

Leading Institutional Strengthening

Operations Leadership

RESOURCES FOR COLLEGE LEADERS





Transforming Teacher Education and Learning in Ghana

UNIT 3: LEADING INSTITUTIONAL STRENGTHENING (OPERATIONS LEADERSHIP) – LEADERSHIP PROGRAMME RESOURCES FOR COLLEGE LEADERS

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The Government of Ghana



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Welcome to the T-TEL Leadership Programme Resources for Leaders in Colleges of Education

Transforming Teacher Education and Learning (T-TEL) is a Government of Ghana programme to support the implementation of the new policy framework for Pre-Tertiary Teacher Professional Development and Management. T-TEL seeks to transform the delivery of pre-service teacher education in Ghana by improving the quality of teaching and learning through support to relevant national bodies and institutions and all Colleges of Education (CoE).

Elements of the programme will include:

- professional development for all CoE tutors (including tutors in mathematics, English and science);
- support for the leadership and management of CoEs and training of their leadership and management teams;
- support to reform the Diploma in Basic Education (DBE) curriculum;
- support to develop more effective student practicums;
- work with MoE and regulatory bodies on the implementation of existing policies for teacher education;
- a Challenge Fund to which CoEs and their partner districts and schools will be able to apply to carry out innovative initiatives; and
- a set of incentives for each CoE to improve their management and training delivery.

The role of leaders of educational institutions in securing quality provision and ensuring that all learners achieve their full potential is both a professional responsibility and a moral obligation. Whilst the quality of teaching and learning is considered a major contributory factor to positive learning outcomes, there is growing evidence about the positive relationship between effective leadership and continuous improvement in schools and colleges in many countries. The Leadership component of the T-TEL programme seeks to focus on the improvement of management, leadership and governance of Colleges of Education as they develop their capacity as autonomous tertiary education institutions.

As the primary decision-making authority in the college, it is critical that college principals and their leadership teams take initiative in building classrooms which are student-friendly as well as inspire and motivate tutors to develop their professional capacities. In transforming these colleges, it is also imperative that management and administration and most importantly leadership are effectively strengthened to ensure changes are embedded in everyday practice.

The Leadership Programme for college leaders is organised into 6 units around four domains of institutional leadership with a clear focus on professional development and quality assurance. The four domains are Leading Institutional Strengthening (Systems and Operations Leadership), Curriculum, Training and Learning Leadership, Change Leadership and Strategic Leadership. The six different units were carefully selected to ensure that college leaders are equipped with the necessary skills to lead their colleges towards autonomous tertiary institutional status. Imbedded in each unit is the self-assessment of seven quality assurance indicators of Leadership and Management, Training and Learning, Assessment, Student Engagement, Monitoring and Evaluation, Environment and Infrastructure and Partnership and Cooperation.



The Leadership Programme resources provide a step-by-step guide on assessing the indicators against specific themes and evidence. Further information on the professional development units and quality assurance indicators is available in the appendix of this book.

The resources are self-contained and could be used for self-study. However, since college and improvement is mostly accelerated through a college approach, the Leadership Programme resources are developed to encourage and ensure collaborative working between senior leaders, middle leaders and college community. The aim is to build a culture of distributed and transformative leadership practices within each college.

The leadership materials are presented and printed in the respective units, but are also available online at www.t-tel.org in various formats such as HTML, ePub and PDF. All T-TEL resources are Open Educational Resources (OER), available under a Creative Commons Attribution ShareAlike licence.

This means that you are free to adapt the resource, as long as you attribute T-TEL and retain the same licence.

1.0 OVERVIEW OF OPERATIONS LEADERSHIP IN COLLEGES OF EDUCATION

1.1 INTRODUCTION

In Unit 2 'Systems Leadership' you were supported to start taking deliberate steps as Colleges of Education leadership teams to build a shared vision for your college and establish effective management systems including formulation of a set of management policies and procedures. The Unit also focused on assisting your college to become more gender responsive and guided you in leading your college's improvement strategy as Colleges of Education are strengthened in their journey towards becoming autonomous tertiary educational institutions. This third Unit is intended to further equip college leaders in implementing the management policies and procedures, as well as preparing the college for tertiary status through developing your college's own roadmap.

The aim of Unit 3 is to support you as college leaders so that you are more conscious of how to improve aspects of your practice through a collaborative approach so that your college's policies are effectively put into practice and your college is put on the path to institutional autonomy. In addition, it will assist in ensuring that the various committees of the academic board, and the governing council are in place and functional. In doing this, as college leaders you will be supported to:

- ensure that all college committees have clear terms of reference;
- prepare a risk assessment scorecard, which shows the extent to which a college addresses impediments to attaining the college's vision and mission;
- prepare a risk management plan that addresses issues identified in the risk assessment;
- accept the key college leadership roles within the context of institutional strengthening and prepare a college roadmap to achieve institutional autonomy; and
- undertake specific activities to ensure good governance, effective risk management, and gender responsive leadership and management.

Operations Leadership in the context of leading the strengthening of Colleges of Education therefore is the embodiment of all deliberate approaches adopted by college leaders in ensuring that college systems are working effectively to bring improved outcomes for all student teachers.

This involves the defined functions of college leadership, the nature of college governance, and gender mainstreaming, along with the development of a roadmap. Operations Leadership is about creating an enabling environment necessary for implementing the policies and procedures discussed in Unit 2 'Systems Leadership' in order to perform the various functions stipulated in the Colleges of Education Act, 2012 [Act 847] and in order to implement the roadmap which you will develop following your engagement with this unit.

Unit Learning Outcomes

By the end of this unit College Leadership should be able to:

1. Work with staff to translate the vision into agreed objectives and operational plans to promote and sustain college improvement and set your College on the way to autonomous tertiary status.
2. Engage with council members to Implement a College vision within the framework of the NCTE.
3. Ensure compliance with legal, regulatory, ethical and social requirements and structures as enshrined in College policies.
4. Use SWOT analysis to plan interventions to address risk.
5. Ensure structures and systems are in place for effective implementation of the Diploma of Basic Education (DBE) curriculum.
6. Ensure compliance with gender responsive policies.

1.2 RELEVANCE TO NATIONAL POLICY FRAMEWORK

As has been mentioned in previous units, the key national policy framework informing this unit is the Colleges of Education Act, 2012 [Act 847]. The Act sets the following goals for your College. It must:

- provide teacher education to citizens in the teaching profession;
- offer programmes of study that have special relevance to the needs of the education system and for the development of the country;
- adopt and expose students to modern and innovative techniques of teaching and learning that promote critical thinking and problem solving;
- make basic and action research an integral part of the education provision to support quality teaching and learning in the classroom;
- set up well-equipped resource centres for the purpose of equipping staff, students and serving teachers with effective classroom teaching skills including effective use of teaching and learning materials;
- offer programmes for the award of diplomas and other certificates through affiliation with appropriate tertiary institutions accredited by the National Accreditation Board (NAB);
- make provision for the general welfare, recreational and social needs of the staff and students of the college;
- train students to acquire the necessary professional and academic competencies for teaching in pre-tertiary and non-formal education institutions;
- build the professional and academic capacities of serving teachers through regular continuing education;
- provide programmes that will promote the effective teaching of science, mathematics, English, Information and Communication Technology and other related subjects to meet the needs of society;
- foster links with relevant institutions and the community in order to ensure the holistic training of teachers; and
- exercise powers that are incidental to the performance of the aims and functions of a college.

1.3 ROADMAP TO FULL AUTONOMY FOR YOUR COLLEGE

Before we get into the details of operational leadership of your college, we need to add a further element to our management and planning tool kit: your College Roadmap to tertiary status. This roadmap will be a college-level version of the national roadmap that the NCTE will be using to guide the process of assisting all the Colleges of Education attain tertiary status.

A roadmap is a visual representation of the route that your college will take in its journey from where it is now to autonomy or tertiary status. Roadmaps are being used increasingly often in planning processes as they are visually effective, easy to comprehend and fun to develop and use.

Your college's roadmap will include all the major milestones along the route and also the potholes or challenges that you expect to face and overcome. A milestone is a key moment and objective on the route. For instance, your milestones are likely to include the 'establishment of a fully functional Council' and 'memorandum of understanding signed with an affiliating institution of higher learning'. The potholes may include such challenges as 'resistance of staff to change' or 'failure of GES to handover financial responsibilities of CoEs to NCTE'.

When doing your roadmap, you need to know that there are some good practices you will need to follow. These include:

- i. plan in a rational manner. Do not assume things will happen more quickly than experience shows they normally do;
- ii. plan actions in a logical order. For instance, putting your Council in place is critical to doing most other activities so should be written in near the start of the road; and
- iii. do not ignore delays which are likely to be created by the potholes. These need to be calculated into your roadmap.

Finally, the roadmap should complement your College Improvement Plan (CIP). While your CIP details the main developmental objectives of your college over the next year and beyond, the roadmap provides the big picture: where the college is going over a number of years, and the main factors that will mark and influence that process or journey.



College Principal and her team revising College Improvement Plan

Activity 1: Roadmapping Your College

In your college group

Use the NCTE national College of Education roadmap and the template in the Appendices (Appendix A).

1. Brainstorm and list the key milestones on a piece of paper. You probably want to keep them below 20 in total. Firstly, list all the milestones you can think of, then remove unimportant ones and try and consolidate others into a single statement. Ensure there is no repetition. Agree on a final list of milestones.
2. Put the milestones in order of when they would be completed.
3. Brainstorm the potholes. List those on separate piece of paper. As with milestones, consolidate your list and remove repetition and less important challenges, or those challenges which may not occur. You should aim at between 5 – 8 potholes. Too many potholes may make your journey appear too difficult to sell to your staff.
4. Decide on what your roadmap should look like. Draw the roadmap or download your roadmap. You can find various free access roadmaps on the site slidehunter.com. Add in all your milestones and potholes in the order you believe they should be tackled.
5. Take the draft roadmap back to your college after the training and with the assistance of your CIA review and improve it with your Council, staff and student representatives. Once you are sure you have a final agreed draft print it out and display prominently in the college. Make sure that the roadmap informs your CIP and other plans.

This section of the Unit provides a step-by-step discussion of the three domains of 'Operations Leadership' in the context of strengthening Colleges of Education. These are:

- being a college leader
- nature of college governance
- gender mainstreaming and leadership

As illustrated in Figure 1 below, these three domains complement each other in facilitating leadership operations in the college.

