage their school.

This booklet is part of the ‘Helping our Schools’ series and is to be used with the Board of Management Handbook and Flipchart.

I commend these activities to you.

Dr Joseph Pagelio
Secretary for Education
‘BoM Roles and Responsibilities’

The four topics are:

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<th>Topic</th>
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<td>Evaluation Sheet</td>
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OVERVIEW

School-Based **Board of Management Roles and Responsibilities** capacity building activities

**Goal:** These activities are designed to improve your understanding of the roles and responsibilities of your school’s Board of Management.

**Rationale:** These activities are designed to help you, as teachers, BoM and P&C members to better understand the laws governing school Boards of Management. This will help you to carry out the various roles and responsibilities of BoM members.

**Content:** In this booklet there are four topics:

1. Introduction to the Board of Management – 2 hrs
2. The functions of the Board of Management – 3 hrs
3. Board of Management Administrative Matters – 3 hrs
4. The School Constitution – 4 hrs

Activities can be completed by an individual or a group. We suggest you work in pairs or small groups.

**Facilitator:** If you have a large group, select one person to facilitate each topic.

**Participants:** The capacity building activities are for the teachers, Head Teachers and BoM members and P&C representatives in the school.

**Materials:** You will need the BoM Handbook, BoM Flipchart, butcher paper and marking pens. You should also have your Province’s Provincial Education Act if one is in force.

**Signposts:** The capacity building activities use the following signposts:

- 😊😊 work in pairs or groups (tok tok wantaim)
- 📖 read the information in the book or flipchart (redim)
- ✍️ write a response (rait)
- ✔️ There are model answers in the book
- ✈️ Your answers are different so there are no model answers

**Assessment:** Students enrolled in Diploma Education Primary Inservice (DEPI) studies can get credits if they submit their work to an assessor.
**Topic 1: Introduction to the School Board of Management (suggested time: 2 hrs)**

**Aim:** to improve your understanding of the roles and responsibilities of your School’s Board of Management.

**Outcome:** by the end of the activities you will have discussed why schools have Boards of Management. (What is a BOM; the establishment of the BOM; the BOM Constitution and BOM membership.)

**Materials:** A Board of Management Handbook; The Board of Management Flipchart; Provincial Education Act (if in force.); butcher paper and markers.

**Content:**
- BOM Handbook (English): Sections 1-4 pages ii – 8; Appendix B 31-37;
- BOM Handbook (Tok Pisin) Sections 1-4 pages ii-7; Appendix B 30-36
- BOM Flipchart: (English and Tok Pisin) pages 1-19

**Exercise 1:** Read and discuss the BOM Flipchart pages 1-19. If there is a technical question that requires further information refer to the BOM Handbook. If there is a Provincial Education Act in place then any differences between the National Act and the Provincial Act need to be identified by the facilitator. Make sure that each section is properly understood and all key words are understood eg. planning, decision making, management, good governance, accountability, transparency, self-reliance, etc.

**Exercise 2:** In pairs or small groups discuss:
1. Action that our school BoM needs to take to ensure it is operating within the law.
2. How can we involve women and youth more in our Board of Management decision making?
3. How can we improve ‘Good Governance’ (accountability, transparency, self-reliance) in our school’s Board of Management?

**Exercise 3:** Prepare a set of recommendations for your School Board of Management and P&C to consider.

**Conclusion:** Present the recommendations at your next BOM and P&C meetings. (NB. this could be an assessment task)
Topic 2: The functions of the School Board of Management (suggested time: 3 hrs)

Aim: to better understand the functions of your School’s Board of Management.

Outcome: by the end of the activities you will have discussed the functions of your school Board of Management office holders and members.

Materials: A Board of Management Handbook; The Board of Management Flipchart; Provincial Education Act (if in force as the Provincial Education Act takes the place of the National Act – see note on the bottom of the Constitution page 31 BOM Handbook); butcher paper and markers. If your school is a church agency, a set of church philosophy and regulations would also be a useful reference.

Content: BOM Handbook (English): Sections 5.2-5.8 pages 10-13; sections 7.1-8 pages 15-16; Appendix A 27-30; Appendix F pages 57-58;
BOM Handbook (Tok Pisin): Sections 5.2-5.8 pages 9-12; sections 7.1-8 pages 14-15; Appendix A 26-29; Appendix F pages 56-57;
BOM Flipchart (English and Tok Pisin): pages 20-25; 32-35;

Exercise 1: Read and discuss the BOM Flipchart: pages 20-25; and 32-35. If there is a technical question that requires further information refer to the BOM Handbook. List the various functions of a Board of Management on the chalkboard or on butcher paper.

Exercise 2: In pairs or small groups discuss how the following BoM functions can be better carried out at your school:

1. Planning for new school buildings and teachers houses and maintaining existing buildings;
2. Ensuring all children (boys, girls and children with special needs) are enrolled and attend the school;
3. Determining the aims and goals of the school;
4. Making policies for areas such as student discipline, including when a child shall be suspended or expelled; etc.
5. Deciding what sub-committees the school BoM will have. eg. maintenance, student discipline, health promoting school, fundraising, cultural, policy, sports, student clubs, Christian Education, curriculum, etc.

Exercise 3: Each group reports to the whole group. Prepare a list of recommendations for the P&C and BoM to consider.

Conclusion: Present your recommendations made in exercise 3 at the next BOM and P&C meetings. (NB. this could be an assessment task)
Topic 3: Board of Management – administrative matters (suggested time: 3 hrs)

Aim: to improve the administration of your School’s Board of Management.

Outcome: by the end of the activities you will have discussed how your Board of Management can be better administrated.