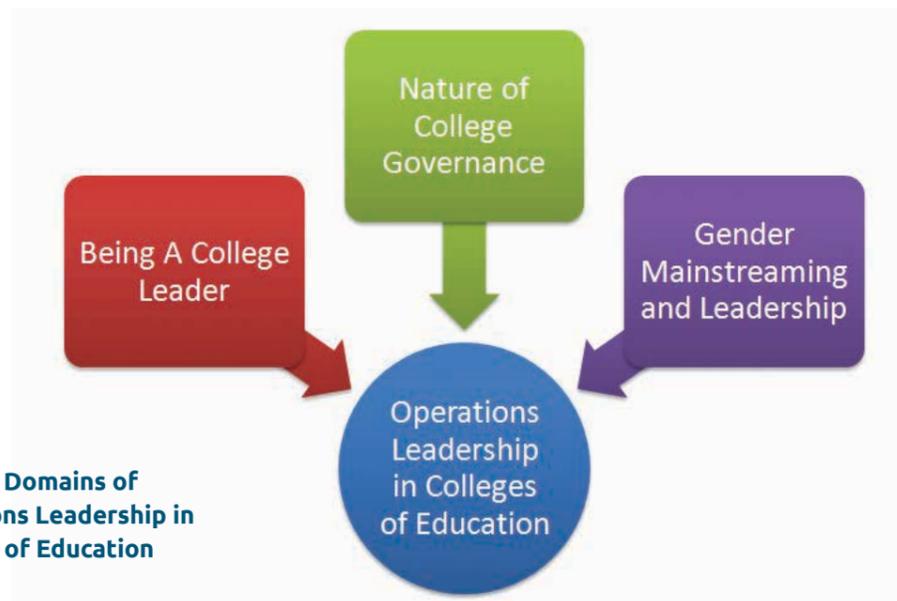


Figure 1: Domains of Operations Leadership in Colleges of Education

1.4 WHO IS A COLLEGE LEADER?

In the context of this unit, a college leader could refer to any individual or groups of people who have the legitimate responsibility to lead or guide other individuals, teams, or the entire organisation so as to achieve the college's vision and mission.

Key individuals who are formally recognised as college leaders are:

- Chairperson of College Council
- Principal of the college
- Vice-Principal of the college
- Secretary of the college
- College Librarian
- College Finance Officer
- College Internal Auditor
- Heads of Department
- Heads of Units
- Hall Wardens and Masters
- Head of Quality Assurance

Student leadership is also recognised in the college. For instance, the Student Representative Council (SRC) has executives and they are represented on the College Council by the SRC president.

According to the Harmonised Statutes for the Colleges of Education (2015), leadership groups are:

- The College Council
- Statutory Committees of the Council
- Academic Board
- Statutory Committees of the Academic Board
- Departmental Boards
- Academic Units

The foregoing means that to be a college leader does not mean that one has to be in a key position in the college. Leadership is about making the college function effectively and is a process of influencing people to accomplish the vision and mission, inspiring their commitment and improving the organisation. Figure 1 depicts the core characteristics of leadership.



Figure 1 depicts the core characteristics of leadership.



Feedback time – CIA engaging with College Leaders



College Principal and her team in policy formulation discussion

2.0 BEING A COLLEGE LEADER

2.1 INTRODUCTION

Understanding your role as a leader is crucial in facilitating the attainment of your college's autonomy. Being a college leader is a responsibility that requires you to take the lead in efforts towards the achievement of the goals of your college. It also comes with varied levels of accountability; notably accountability for the learning outcomes and achievements of the student teachers in your college. As a leader you should use your influence over members of the college to ensure that they share the college's vision and mission so that the purpose for your college's existence is attained. As already mentioned, there are a lot of tasks to be implemented in the college and ensuring that the right people are assigned the right task is an essential part of Operations Leadership. It requires that the college has all statutory committees in place and that these are functional. Thus the appointed college leaders should make use of the committees and encourage members of the college to take on leadership roles and implement policies and procedures. Leadership in your college therefore goes beyond 'being in a leadership position' but requires a deliberate effort on your part to ensure things are done and done efficiently and effectively through engaging others.

Being a college leader requires that you exert a legitimate influence on your staff and students. As a leader, it requires that your actions are in line with professional standards and principles. Mobilising team members or college staff to want to get extraordinary things done in the college is key in college leadership. It is about the practices leaders use to transform values into actions; visions into realities; obstacles into innovations; separateness into solidarity and risks into rewards (Kouzes & Posner, 2007). This leads to leadership that creates the climate in which people change challenges into opportunities and opportunities into successful change.

Being a college leader also demands that you create an environment that will make various sub-systems within the college functional. The main sub-systems that you need to operationalise are:

- **Academic leadership** – this is the core function of your role as a college leader. It includes planning and management of admissions, the curriculum and teaching strategies, and examination schedules.
- **Staff or Personnel Leadership** – this comprises recruitment, placement and induction, staff development, maintenance of staff records, management of staff unions such as Colleges of Education Tutors Association of Ghana (CETAG), conducting staff and committee meetings, staff welfare, role share and performance appraisal.
- **People Management** – This process involves activities such as: Skills audit for staff, decision making processes, communication and information sharing among staff, and provision of motivation and incentive packages for staff.
- **Financial leadership** – this includes budgeting, resource mobilisation, resource development and optimisation, resource utilisation, accounting and auditing.
- **Infrastructure leadership** – this comprises construction, renovation and maintenance of the college buildings, including the library, laboratories, hostels, as well as the recreational and sports facilities, the college's audio-visual aids and making sure that the infrastructure promotes high levels of the health and safety of all students and staff.

- **Institutional Partnerships** – networking and connecting with other institutions (academic and business) are key part of your leadership role. Partnering with educational and non-educational institutions to promote the vision and mission of your college at local, regional, national and international levels is essential.
- **Students' Support Services** – students are the main clients and beneficiaries of your college and a robust and well-functioning students' service holds the key to quality outcomes. Areas of focus are creation of information systems, guidance and counselling units, provision and maintenance of student amenities, creation of scholarships and award schemes (incentives), involvement of students in high-level decision making, and effective support for the Students' Representative Council (SRC).
- **Institutional Policies and Procedures** – these play a key role in ensuring that your college functions well. These comprise, among others, of procedures on procurement, promotions, conflict and grievance, performance appraisal, staff development, gender and inclusion, and health and safety.

Operations leadership aims at create the environment necessary for the effective functioning of all aspects of the college by the individuals and groups of individuals with the mandate of leadership in the college. Leadership is a central feature of your college's performance. As a college leader you need to understand the nature of your influence through the various roles and responsibilities that you will be held accountable for, the factors that determine how you relate with other people and stakeholders, and the effectiveness of your leadership relationship.

Activity 2: Leadership at Many Levels

In your mixed groups, identify 3 main levels of leadership in your various colleges. Once you have agreed on the 3 levels, identify 2 leadership roles that each level performs or could perform. Discuss these in your groups. Write the three levels and the roles for each level on a sheet of newsprint/flip chart.

Stick your paper on the wall. Undertake a gallery walk and review the other groups' thinking. Discuss in plenary the appropriate devolution of leadership and decision-making in a college.

In your groups and in the following plenary discussion you will have probably concluded that there are different types of leadership roles and responsibilities in a college. Distribution of leadership roles within an institution when done appropriately can assist in the management of the college.

This is because it means that more people take responsibility for the smooth running of the college which means that more people make decisions and solve problems and challenges that arise. This in turn means that the college leadership, particularly the principal, is not constantly distracted by minor issues which someone else could deal with or solve. However, it is important that:

- leadership is devolved to an appropriate level and to appropriate office holders; and
- systems are put in place which allows an element of autonomy and risk taking at the various decision-making or leadership levels but that communication is constant.

Let us have a look at both of these in turn.

Devolving Leadership Responsibility

It is important to devolve responsibility to those who have been empowered to take that responsibility. It would, for instance, be inappropriate to devolve financial management responsibilities to the deputy librarian. This is because the deputy librarian lacks the skills, knowledge and confidence to manage college finances. However, it might be very appropriate to have the deputy librarian taking a leadership role in relation to managing the book acquisition and computer software budget. Devolving responsibility to the wrong person or level puts those given the leadership responsibility under a lot of unnecessary stress, may lead to inappropriate decisions and is ultimately disempowering and destructive to the smooth running of the college. However, devolving to the appropriate level and people with the necessary training and support leads to broader involvement and commitment of those staff to the college and its vision and takes some of the burden off the principal and senior managers. It also often means that challenges which could be hard to solve at institutional level are solved where the staff have knowledge and so can come up with appropriate and simple solutions.

Managing Devolved Leadership Responsibilities

Allowing more junior staff in devolved leadership positions to solve challenges requires the principal and senior management team to release some level of control to devolved leadership position holders. As principals and senior management team members, you should accept that some decisions that devolved leadership position holders make may not be the ones you would have taken and occasionally mistakes will be made. Such mistakes should be accepted as normal and opportunities for capacity strengthening. Managing devolved leadership responsibilities therefore require that you put in place systems which allow some levels of operational autonomy and risk taking at the various decision-making or leadership levels. You must not interfere in the operations of devolved responsibility position holders. You must rather intervene when their decisions do not fall in line with the college's vision and mission. Communication should play a key role. It is important that College Management is constantly informed about decisions of devolved leadership so that there are no surprises. This grows their management knowledge and skills. In managing devolved leadership responsibilities, it is important that as principals and members of the senior management team, you understand the four levels of functional leadership and their roles in your college.

2.2 LEVELS OF FUNCTIONAL LEADERSHIP IN A COLLEGE

There are four levels of functional leadership in a college, with varied but complementary roles. These are:

- Senior level leadership
- Middle level leadership
- First level leadership
- Student leadership

Role of Senior Level Leadership

The senior level leadership of a college comprises the college Principal (who is the frontline executive of the college), Vice Principal, Secretary, Librarian, Finance Officer and Internal Auditor. As the frontline executive of the college, you are to ensure the implementation of the policies of your college to facilitate the autonomy of your institution. Other roles include taking major decisions affecting the college and establishing linkages with other stakeholders.

Role of Middle Level Leadership

The middle level leadership of a college consists of Heads of Department, Deputy Secretary, Deputy Librarian, Deputy Finance Officer, Deputy Internal Auditor, ICT Coordinator, Teaching Practice Coordinator, Quality Assurance Coordinator, Senior Hall Tutor, Deputy Senior Hall Tutor, Tutors, Guidance and Council Coordinator etc. The stipulated roles of leadership at this level include ensuring effective teaching and learning, coordinating the activities of the units and departments, ensuring the effective day-to-day running of their outfits, and reporting to the senior level leadership about their activities.

Role of First Level Leadership

The first level leadership of a college encompasses junior staff as stipulated in the 'Harmonised Scheme of Service for Staff of Colleges of Education' to include, Hall Tutor, Assistant Secretaries, Assistant Librarians, Assistant Accountants and Assistant Internal Auditors. The stipulated roles of this level of leadership include implementing college policies, reporting to the middle level leadership about their activities, and coordinating the activities of students of the college.

Role of Student Leadership

The student leadership includes Student Representative Council (SRC) Executive, Course Representatives, Hall Executive and others. This level of leadership comprises reporting their activities to the first level leadership, coordinating programmes, activities, projects, and liaising with first level leadership about activities/programmes or impending activities/programmes. Jointly, the college leadership groups and individuals have specific responsibility in driving excellence within their colleges. They are to assure quality in the areas of:

- Leadership and Management
- Training and Learning
- Assessment
- Monitoring and Evaluation
- Student Engagement
- Partnership and Cooperation
- College Infrastructure and Environment

Thus, the enabling environment for developing the competency of student teachers is created and sustained. The goal is to attain the level of sustained improvement in the college. The role and responsibilities of college leaders are summarised below:

Table 1: Summary of the role and responsibilities of college leaders

Role	Quality Indicator
Curriculum and Academic Leadership (Ensures the college is a Centre of excellence for training quality teachers for the future)	Curriculum and academic leadership areas of focus include: <ul style="list-style-type: none"> • The Quality of Training and Learning • Assessment • Performance Data • Resources • Monitoring and Evaluation • College Environment and Infrastructure
Policy Leadership (Establish, sustain and enhance the culture of the college through effective policy formulation process)	Policies and procedures to secure college improvement over time e.g. <ul style="list-style-type: none"> • Training and Learning Policy • Assessment Policy • Resources Management Policy • Monitoring and Evaluation Policy • Gender, Inclusion and Diversity Policy etc.
Systems and Institutional Leadership (Leadership as a function of action and not position, Championing the institution, Being accountable)	Overall Leadership and Management <ul style="list-style-type: none"> • Vision • Ownership • Commitment to Quality and Improvement • Effective systems and structures • Professional development of staff
Partnership and Cooperation Leadership (Developing shared purpose, learning from each other and involving others)	Empowerment to achieve challenging goals <ul style="list-style-type: none"> • Relations with internal and external stakeholders e.g. Professional Network, other colleges • Agreements with academic partners e.g. affiliate institutions, placement schools • Relationships with business and industry partners

2.3 COLLEGE STAFF GROUPS

In addition to the College Senior Management, there are three groups of college staff as mentioned in the 'Harmonised Scheme of Service for Staff of Colleges of Education'. See Appendix F for the list of staff groups expected in the Colleges of Education.

The 'Harmonised Conditions of Service for Colleges of Education' stipulates that, on first appointment of Senior Staff A, the leadership ensure that the staff is issued with an appointment package which should include:

- Appointment letter
- Conditions of Service Manual
- Act, Law or legal instrument setting up the college
- Research Handbook
- Handbook on Appointment & Promotion
- Students' Handbook

- Administrative Manual
- Financial Regulations – Financial Administration Act 2003 (Act 654), Internal Audit Act 2003 (Act 658), Public Procurement Act 2003 (Act 663)
- Code of Conduct

The college is able to add to this list but cannot remove from or reduce this list based on changing circumstances.

A clear job description should be given to the staff and in the case of Senior Academic Staff this generally includes:

- Teaching;
- Development and Administration of Courses;
- Examinations;
- Students Advisory;
- Research and publication;
- Administration and Governance; and
- Consulting and Outreach activities.

Activity 3: Senior Staff A - Appointment Package

In your mixed college groups, discuss:

Are you aware of this requirement?

Which of these documents do you have in place?

What plan(s) do you have for ensuring a complete appointment package for Senior Staff Group A is in place?

2.4 QUALITIES OF A COLLEGE PRINCIPAL

As the Chief Executive of the college, it is your responsibility to cultivate some qualities that promote and enhance the effectiveness of college teams and practices. College practices and policies must be implemented under the able leadership of the college principal. It is said that everything rises and falls on leadership. The activity below is to identify leadership qualities that may promote or impede a college leader's effectiveness. Please place a tick (✓) in the cells to indicate your belief of a quality being considered as more effective or less effective.

Activity 4: Assessment of College Leadership Qualities

Using the list of leadership qualities table below, decide whether each of the elements makes you a more effective or less effective college leader.

Undertake this activity individually based on your own views. When you have completed the task go into your pair and compare answers. Where you have disagreement discuss and come to consensus. Finally share your answers in your group and come to group consensus.

Individually identify two of your personal attributes which have been listed by your group in the 'less effective' column. Think about how you intend to improve or change these two attributes. Share your decisions with your pair's partner.

In plenary allow a few volunteers to share their 'less effective' attributes and what they intend to do to reverse these.

Leadership Quality	Generally, Makes College Leader	
	More Effective	Less Effective
Persistent: continuing firmly; try to do something even though it is difficult		
Eloquent; good speaking ability		
Perfectionist: usual attitude of regarding anything short of perfection as unacceptable		
Impulsive		
Sociable: willing to talk and be friendly with other people.		
Argumentative		
Conceited: full of oneself; egoistic		
Cooperative		
Adaptable		
Patient: steadfast despite opposition		
Self-confident		
Task oriented		
Dedicated to duty		
Self-control: the ability to exercise restraint		
Empathetic – able to understand what other people are feeling and share their feelings		
Indecisive		

As the head of your institution, everything ultimately depends on you; ensuring the successes and preventing failures of the college are your responsibilities. The personal and professional attributes you bring to the role are key in driving the strategies and creating the enabling environment for learning and teaching. It is therefore important that, in addition to being self-aware, you understand and embrace the accountability aspects of your role.

2.5 PROFESSIONAL AND PERSONAL ACCOUNTABILITY OF A COLLEGE LEADER

Accountability means being answerable for your actions and inactions. In this section, we examine your professional and personal accountability in your college.

Professional Accountability of a College Leader

Professional accountability is about the commitment that leaders bring to their workers and institution and is based on a strongly held value position that the leader respects the staff and institution and has a duty to make decisions and act in a way that best serves the interests of the college and all who work and study in that college. At the same time the college principal is accountable to the Governing Council and ultimately to the NCTE for his or her decisions and actions. As a college leader, you have a duty to behave in acceptable ways as prescribed by your code of conduct to promote learning and teaching in your college. Professional accountability depends on a moral commitment to serve the interest of clients in the college. It is obligatory for you to self-monitor and to periodically review the effectiveness of your own practice.

Personal Accountability of a College Leader

The college leader has a moral duty to be committed to the running of the college in various capacities. A college leader must answer for his/her actions and inactions. Leaders who consider personal accountability important, do not need to be told to do the right things. One must first of all be accountable to oneself before authority demands it.

Activity 5: Accountability Issues

In your mixed college groups discuss the following:

- With your understanding of accountability, would you say that it is important for the leadership teams to be accountable?
- Who should X be accountable to?
- What should X be accountable for?

Give reasons for your answers.

NB: X could be any member of the Senior Leadership Team (SLT) of the college.

Assuming the accountability role as the Executive Head of the college, you have the responsibility of working with the governing council to ensure that the operations of the college in terms of appointment, remuneration, promotion, development of staff and management-union relations are in line with the Harmonised Conditions of Service for the Colleges of Education.

As a college leader and the executive head there are many practical and essential actions that need to be taken. It is important to review whether they are in place and working, and if not what plans have you to ensure that they are in place and working. The next activity takes you through that process.

Activity 6: Systems Related to the Harmonised Conditions of Service for the Colleges of Education.

In your college team look at the list of policies and procedures (below) that you need to have in place.

Decide which are in place in your college and which are not.

See if you can identify any conditions of service procedures which you have in place, but which are not mentioned in the list.

In your team decide how you are going to rectify the gaps in your policies and procedures related to conditions of service. Agree on who will take responsibility and your timeframe for putting in place the missing policies and procedures.

In plenary discuss any policies and procedures which the teams have identified which are not in the list. Determine if they should be included in the colleges' repertoire of policies and procedures. If you decide any should be, then decide how they will be put in place.

The Executive Head of the college is also responsible for formulating the policies and procedures related to the Harmonised Conditions of Service for the Colleges of Education and approved by the College Governing Council.

All Colleges of Education should have the following:

- College Management's recognition of Workers Union of Trade Union Congress (TUC). Certified unions have signed the agreement with the college.
- The college has an appointment and termination policy that communicates clearly the terms of appointing temporary and permanent staff and the length of the probationary period. Appeal guidelines are in place.
- The appointment policy also stipulates the number of years of satisfactory service that merits promotion to a higher grade.
- The college has procedures in place on the treatment of 'overtime' work and payment.
- The college has in place clear procedures regarding annual increment, advances (salary and staff education), allowances (travelling, transport, removal, risk, special Cashier's and others), grants (study leave book), death benefits, accident-free incentives, leave (annual, casual, examination, special, leave of absence for Union Activities, sick, and maternity).

- The guidelines on misconduct and conflict of interest are available and shared with all staff – employees and private business, absence without permission, loans and debts, press and broadcasts, degrees of penalties, warning and reprimand, withholding of increment, restoration of withheld increment, stopped increment, suspension from duty, reduction in rank or grade and interdiction.

The availability and functioning of all the above will contribute to the effective running of the college for which you as the Principal will be held accountable. Additionally, risk management is one of the key accountability responsibilities of college leaders, hence every effort should be made to identify all potential risks, educate all stakeholders about them and plan to mitigate them. The next section explores this.

The key point here is that your college practices need to be strengthened and successful. This requires that you and the other leaders in your college have the right skills set to fulfil the functions for which they have been appointed and in order to promote the college. Generally, these skills can be learned, developed and perfected. As the Principal you have the responsibility to seek out people with leadership potential and expose them to programmes and courses designed to develop their potential. With a careful professional development programme for your staff, you will develop a lot of them that can play leadership roles within the college. The T-TEL Tutor Professional Development Programme and the School Partnership Programme are good examples of carefully selected programmes for your teams that you as the college leader needs to take responsibility for.

Also, you have the responsibility to ensure that your tutors are actively participating in the training and practicing what they have learnt. By adopting this action-centred leadership approach, you will also end up building a team of professionals who take pride in and ownership of their professional development; a community of professional learners.

Activity 7: Different Approaches to Managing People

The Scenario

You will remember from Unit 2 that the present Principal of Hebam CoE, Mr. Kube Mensah, succeeded an authoritarian Principal. His name was Mr. Henry Jacobs. Mr. Jacobs was worried that if he empowered any of his staff they might try and take his job or at least humiliate him by showing off their learning. He therefore failed to encourage professional staff to do their Masters and even avoided running internal professional development workshops in the college. However, what most upset the senior staff was his failure to trust them and to give them experience of managing sub-sectors of the college. He had his favourites, the finance manager and the librarian, who were the only ones who were trusted and were given responsibility. They were often given tasks which would normally be the responsibility of the VP. This left the VP feeling very insecure and stressed. In the end she took extended medical leave after complaining of burn-out. Mr. Jacobs saw this as further proof of her inability to do the job of VP and convinced him that he was correct to only trust those close to him.