Materials: A Board of Management Handbook; The Board of Management Flipchart; Provincial Education Act (if in force.); butcher paper and markers.

Content:
BOM Flipchart (English & Tok Pisin): pages 20-25; 32-35;

Exercise 1: Read and discuss pages 20-25; and pages 32-35; BOM Flipchart. If there is a technical question that requires further information refer to the relevant section of the BOM Handbook. The various administrative matters are listed by the facilitator on the chalkboard or on butcher paper. Ie 1. Meeting Procedures; 2. Committees and delegation; 3. Duties of BoM office holders; 4. HTs role on the BoM; 5. Teachers Rep role on the BoM.

Exercise 2: In pairs or small groups and discusses how the following BoM administrative matters can be better carried out at your school:
  1. Meeting Procedures – elections, etc;
  2. Committees and delegation;
  3. Duties of BoM office holders;
  4. the Head Teacher’s role on the BoM;
  5. the teacher’s Representative’s role on the BoM
  6. Financial responsibilities
  7. Reporting to the community

Exercise 3: Each group reports to the whole group. Prepare a list of recommendations for the P&C and BoM to consider.

Conclusion: Present your recommendations made in exercise 3 at the next BOM and P&C meetings. (NB. this could be an assessment task)
**Topic 4: School Constitution  (suggested time: 4 hrs)**

**Aim:** to developer revise a school constitution for your school.

**Outcome:** by the end of the activities you will have developed a draft school constitution or revised your current constitution for presentation to your BoM

**Materials:** A Board of Management Handbook; The Board of Management Flipchart; Provincial Education Act (if in force.); butcher paper and markers.

**Content:** BOM Handbook (English): pages 31-37; (Tok Pisin) pages 30-36
BOM Flipchart: pages 5, 9 and 35

![Open Book](open_book.png) **Exercise 1:** Read and discuss the BOM Flipchart: pages 5, 9 and 35 and the BoM Handbook (English): pages 6, 31 – 37. (Tok Pisin) pages 5, 30-36.


![Happy Emojis](happy_emoji.png) **Exercise 3:** In pairs or small groups prepare a draft School Constitution for your school:
1. the school goal and school philosophy;
2. the BoM functions
3. the BOM administrative sections (all other sections)
Groups report back to the whole group. Finalise a draft school constitution for your BoM and P&C to consider.

![Pointing Finger](pointing_finger.png) **Conclusion:** The draft school constitution is discussed at your next BOM and P&C meetings. (NB. this could be an assessment task)
Evaluation: 'Board of Management roles and responsibilities’

School-based capacity building activity evaluation sheet:
Number of men attending: _____________________ Number of women attending: ____
School: _______________________________ District: _______________________________
Province: _____________________________ Date: ______________________________

The facilitator should ask participants to complete this evaluation sheet together at the end of the activities. Please hand this collective evaluation sheet to your school inspector. NB. If you are a DEPI student you should also submit a copy of this page to your assessor with your assessment tasks.

1. What did you find most valuable about this capacity building activity?

________________________________________________________________________
________________________________________________________________________

2. How relevant was the capacity building activity? – please tick and add comments if you wish.

<table>
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<tr>
<th>Very poor</th>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
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Comments:________________________________________________________________________
________________________________________________________________________

3. Was the content at the right level for all the participants?

<table>
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<tr>
<th>Very poor</th>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
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Comments:________________________________________________________________________
________________________________________________________________________

4. Was the Language at the right level?

<table>
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<tr>
<th>Very poor</th>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
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Comments:________________________________________________________________________
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5. How suitable were the materials and handouts used in the activities?

<table>
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<tr>
<th>Very poor</th>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
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Comments:________________________________________________________________________
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6. What suggestions do you have for improving this capacity building activity?

Comments:________________________________________________________________________
________________________________________________________________________
Example of a completed evaluation sheet

👍 Evaluation: ‘Board of Management roles and responsibilities’

School-based capacity building activity evaluation sheet:
Number of men attending: _______ Number of women attending: _______
School: Giamon PS District: Wopa
Province: Northern Highlands Date: 23/05/2007

The facilitator should ask all participants to complete this evaluation sheet together at the end of the activities. Please hand this collective evaluation sheet to your school inspector. NB. If you are a DEPI student you should also submit a copy of this page to your assessor with your assessment tasks.

7. What did you find most valuable about this capacity building activity? We realised that our school BoM was not following the correct procedures and we have taken action to fix up the problems.

8. How relevant was the capacity building activity? – please tick and add comments if you wish.

<table>
<thead>
<tr>
<th>Very poor</th>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
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<tr>
<td>M5  F4</td>
<td>M2  F4</td>
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Comments: It was very relevant as no-one had told our community what the Education Act laws were about the Board of Management.

9. Was the content at the right level for all the participants?

<table>
<thead>
<tr>
<th>Very poor</th>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
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<tr>
<td>M3  F6</td>
<td>M4  F2</td>
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Comments: We all understood the different activities. The facilitator explained anything we were not sure about.

10. Was the Language at the right level?

<table>
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<tr>
<th>Very poor</th>
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<th>Excellent</th>
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<tr>
<td></td>
<td></td>
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<td>M7  F8</td>
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Comments: We used tok Pisin for all the activities so everyone understood.

11. How suitable were the materials and handouts used in the activities?

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<th>Very poor</th>
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<th>Excellent</th>
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<tbody>
<tr>
<td>M3  F6</td>
<td>M4  F2</td>
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Comments: The booklet was easy to follow, and everyone enjoyed the BoM Flipchart.

12. What suggestions do you have for improving this capacity building activity?
Comments: We would like to have more time to do follow-up activities.