When Mr. Mensah came in as Principal the VP suddenly found that she was being given responsibilities and treated with respect. For the first few weeks the novelty of being trusted and having constructive and appropriate work to do left her feeling exhausted and a bit confused. However, within a month she was shouldering the full responsibilities of a VC, and after 6 months Mr. Mensah asked for a meeting and suggested that it was time that she started to deputise for him to prepare her for applying for Principal posts; he stated that in his view she should be ready for promotion in a year or two, but would need to work hard to prepare. He also sent the deputy librarian and finance officer on courses so that they could apply for more senior posts and kept questioning the career intentions of tutors who lacked a Masters in their teaching subjects. He stressed that he would not be able to defend their posts if they did not enrol for their Masters.

In mixed groups:

1. Which Principal would you prefer as your Principal? Why?
2. Explain what is the problem of the other Principal's approach to management?
3. Discuss what strategies are available to the staff of Hebam College to alleviate the negative impact of such a leader.

2.6 COLLEGE LEADERSHIP AND RISK MANAGEMENT

Whether you have been newly appointed or have long served in a college leadership position you will recognise the increasing responsibility being placed on college leaders for better institutional oversight. The new paradigm of best practice in college improvement includes frequent consideration of risk in strategic planning. Risk is an impediment to accomplishing institutional goals.

What is Risk?

Risk is the potential of losing something of value. Risk may also be described as the probability or threat of damage, injury, liability, loss or any other unwanted occurrences.

Causes of Risks

Risk may arise from fire and water damage, liability claims and litigation, employment-related injuries, theft, and many other causes.

Classifying Risks

Risks can be classified under four broad themes: Operational, Compliance, Financial, and Governance.

Operational Risk

Risk Areas:

- **Facilities** – refers to the improper use and outsourcing of the physical structure and the variety of building systems, furnishings, materials and supplies, equipment and information technology in the college. For example, not protecting your college land with a fence can result in encroachment.
- **Academic Affairs** – emerges from issues of academic freedom, academic quality, accreditation, faculty conflict of interest, promotion and tenure, graduation rates, and student learning outcomes. For example, college students or staff plagiarising the academic work of others.
- **External Relations** – emanates from not doing due diligence regarding alumni relations, community relations, compliance with donor intent, gift acceptance policies, and naming policies. For example, college leadership not reading the small prints to know the details of a memorandum of understanding and its demands on the college before signing a contract can lead to serious risk.
- **Human Resources** – arises from conducting incomplete background checks for prospective staff; not following staff recruitment and employment procedure, benefits and workplace safety; failure to implement the code of conduct, grievance procedures, gender responsive management, and termination procedures.
- **Information Technology** – risk comes from not protecting communications systems; not implementing data back-up procedures; cyber-liability, and data. For example, the college could be liable if a student engages in internet fraud using the college's open access system.
- **Student Affairs** – not following due process in activities and programmes focusing on the development and success of students in the college. For example, student leaders serving on committees use the platform for their personal gain.

Financial Risk

While operational risks can create serious problems for a college the greatest risk lies in relation to financial risk.

Risk Areas:

- **Financial Administration** – associated with the improper arrangement of flow of funds, the regulating mechanisms and processes in the college. For example, improper documentation of financial transaction leading to embezzlement.
- **Auditor Independence** – comes from the inadequate conduct of formal examination, correction, and official expression of opinion as to the true and fair view of financial accounts free from external influence. For example, auditors compromising their profession ethics due to bribery.
- **Budgeting** – emerges from the improper formulation of plans to determine where money is coming from and how the money will be utilised. For example, starting projects with insufficient money.
- **Cash Management** – comes from the inappropriate collection, handling, and usage of cash in the college. For example, delays in providing the funds for feeding students.
- **Procurement** – associated with not following due process in the acquisition of goods or services at the best possible cost, in the right quantity and quality at the right time, in the right place for the direct benefit of the college through a contract. For example, buying over-priced and infested maize from a supplier without going out to tender.
- **Cost Management** – comes from the incomplete determination and accumulation of the cost of an activity. It covers classification, analysis, and interpretation of the cost to the college. For example, making purchases without a formal invoice.
- **Financial Aid** – derives from wrongfully disbursing funds that are intended to help students pay tuition, fees, living expenses, transportation, books, and supplies for study in the college.
- **Fundraising** – emerges from inappropriate gathering of voluntary contributions of money or other resources, by requesting donations from individuals, businesses, charitable foundations, and governmental agencies to run the college. For example, getting financial support from donors engaged in businesses which conflict with the mission of the college.

Governance Risk

Risk Areas:

- **Governance Policies** – associated with inappropriate preparation of documented set of guidelines to ensure the proper management of the college. For example, setting 'trial and error' policies.
- **College Rules and Regulations** – associated with not well documented prescriptions to prevent or enforce actions in the college. For example, setting rules that are not enforceable.
- **College Council Member Independence** – comes from council members not serving as stewards of the college by representing the interest of a particular business or group.
- **Academic Board Independence** – comes from academic board members being unduly influenced by vested interests. For example, an academic board which focuses on one specific area of their mandate such as the purchase of equipment.

- **College Performance Assessment** – associated with the inability of the college system to assess the progress of the extent to which it is meeting its targets.

Compliance Risk

Risk Areas:

- **Safety** – related to not meeting stakeholder expectations in protecting college members from accident, danger, and harm due to structural and facility damage or failure.
- **Security** – associated with not meeting stakeholder expectations in preventing criminal acts and severe misbehaviour by college members with the consequent threat of harm, injury, or loss to innocent staff and students.
- **Accreditation** – associated with demonstrating inability to meet predetermined criteria and standards set by the external regulatory body.
- **Policies** – associated with not aligning activities in the college to conform to documented sets of guidelines.

Activity 8: Risk Classification and Likelihood

In your college groups:

- I. Identify 6 risks associated with your college.
- II. Classify the risks identified under the four broad themes below.
- III. Determine the likelihood of the risks identified using the Likelihood Scale of:
 1. Low Possibility: There is slight chance of the risk
 2. Medium Possibility: The risk is possible in the college
 3. High Possibility: The risk is probable and is likely going to occur soon

Risk	Low Possibility	Medium Possibility	High Possibility
Operational			
Compliance			
Financial			
Governance			

Impact

It is more than not getting sued and having adequate insurance policies in place. Risk management also prepares leadership to eliminate or overcome barriers to the attainment of the mission of the college and sets the course for accomplishing its strategic plan. Risk management entails the provision of administrative support and guidance to reduce the costs and mitigate the risks associated with the operations of your college arising from accidental loss, and the financing of such losses. Good risk management therefore, is an indicator of good governance.

Stages of Risk Management

Risk Management stages vary. For the purpose of this Unit, a four-stage model is used as below:



Figure 3: The Four Stages of Risk Management

1. Identifying risks across the entire college - identify all foreseeable hazards in the workplace that have potential to harm anyone;
2. Assessing the impact of risks to the mission - the goal here is to find out how much impact the risk would have on people exposed, and then establish the chance of this risk actually happening;
3. Developing and practicing response or mitigation plans - this is done by introducing systems and implementing strategies to eliminate or control mitigation or conflict; and
4. Monitoring identified risks and holding risk owners accountable - a regular system of auditing the workplace are in place and functional to ensure effective internal controls.

The Role of Risk Management

The role of Risk Management is to make and implement decisions that will minimise the adverse effects of accidental losses as well as business losses to the college.

Responsibilities involve:

- Identification of risks and liability exposures by performing risk assessments and analysis with departments.
- Evaluation and selection of risk management techniques.
- Review of contractual agreements to transfer risk and liability exposures and ensure that insurance requirements are appropriate.
- Management of claims against the college involving bodily injury, property damage, automobile damage, and other types of losses.
- Administration and management of the college's liability, property, student health, and other programmes through insurance and self-insurance programmes.

Risk Assessment: What is Risk Assessment?

Risk assessment is a systematic process of evaluating potential risks that may be involved in an anticipated activity or undertaking. It also involves the identification, evaluation and estimation of risks in a situation, their comparison against standards or benchmarks and the determination of an acceptable level of risk.

In conducting risk assessment, college leaders should consider the following questions:

1. Which areas worry you most?
2. Which areas have generated problems that could have been prevented?
3. Which areas have caused problems for other Colleges of Education?
4. Which areas have the greatest potential for mitigation?
5. In which areas do you or the institution lack sufficient information to make an informed assessment?

Risk Impact Assessment

Risk impact assessment enables college leadership to identify the extent to which particular risk in the college hinders the attainment of the mission. Risk impact may be measured on the continuum: Negligible - Minor - Moderate - Serious - Catastrophic.

Activity 9 : Risk Assessment

In your College Group - Conduct a Risk-Impact-Mitigation analysis for your college

1. Identify a risk
2. Measure the risk impact
3. Describe the risk mitigation (this means what will the college do to reduce the possibility and impact of the risk)

RISK	IMPACT	MITIGATION

Best Practices for College Risk Assessment

Finally, as a college leader your aim is to ensure that your college adopts best practice for managing risk. Whilst what constitute 'best practice' is relative and may differ from one college to the other, there are steps you can take to ensure that such a variation is unnoticeable. The steps are:

1. Define risk broadly
2. Recognise both the opportunities and downsides of risk
3. Develop a culture of evaluating and identifying risk at multiple levels
4. Look at the total cost of risk
5. The Council and Principal should collaborate

Remember that it is best to plan to mitigate any risk than to wait to address it when it occurs. Preventive approach is better than curative, hence the need to plan using a collaborative approach.



Council Chair & College Leadership crafting vision and mission statements

3.0 NATURE OF COLLEGE GOVERNANCE

3.1 INTRODUCTION

College governance is not primarily about the College Council; it is about how the Council builds the confidence of the college teams. The College Council is responsible for the big structures that serve as the cornerstone of confidence, and for the human touches that shape a positive emotional climate to inspire and motivate people. Council members deliver confidence by espousing high standards in their messages, exemplifying these standards in the conduct they model and establishing formal mechanisms to provide a structure for acting on those standards (Kanter, 2004). College Councils have a statutory responsibility for providing the strategic direction of the college. The College Council has the responsibility of ensuring efficient management of the college's finances.

Activity 10: Transparency

Work in your college group.

Your group is representing your college at a "Transparency Contest" where you are required to be very honest in responses to the following questions.

1. How have other people (e.g., colleagues in other colleges, students, community leaders, gender responsive advocate) described the state of governance in your college?
2. Use 2 words to describe the state of governance in your college.
3. Identify 2 of your college's governance strengths.
4. Identify 2 of your college's governance weaknesses.

Reflection Questions:

5. What role does transparency play in the governance of the Colleges of Education?
6. How do you demonstrate transparency in college governance?

The Transparency Contest Activity suggests that accountability is a key indicator of efficiency in the governance of a college. Thus, governance is simply a system of accountability which should be upheld by stakeholders who set the standard and objectives of an institution. At the College of Education, governance is a process through which a College Governing Council, with support of other levels of leadership, guides an institution in fulfilling its mission and vision. Effective governance occurs when a College Council and other levels of leadership provide appropriate policies and guidance to management regarding the strategic direction for the institution, and supervise management's efforts to move in this direction. The relationship between the Council and management of a college centres on this interplay between policy and operation, both of which are significant for the successful development of the institution. Transparency, honesty, good communication and feedback are important elements of good governance at the Colleges of Education.

The Financial Regulations – Financial Administration Act 2003 (Act 654), Internal Audit Act 2003 (Act 658) and Procurement Act 2003 (Act 663) provide the legal framework and expectations for effective financial management and probity that apply to the colleges. The Council is to ensure solvency and effective financial management, for this reason it is important that the Council has at least one member with specific skills and experience of financial matters. The Council should ensure that resources are allocated in line with strategic priorities and to ensure best value for money.

The Three Es of Financial Management

The three Es are Economy, Efficiency, and Effectiveness.

- **Economy** refers to the Council's ability to minimise wastage and cost of running the college, i.e. buying goods and services of the right quality at the lowest possible price.
- **Efficiency** is about getting the most out of every cent spent in the college: using all resources – staff, buildings and equipment – to best effect and avoiding waste.
- **Effectiveness** means ensuring that all activities are focused on achieving the colleges' objectives, key targets and goals including outcomes for student teachers.

It is all about getting the right quality at the best available price – value for money (VFM). VFM requires that due diligence is done to look beyond the immediate purchase, especially when selecting equipment and considering associated cost of supply and maintenance. There is a simple truth in considering VFM: if it is not used it has no value. So, for example, computers which are purchased but then stored for lack of an IT tutor are purely a cost to the college – there can be no calculation of value for money. An effective Finance Officer of the college will do all the due diligence needed but it does not absolve the Council from challenging spending decisions against expected outcomes and subsequently monitoring the outcomes. There is always the need for transparency over the use of public money and the Council has a huge responsibility and will be held accountable for the college's financial irregularities.

The effectiveness of the Governing Council depends on the quality of its members and the way in which they work together.

3.2 BEING A MEMBER OF THE GOVERNING COUNCIL

As a member of the College Governing Council you are required to:

- regularly attend Governing Council meetings
- have a deep understanding of the purpose and importance of the college
- understand the legislation and policies relevant to the sector and Colleges of Education
- articulate the mission and vision of your college
- serve as a link between your college and other stakeholders
- solicit for funds for your college
- facilitate the process of designing and implementing your college's policies
- serve on Council committees as required

Qualities of a Council Member

A member of Council is required to exhibit certain key qualities. These are:

- **Commitment:** attend all meetings of Council.
- **Articulation:** actively engaged in discussions and debate at meetings; promote the values of the college as expressed in the college's policy document.
- **Disclosure:** disclose any conflicts of interest related to other work you do or interests you have.
- **Selflessness:** should act solely in terms of the college's interest. The member should not do so in order to gain financial or other material benefits for himself/herself, his/her family or his/her friends.
- **Objectivity:** in carrying out public business, including making college appointments, awarding contracts, or recommending individuals for rewards and benefits, a member should make choices on merit.
- **Integrity:** a member should not place himself/herself under any financial or other obligation to outside individuals or organisations that might seek to influence him/her in the performance of his/her official duties at the college.
- **Accountability:** a member is accountable for his/her decisions and actions to the college and must submit himself/herself to whatever scrutiny is appropriate to the office.
- **Openness:** a member should be as open as possible about all the decisions and actions that he/she takes about the college. He/she should give reasons for his/her decisions and restrict information only when the wider college community interest clearly demands such.
- **Honesty:** has a duty to sincerely declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the college interest.

3.3 CODES OF CONDUCT AND LEADERSHIP ETHICS

Several ethical issues are common to most leadership positions. Perhaps the most important and most difficult ethical issue is the leader's power. Power is the basis for a leader's influence on followers and employees. The more power a leader has, the more likely that followers will comply with the leader's wishes. At the same time the greater a leader's power, the greater the potential for abuse.

A code of ethics which is driven by values provides a basis for the ethical climate of an organisation. This climate is the shared perceptions among organisational members of the organisation's policies, practices and procedures regarding ethical behaviour. Specific actions by leaders also contribute to this ethical climate.

College leaders should be conversant with the set of rules outlining the social norms, regulations and responsibilities of college staff and students. The college leadership needs to ensure that its expectations of staff and students' behaviour are made open and accessible. The college code of conduct should be binding on all internal stakeholders of the college. Reference to the code of conduct is key in interpreting the actions and inactions of staff and students (refer to pp. 28-29, Harmonised Statutes for Colleges of Education, NCTE, 2015) of the college.

Leadership ethics concern the morality (right and wrong) and the moral choices staff and students make in their relationship with others within and outside the college. It encompasses the description of good and bad behaviour and often includes reference to society's values.

Leadership ethics are intended to focus on how to become a good leader. However, 'good' in terms of ethics has two meanings - technically good (effective) and morally good. Some leaders are effective, but not very ethical. Others may be highly ethical, but not particularly effective. A leader is usually known and described for his or her accomplishments or effectiveness. Unless there is a major setback or scandal, we hear little about ethical questions such as:

- What were the leader's intentions?
- How did the leader go about achieving the goal?
- Was the goal itself good?
-

Doing things right and doing the right things are both important aspects of leadership.

3.4 CONFLICT OF INTEREST

Conflict of interest is a situation in which a person has a duty to more than one person or organisation, but cannot do justice to the actual or potentially adverse interests of both parties. It exists when the loyalties or actions of a college leader (e.g., Principal, Finance Officer, HoD, Tutor, SRC Executive) are divided between the interests of the college and the interests of that college leader. Council members are expected to act in the best interest of the college as a result any other loyalty must be put aside when considering council businesses.

Conflict of interest may be financial (this is known as pecuniary interest) or conflict of loyalty (for example when a council member is related to or is a friend of a member of staff). Conflict of interest is a set of circumstances that creates a risk that professional judgment or actions regarding a primary interest will be unduly influenced by a secondary interest.

A primary interest could be the main goals of the profession or activity of the college. Secondary interest could be the financial gain, the desire for professional advancement, the wish to do favours for family and friends. Secondary interests are not treated as wrong per se but become a problem when they are seen to have greater weight than the primary interests. A conflict of interest that is not properly managed could seriously undermine the integrity and intended benefits of the college.

A conflict of interest can be:

Actual: where the conflict already exists

Potential: where the conflict is about to happen, or could happen

Perceived: where other people might reasonably think that a person has been compromised.

As part of operations management, systems and structures have to be put in place. One of the ethical responsibilities of the College Governing Council is to have in place a conflict of interest register. Appendix A and B contain two examples of registers that may be used for the purposes of identifying and recording conflicts. It should be noted that there are many examples of such registers and any conflicts of interest register needs to be tailored and specific to the College Statute and rules.

Activity 11: Conflict of Interest

The Scenario

At Hebam CoE when Mr. Kube Mensah took over he was told by the VP that there were some problems in relation to the Council. The VP was not too explicit as she did not want to be accused of causing problems. However, pre-warned the Principal decided to bring up the issue of the lack of a register of interests at his first Council meeting. There was some resistance so the Principal argued that such a register is a statutory requirement. The Principal had prepared a register in advance – he did not want to lose the moment so wanted to get it established immediately. At the end of the meeting the members filled in the register.

At the next college management meeting he asked the members if they were aware of any business interests, friendships or other bases for conflict of interests affecting Council members. A number were mentioned, which in two cases had not been mentioned in the register. One relates to a Council member who has interests in the only large local furniture business while the other involves the chairperson of the Council who is the brother-in-law of the head of the English department. In addition, he hears that one of the government appointed Council members attended the college four years earlier and was expelled for unacceptable behaviour.

In your mixed pair:

How should Mr. Mensah react to each of these three situations?

What should he do about all three situations?

How could such situations affect the running of your colleges?

When you have discussed these three questions as a pair join your mixed group and discuss. Come to a conclusion on these three questions.

Report your decisions on how Mr. Mensah should respond to the three challenges he faces. Discuss.

Conflict of Interest Register

All council members should be asked to sign a register of business interest at the beginning of each academic year and when they first take office as a council member. The form should be simple, capturing details of any business interests that council members have which could potentially conflict with their duty to act in the best interests of the college. Members should also register any close family members which may be seen to influence their decision-making as a council member.

In addition, at the beginning of each governing council or committee meeting, governors should be asked if they need to declare an interest in any particular agenda item. In case a council member does have an interest, he or she will normally leave the meeting during the discussion of that item and will also not be allowed to vote on that item. This is known as managing the conflict of interest. The main goal of managing conflicts of interest is to ensure that decisions are made, and are seen to be made on legitimate grounds and without bias. In this way conflicts of interest can be identified, monitored and appropriately managed. As we agreed earlier, it is always advisable to aim to avoid conflict rather than to try and manage it.

3.5 RELATIONSHIP BETWEEN THE COLLEGE GOVERNING COUNCIL AND COLLEGE MANAGEMENT

In the Colleges of Education, there are identifiable internal and external stakeholder groupings which play different roles and relate to each other differently. Some of the stakeholder groupings are more powerful than others in terms of their ability to take certain decisions. For instance, the College Council as internal stakeholder is the highest decision-making body in the college. As an individual, the Chairperson does not represent the power and authority of the Council. Thus, he or she derives his/her authority from the Council. The Council also derives its power and authority from the Act and Statutes. The Academic Board is responsible for all academic-related issues in the college and equally derives its power and authority from the Statutes. The Principal is a member of the Council and chairs the Academic Board. His or her power comes from these positions and his or her position as the chief executive of the college.

Some of the external stakeholders are the National Council for Tertiary Education (NCTE) and the National Accreditation Board (NAB). These are government regulatory agencies that play supervisory roles and also ensure quality standards in the colleges.

Sometimes, in the operational leadership of your colleges, role conflicts and their accompanying politics are witnessed among individual members of committees. Members' awareness of potential role conflicts is helpful in managing such situations when they occur.

Activity 12: Interviewer Role Play

The Scenario

At its first sitting, an ad hoc committee to investigate alleged staff indiscipline elects its chairperson. The Principal rejects the elected Chairperson as unsuitable (but refuses to say in what way the nominee is unsuitable) and appoints a different Chairperson.

In groups of 3 allocate the roles of the Principal, an HoD who sits on the ad hoc committee and is unhappy at the Principal's rejection of the chairperson and a member of the Council who has been asked to adjudicate the situation and who is concerned about the precedent that could be set if the Principal is allowed to reject without reason chairpersons of ad hoc committee of your college.

In your group role play the above scenario. Stay in role for 10 – 15 minutes.

When you have reached a decision on the way forward come out of role and discuss how you reached that decision.

Report back your thoughts to the plenary. As a plenary discuss the issues of power in this scenario and how you resolved these issues.

Academic Issues

In the Colleges of Education, academic issues refer to activities that drive the core functions of learning and teaching towards attaining the mission of the college. It includes staff recruitment, admission, record keeping, student services, teaching facilities and any other activity relating to learning and teaching.

As prescribed by the College of Education Act (Act 847), the Academic Board formulates and carries out the academic policy of the college and generally regulates and approves the programmes of instruction and examinations in the college. Additionally, the Academic Board promotes quality assurance in teaching, research and public engagement.

Quality Assurance

Quality Assurance is the planned and systematic activities implemented in a quality system so that quality requirements for service will be fulfilled. It includes any method or procedure for collecting, processing or analysing data that is aimed at maintaining and/or enhancing quality in the college.

This process requires focusing on specific operational areas of the college. For quality assurance purposes, the operational areas are referred to as quality indicators. As mentioned in Unit 1, the seven quality indicators of the colleges are as follows:

1. Leadership and management
2. Quality training and learning
3. Assessment
4. Student engagement
5. Monitoring and evaluation
6. College environment and infrastructure
7. Partnerships and cooperation

Note: "The Leadership and Quality Assurance of Teaching and Learning Handbook" produced as part of the T-TEL programme in collaboration with National Council for Tertiary Education (NCTE) and the National Accreditation Boards (NAB) is intended to provide the two institutions with a framework for evaluating the quality of education and training provision in your colleges. The handbook is a reference document to assist the various stakeholders to understand the quality assurance framework for Colleges of Education. For the colleges, the handbook provides additional information on the quality assurance that leadership of colleges are to institutionalise as part of their journey to autonomy. As the head of your institution you are responsible for ensuring that quality is not compromised in every aspect of your institutions' practice. Appendices H and I provide the Strategic Quality Assurance Framework and Quality Assurance Self-Evaluation Guide respectively.

Refer to "The Leadership and Quality Assurance of Teaching and Learning Handbook" for additional reading.

3.6 FUNCTIONAL RELATIONSHIPS BETWEEN COUNCIL AND MANAGEMENT

The functional relationships between the Council and Management may be discussed under strategic and operation levels. The former involves the activities of the Council and its committees. The latter refers to the senior level leadership, middle level leadership, first level leadership and student leadership.

Setting up Statutory Committees of the Academic Board

The Harmonised Statutes of the Colleges require the setting up of statutory committees of the Academic Board and the College Council.

Activity 13: Statutory Committees

In your college group

1. Identify the statutory committees you have set up in your College or plan to set up next semester.
2. State the step-by-step process you used or plan to use in setting up the committees.
3. In plenary, discuss the challenges of setting up statutory committees in your colleges?

Subject to the approval of Council, Statutory Committees of the Academic Board are:

- Executive Committee
- Staff Development and Research Committee
- Academic Affairs Committee
- Works and Physical Development Committee
- Residence and Housing Committee
- Library Committee
- Academic Affairs Committee
- Professional Development Committee.

Setting up Statutory Committees of the Council

The governing body of the college shall be the College Council which consists of the Chairperson, the Principal of the college and representatives of various groups and agencies identified in the 2015 Harmonised Statutes of the Colleges. The President of Ghana appoints members of the Council. It is important that the leadership of the colleges ensures that membership of the Council is constituted in accordance with the Statutes.

Council shall establish the following committees as Statutory Committees (source?):

- Finance Committee
- Development Committee
- Entity Tender Committee
- Audit Report Implementation Committee
- Appointment and Promotions Committee.
- A Committee of Council shall be chaired by a member of the Council.

Tips for setting up Committees of Council and Academic Board:

1. Explain the role of the committees to all stakeholders involved in setting them up before they start debating the role and composition of the committee.
2. Make yourself available to address all questions and concerns relating to the membership of the committees
3. Ensure fair and just appointment or selection or election to the committees
4. Insist on having members who have the expertise and interest to serve on the committees
5. Look for members who share in the vision of the college
6. Organise orientation for committee members
7. Remind committee members of the reality of potential conflict of interest in the discharge of their duties.



College Leader: 'Women must stand up and be counted'



Gender Responsive Management: role play by College Leaders

4.0 GENDER MAINSTREAMING AND COLLEGE LEADERSHIP

4.1 INTRODUCTION

In Unit 2, Leading Institutional Strengthening – Systems Leadership, you were introduced to the practice of Gender Responsive Management (GRM). You were equipped with the skills necessary to create an environment that reflects an understanding of the realities of women's lives as compared to men. You were also supported to start creating situations that promote gender equity especially removing all forms of discrimination against women and the marginalised, which included skills in preparing a gender responsive budget and assessing gender practices of your college using a gender scorecard. It is now time for your college to start taking some deliberate steps in ensuring that gender is imbedded in the culture of your institution.

Transforming the culture and practice of teacher education institutions and making them gender responsive entities could be a challenging task. However, it is not an impossible task. A good understanding of gender and incorporation of gender in all activities of your college, provide critical foundations for fostering inclusion and social integration that go beyond teacher education institutions.

College Leaders are increasingly expected to play crucial roles in preparing student teachers with confidence, purpose, responsibility and gender-sensitivity. Teacher education institutions must be ready to provide the enabling environment for staff and students in training for the development of knowledge, values, skills, and gender responsive practices that the teachers need.

4.2 GENDER AND GENDER MAINSTREAMING

In this section we examine the meaning of gender mainstreaming and the various ways of understanding the importance of gender responsiveness to your college. It is important that as college leaders we understand what gender mainstreaming means and why it is so important to mainstream gender and equity issues in our colleges.

As we saw in Unit 2, gender refers to the socially constructed relations between men and women. Societies decide which resources men and women can access jointly or separately, the work they can perform, the clothes they wear, and the knowledge they are allowed to acquire, as well as how they acquire and use it. Gender is about relationships that may change over time and place. While sex tends to be fixed, gender is amenable to change over time depending on circumstances.

Gender relations between men and women may vary between social classes, religion, races and cultures. Institutions may have cultures that determine the executive, administrative and service positions of men and women. Students' specialisations are also being shaped by gender relations. It is important to understand that Gender refers to the social meanings, rather than the biologically defined, sex roles and qualities of females and males expressed as feminine and masculine features.

Issues in the following areas have become part of the discussion on gender, disadvantage and unfair treatment:

- gender and gender roles / reassignment
- age
- disability
- marriage and civil partnership
- pregnancy and maternity
- race and ethnicity
- religion and belief
- socio-economic background
- rural/urban characteristics
- sexual orientation

Activity 14: Name Game

Divide the group into two teams arbitrarily (with no logic evident).

Members of Team One are to write their names on slips of paper using their right hands.
Members of Team Two are to write their names using their left hands.

In plenary discuss the following questions:

1. What lessons do we learn from this game?
2. What was unfair about the game?
3. What is the common theme amongst the rules?
4. In what ways do we identify disadvantage?

What is Gender Mainstreaming?

In order to know what we can do as leadership to promote gender mainstreaming in our colleges we need to understand what gender mainstreaming is.

As we have seen in Unit 2, Gender Mainstreaming refers to the process in which gender equality perspectives and considerations become the norm and not just the responsibility of specific individuals (often women) or departments in isolated and unsustainable ways. Gender equality mainstreaming addresses gender equality concerns in legislation, policies, programmes and activities to ensure that all development initiatives integrate the concerns of both men and women, and that their needs are considered equally and equitably with the aim of attaining gender equality. Gender equality mainstreaming is a strategy or methodology with clear steps, including:

- The collection and analysis of sex-disaggregated data using a gender analysis.
- The identification of the obvious, less obvious and least obvious gender equality issues and gender gaps through gender analysis of the sex-disaggregated data and through consultations with both women and men.
- Raising awareness about the issues/gaps through policy dialogue and advocacy.
- Building support for change through alliances/ partnerships.
- Developing strategies, programmes and initiatives to close existing gaps.
- Putting these initiatives into action and backing these actions with adequate resources.
- Developing capacity of staff to plan and implement (which also requires resources).
- Monitoring, evaluating, reporting, distilling lessons learned and communication.
- Holding individuals and institutions accountable for results by securing political will and leadership.

Additionally, gender mainstreaming:

According to the UN (1997), mainstreaming a gender perspective is the “process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels”. It is a strategy for making women’s as well as men’s concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally, and inequality is not perpetuated. It takes into account gender equality concerns (men’s and women’s) in all policy, programmes, projects, and organisational procedures thereby contributing to gender balances/equality.

In the context of teacher education policy development, gender mainstreaming ensures that teacher policies are designed with the knowledge that the society we live in is not gender-balanced, favouring one gender over the other, usually women taking the disadvantageous position, and that all the policy components address these gender equality issues. The gender component of T-TEL leadership programme aims to discuss the basic components of a public policy; raise the various gender issues that need to be considered in a policy cycle, as well as explain the steps that need to be taken in order to mainstream gender in teacher education policy.

We can extend the meaning to include the process of ensuring that women and men have equal access and control over resources, development benefits and decision-making, at all stages of the development process and projects, programmes and policy in our colleges.

We can conclude then that gender mainstreaming means making both the concerns and experiences of women and men an integral dimension of all educational provision efforts in our colleges.

Activity 15: Gender Checklist in Appendix D

Individually do the test in Appendix D. Check what your score means.

What score did you get? What does your score say about you?
If your score indicates that you have poor awareness of gender issues, what can you do about this?

Why Gender Mainstreaming?

Gender mainstreaming provides a means of addressing issues relating to gender gaps and disparities and promoting gender equity, equality and social inclusion. In this section, we examine the following gender-related elements that justify gender mainstreaming in the operations of Colleges of Education.

Bridging gender gaps: These are imbalances indicating the differences in situations between women and men, as well as provide an assessment of prevailing knowledge, attitudes, practices and behaviours that need to be addressed. A gender gap can be said to exist when men and women's scores differ on attitudes, interests, behaviour, knowledge, perspectives and preferences on such issues as voting and support for specific policies, programmes or changes in society. Gender gaps can be attributed to differences between men and women in terms of perspectives, economic and social preferences, experiences and autonomy. Gender gaps are influenced by race, class, age, marital status and religion, among others factors. When men and women of the same social class and race share the same views and feelings about specific issues then one can conclude that there is no gender gap between them.

Addressing gender disparities: This refers to the differential in status held by men and women in society with regard to opportunities, successes and possessions. Gender disparity also refers to differences in income, status, opportunities and power that exist between men and women in given settings. In many societies, men and women are conferred different roles, opportunities and statuses. These gender differences tend to be systematic and institutionalised, requiring concerted action to eliminate them, and bring men and women to parity. Devices and programmes for affirmative action are used to bring about gender parity in many societies.

Promoting gender equality: This ensures that women and men enjoy the same status and have an equal opportunity to exercise their human rights and realise their full potential to contribute towards political, economic, social and cultural development, and to benefit from the results. It is the equal value attributed by society to both the similarities and the differences between women and men, and the different roles they play. Gender equality can be promoted when resources, opportunities and support are available to men and women without regard to biological sex. Ensuring gender equity and fairness. This refers to a stage or strategy in the process of achieving gender equality. Targeted measures are often needed to compensate for historical and social disadvantages that prevent women and men from otherwise being equals. These measures, such as affirmative action, which give advantage to one gender over the other in relation to applying for jobs or college places, may require different treatment of women and men in order to ensure an equal outcome.

Empowering gender roles and careers: Gender roles are assigned by society. Examples include: mother, father, husband, wife, daughter, son, driver, Gender Champion, teacher, pastor, imam, chief, president, caregiver, housekeeper or cook, among others. Roles are assigned by each and every society to men and women based on society's needs and perceptions. Roles often reflect a society's economic, cultural, religious and political beliefs and teachings. Although many cultures will have similar roles for men and women, role attribution within a particular culture may differ. So, for instance, in the West cooks in workplaces like colleges are mainly female, while in Africa they are usually male.

It is important to note that gender roles often determine and contribute to power dynamics within a particular society, thereby raising issues of inequality and inequity between sexes.

The promotion of Gender equality in education will ensure that female and male learners are treated equally, have equal access to learning opportunities and benefit from education equally. They become empowered and can fulfil their potential so that they may contribute to and benefit from social, cultural, political and economic development equally. Special treatment/action can be taken to reverse the historical and social disadvantages that prevent female and male learners from accessing and benefiting from education on equal grounds.

Activity 16: Sex Versus Gender Roles

Work individually.

On a piece of paper put two heading: 'Sex role' and 'Gender role'. Read the following list and allocate each to one of the two columns based on whether each is a sex role or a gender role?

- Breast-feeding
- Fathering children
- Cleaning institutions
- Teaching
- Caring for children
- Cooking
- Being a mother
- Nursing the sick
- Being Principal of a college
- Working on a building site
- Driving a vehicle

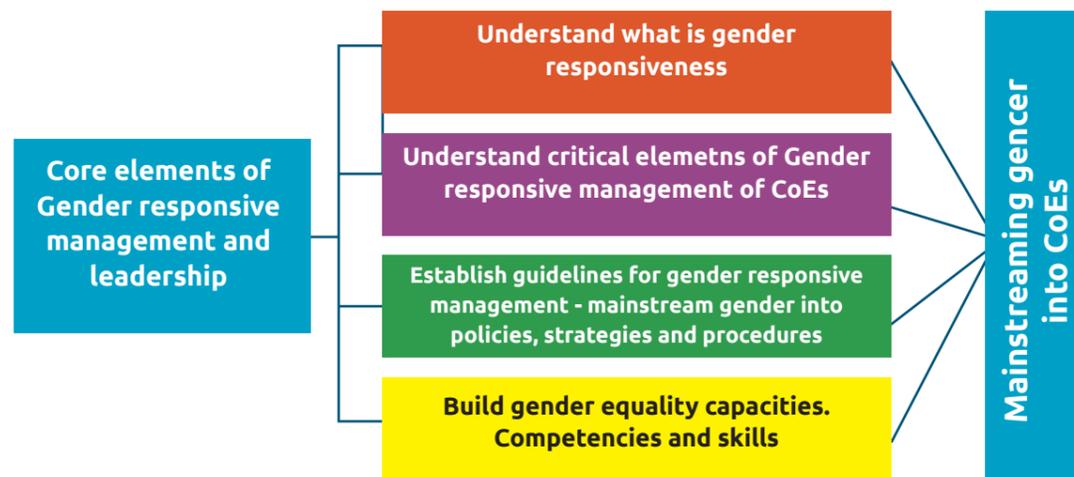
Compare your list with your partners. Discuss any differences you have and reach a decision as to the appropriate role allocation.

In Plenary

Discuss your findings and whether you can see a clear difference between sex and gender roles.

4.3 ROLE OF COLLEGE LEADERSHIP IN GENDER MAINSTREAMING

All leaders of Colleges of Education have a responsibility towards addressing the many challenges and gaps that hinder gender equality. These should include mainstreaming Gender into all aspects of the management practices of their institutions. Leadership of CoEs must have some basic understanding of the core elements of Gender Responsive Management which include formulating and implementing policies, strategies and procedures which will respond to all gender issues.



There is a role for college leadership to ensure a clearer and better understanding of gender and its implications on leadership. This will help address some of the resistance to women as leaders. This is because such negative perceptions may fundamentally be based on these gender-biased perceptions resulting in the disbelief of a woman's ability to lead if she does not measure up to the expectations and behaviour norms of her male counterparts. This resistance not only prevents women from entering leadership roles but sometimes affects the way women behave when they do take on leadership roles.

Until recently, leadership positions in Colleges of Education and other tertiary institutions have predominantly been held by men and men were therefore stereotyped to be more effective leaders. Women were rarely seen in senior leadership positions leading to a lack of data on how they behave in such positions. A conscious effort to address this must be part of leadership responsibility and this is done by mainstreaming gender into the culture and practice of the College of Education.

4.4 SUPPORTING FEMALE LEADERS, STUDENTS AND OTHER DISADVANTAGED GROUPS

In this section, initiatives that can be used to improve management practice to reduce gendered disadvantages in our colleges are explored. It is important to highlight the role of leadership in fostering a collegial environmental and institutional cultures that prioritise the development of the academic, social and professional growth of all members of that institution, especially the vulnerable. Institutional formal hierarchical and formal structures imply the existence of formalised power of some people over others such as senior over junior staff, staff over students, and so on. These structures of power and competition may encourage domination of some officials, such as senior over junior staff, and academic or administrative staff, and staff over students. Leadership needs to repeatedly review such structures and ensure their gender sensitivity.

The institutional culture of an organisation therefore has a significant impact on its capacity for growth, change, learning and adaptation to changing circumstances or environments and leaders need to continuously identify those behaviours and cultures that may reinforce inequality among staff, students and leadership.

Strengthening Management Practices to Reduce Disadvantage

As we aim to strengthen management practices through the removal of disadvantages that emerge in college management due to gender issues, there is a need to review our prevalent practice and to consciously institute measures that will reduce the inequalities in the system. Processes that involve the shaping of behaviour, attitude, beliefs and values of people to help the leader in carrying out management tasks are useful.

Key strategies that you can use in your colleges include:

- Lobbying
- Advocacy
- Networking and coalition building
- Media relations - Campaigns
- Publications - Concept Notes and Conferences and seminars
- Gender Research
- Sex Disaggregation of all college Information
- Gender Analysis of Institution
- Gender responsive college leaders need to ensure the following:
 - Attitudinal change towards incorporating gender concerns in policies, the planning process, development of programmes and development of organisational culture.
 - Have a clear policy which recognises the need for incorporating gender concerns in all the organisational policies, guidelines and procedures.
 - Examples of changes that CoEs can take include putting in place:
 - gender responsive recruitment processes,
 - gender-sensitive and balanced teaching and learning materials,
 - use of gender responsive language in the college and in college publications.

NOTE: Gender Advocacy Plan for a College of Education

1. **Identify target(s) and audience.** Who is the gender advocacy issue aimed at or intended to speak to or influence in terms of the desired change? Target(s) should be researched and clearly specified. In relation to sexual harassment for example, the targets may range from institutional leaders, policy-makers, legislators and law enforcement bodies, perpetrators and victims who should be encouraged to speak out and report. In terms of manageability, targets and beneficiaries need to be limited and specified as primary or secondary.
2. **Mobilise partners, allies and networks.** Partners, allies and networks represent groups, and even individuals that have an interest in the gender advocacy issue. If mobilised successfully they contribute benefits, including credibility, and financial and non-financial resources. Exercise caution in choosing partners, as some partners may come with hidden agendas, which could slow down consensus-building.
3. **Formulate appropriate messages.** What do you want to communicate to your target? Here, simplicity, clarity, and appropriateness are the goals to ensure that the action or change you desire will occur. Messages should target each audience. Seek assistance from communication and media experts and ensure your messages are based on facts and evidence, not just speculation or rumour.
4. **Identify appropriate communication channels.** Who or which means are best for delivering or communicating the gender advocacy messages? Channels range from institutional avenues such as memos, journals, newsletters, internet and intranets, campus radio, notice boards, handbills, flyers, posters, and so on. Your choice of medium will be influenced by the message, the target audience and the availability and use of local media.
5. **Assess your capabilities and mobilise resources.** What communication tools, relationships, influences, gender advocacy groups, volunteers, associations and finances can be placed at your disposal from within your institution and beyond? Would your institution commit or endorse external fundraising?
6. **Develop an Action Plan.** An Action Plan will systematically guide your process. It is best developed when all the above steps have been agreed, and is a roadmap of actions that should include timelines and milestones. It should be crafted within a logical framework with measurable progress indicators for ease of reference when tracking your results and achievements.
7. **Agree success indicators and expected outcomes.** Success indicators must relate to each step of the advocacy process and describe what is to be accomplished as a result of your advocacy effort. Where possible, indicators are quantifiable but some may be qualitative. Assessing results may require a technical process and expertise or a simplified non-technical process of mutually agreed indicators. Technical assessments provide the basis for future resource mobilisation. This may require a technical process and expertise or a simplified non-technical process of mutually agreed indicators. Technical assessments provide the basis for future resource mobilisation.

Source: UNESCO 2015, A Guide for Gender Equality in Teacher Education Policy and Practices

Areas Where We Can Promote Gender Responsive Leadership

There are a number of areas and opportunities for designing an equality mission and vision for Colleges of Education. This may include but is not limited to:

- Institutional Policies / Legal frameworks including that on gender, social inclusion and teacher education
- Gender sensitive Student and Staff Handbooks / Training Manuals
- Gender equality in finance, human resources, teaching and learning, inclusion and guidelines
- Gender responsive budgeting for colleges
- Sexual harassment policies - codes of conduct, professional ethics and values
- Gender, socio- cultural and traditional Systems that impact on the college
- Ensuring gender equality, social inclusion, diversity and access
- Implementing gender equality goals, actions and tools in educational management.

4.5 SOCIAL INCLUSION AND SOCIAL INTEGRATION

All the varying safe spaces that offer opportunities to bring about social integration and social inclusion of women and girls and any other disadvantaged group should be identified.

What is Social Integration?

Social integration is where issues related to gender and exclusion of those who are disadvantaged are an integral part of the planning of any activity in school/college management. Social inclusion describes where we make up for past non-participation of the disadvantaged in all activities in the college. One useful strategy for understanding social integration and inclusion is the adoption of the gender framework developed by CARE International, a global social development partner.

CARE International proposes a three-dimension initiative to reduce disadvantage (Adapted from CARE's gender empowerment framework, 2009).

- a. **Individuals change (Agency)** – Females and the disadvantaged become agents of their own development. They gain agency through skills, knowledge acquisition, confidence and experience.
- b. **Structures change (college and social)**
Females and those who are disadvantaged as individuals and as a collective challenge the routines, conventions, laws, social order and accepted forms of power and other structures taken for granted behaviours that shape their lives.
- c. **Relations change**
Females and the disadvantaged adopt new relationships with other social actors, build relationships, form coalitions and develop mutual support in order to negotiate, become agents of change, alter structures to attain rights and security to reduce disadvantage.

Activity 17: Social Integration and Inclusion

Work in Your College Group

Discuss what two changes in each section of your college can ensure social integration and inclusion for females and disadvantaged groups in your colleges?

On a piece of flipchart paper make 4 columns labelled 'Section', 'Action', 'Indicator and Timeframe' and 'Lead Agent'. Using this framework plan how you would implement these changes, how you will know that they have been achieved, and by when you expect these indicators to be achieved, and who would be responsible for these changes.

Put your ideas up on the wall. Do a gallery walk when all groups have completed their plan. Note ideas that your college could adopt. Return to your group and discuss these new ideas and how you could integrate them into your plan. Adapt your plan to reflect these additions.

In Plenary

Each college group feeds back its key ideas and thinking. You do not need to read your plan, just summarise it. Discuss the best ideas in plenary.

4.6 ADDRESSING OPPOSITION AND GENDER DISCRIMINATION IN COLLEGES OF EDUCATION

The focus in this section turns to opportunities for addressing discrimination that emerge in college administration.

Activity 18: Addressing Discrimination

Scenario

Since arriving at Hebam College the new Principal, Godfrey Mensah, has been trying to work out how to identify and deal with gender based discrimination in the college. He believes it is happening as the female students are consistently performing below what he would expect from previous experience in the female college he was working in, but cannot prove it. He does not want to alienate staff by making accusations without evidence. Then one day a delegation of 1st Year female students asked to have a meeting with him. He brought the female VP into the meeting.

The delegation of four female students explained that they were concerned their mathematics tutor treats the female students as if they cannot do mathematics. His questions in class are mainly asked to the male students and when they are correct he accepts their answers and praises them. However, when a female student gets an answer correct, he asks the whole class "is she correct?" in a tone of disbelief. He jokes about female students being weak at maths and wasting his time as they are bound to get married and leave the teaching profession and continually cites the example of a female student who got pregnant and dropped out of college three years earlier.

When they have finished their complaint Mr. Mensah thanks them. He then sits with the VP to discuss what to do about this situation.

Activity

In mixed college and gender groups of 4, discuss how the Principal and VP would decide to deal with this situation. Once you have a strategy write it down.

Role Play

In your same group allocate roles among you as Principal, VP and mathematics tutor. The fourth person will be the observer and recorder.

For 15 minutes, role play a meeting between the maths tutor with the Principal and VP. In the meeting the Principal and VP use their agreed strategy to discuss the issue with the maths tutor and come to a conclusion as to how the matter should be dealt with.

After the role play the observer will lead a discussion in the group about what he/she observed and how the matter was resolved.

Plenary

In plenary the observer from all the groups will report back briefly on the strategy the team adopted and how the strategy was followed in the role play meeting with the tutor, and with what outcome.

Discuss in the plenary what you learned from this role play exercise.

In the context of the wider society the following actions have been shown to reduce gender inequalities and discrimination:

- sensitising, creating awareness and educating girls and vulnerable boys;
- increasing literacy rates among girls/women and males, especially vulnerable boys;
- increasing early childhood development interventions;
- increasing women's labour force participation and strengthening labour policies concerning women and men from vulnerable communities;
- improving vulnerable groups' like women's, and rural population's access to resources such as credit;
- promoting vulnerable group's notably women's political rights and participation;
- expanding reproductive health programmes and family support policies for both women and men;
- ensuring that men are increasingly involved in the promotion of gender equality issues;
- addressing sexual and gender based violence against vulnerable groups, both male and female (girls, women, boys and men);
- developing policies and strategies that holistically address gender equality issues; and
- implementing development programmes that support gender equality and addresses the needs of girls, women, boys and men.

Activity 19: Confronting Your Own Gender-based Views

Paste 'agree' and 'disagree' signs on opposite walls and conduct the activity. All the following statements are printed on small pieces of paper. Each person is given the full list and they put their papers on the wall under each of the two signs

- Gender is just another word for women.
- Men and women can never be equal because they are biologically different.
- If you educate a man you educate an individual. When you educate a woman you educate a community.
- All this talk about gender brings conflict to the family and society.
- Relations between men and women in the family, institution and community are cultural and should not be challenged.
- Work to promote gender equality should always respect people's social and cultural context.
- Institutions can drive better gender relations by mainstreaming gender into leadership.

In Plenary

Discuss which papers are under which sign. Focus on those which are split between the two signs and discuss why there is disagreement on these.

Note: What Does it Take to Make Your College of Education Gender Responsive?

In order to arrive at such a college, a holistic approach involving various interventions is required. The holistic intervention package can include the following elements:

- Undertaking gender sensitisation of college stakeholders including, community leaders and members, tutors and students, females and males in order to raise their awareness and understanding of the need to support females' education.
- Training tutors and students in the skills for making teaching and learning processes responsive to the specific needs of females and males.
- Empowering females with skills for self-confidence, assertiveness, speaking out, decision making and negotiation in order for them to overcome gender-based constraints to their education.
- Empowering males with skills to de-link from gender oppressive attitudes and practices such as macho-ism, bullying and sexual affronts and to develop the self-confidence needed to accept gender equality positively.
- Training the collegecommunity in the skills necessary to improve their reproductive health and protect themselves against sexually transmitted diseases, particularly HIV/AIDS.
- Training the college community to manage sexual maturation issues of both females and males with particular emphasis on menstruation management.
- Training tutors and students in guidance and counselling skills.
- Establishing guidance and counselling desks in order to provide services for the social and psychological development of females and males.
- Providing scholarships and support to needy females and males to ensure that they do not drop out of the college for lack of finances.
- Providing gender responsive infrastructure including:
 - Boarding facilities that fit for purpose and inclusive.
 - Separate and adequate toilets for females and males.
 - Adequate and clean water and sanitation, especially to enhance menstruation management and the overall health of the college community.
- Carrying out activities to promote the participation of females in Science, Mathematics and Technology (SMT) subjects.
- Establishing a gender responsive school management system that ensures gender equality in the governance and operation of the school.
- Undertaking gender training of the college leadership teams, including the College Committees, Tutor Associations, Heads of Departments and Students' Representative Council (SRC) leadership, in order to raise their awareness on the need to support females' education.
- Involving the community and other stakeholders in monitoring and taking action to ensure improved enrolment, attendance and performance of females.
- Establishing a database to track student performance and welfare as well as the levels of gender responsiveness of all aspects of the college.

Note: What Does it Take to Make Your College of Education Gender Responsive?

This holistic intervention package specifically addresses the gender responsiveness of the college. However, it can only be effectively applied if the basic standards of a college are in place. These include:

- **Physical Environment**
 - Adequate infrastructure
 - Lecture rooms that are adequate for the students.
 - Laboratories for science, technical and ICT subjects.
 - Halls of residence and dining facilities.
 - Library.
 - Health facilities (sick bay).
 - Amenities (water, telephone, transport, electricity and sanitation).
 - Tutors' houses.
 - Sport and recreational facilities.
 - Favourable ecological environment.
- **Academic Environment**
 - Number of students that matches available facilities and infrastructure.
 - Adequate teaching and learning materials.
 - Tutors' guides, textbooks, library books.
 - Science equipment and chemicals.
 - Computers.
 - Adequate, qualified and motivated teachers.
 - Effective school management systems.
 - Functioning code of conduct for tutors, Tutor and student-friendly college rules and regulations.
 - Periodic in-service training for tutors and other college staff.
- **Social Environment**
 - Adequate working conditions for tutors, including salaries, housing and benefits.
 - Sports and recreational activities.
 - Operational governing council and college committees.
 - Community involvement in the college's operations.
 - Inter-college visits and tours.
 - Resource mobilization through grants, income generating projects, etc.

Source: Adapted from Gender Responsive Pedagogy, FAWE, Association for the Development of Education in Africa Biennale on Education in Africa (Libreville, Gabon, March 27-31, 2006) Effective Schools and Quality Improvement Parallel Session B-5

4.7 SUSTAINING GENDER MAINSTREAMING: THE ROLE OF GENDER CHAMPIONS

The impact of gender mainstreaming on teaching and learning in the Colleges of Education can be realised by stakeholders if strategies are put in place to sustain it. One strategy through which gender mainstreaming initiatives such as the creation of the needed environment that facilitates equal treatment for all, male and female alike, can be sustained is the promotion of Gender Champions. These are individuals who are fully committed and willing to lead in ensuring that their institutions are gender sensitive and responsive in addressing the many gender gaps and issues. In a College of Education, Gender Champions engage all members of the college community to challenge existing norms that bring about disadvantage with a view to shifting these norms. Opportunity for inclusion in decision-making and other strategies to build self-worth are key to this process. Governing Councils, Principals and members of the college management team of Colleges of Education need to adopt this role.

The College Leader as a Gender Champion

As a leader of your college, you must see yourself as a gender champion. You need to devise strategies through which you can provide overall guidance to stakeholders towards the integration or mainstreaming of gender in all activities of your college. It is critical to engage all stakeholders in identifying strategies to reduce the level of inequality and inequity in your colleges. Table below sums up the roles and responsibilities of a gender champion:

The roles and responsibilities of CoEs' Gender Champion may include the following:

- Supports advocacy, sensitization and creation of awareness of gender responsiveness of his/her/their CoE
- Organizes and facilitates gender training for students and Staff
- Ensures that his/her daily behaviour does not reinforce traditional gender roles (e.g., only female students and staff run errands or clean up)
- ensures that female and male students and staff are treated equally by other students, staff, community
- ensures equal access to school resources and teaching/learning materials for female and male students and staff
- encourages and supports female students and staff in teaching male-dominated subjects like maths, science and ICT
- encourages female students and staff to take leadership roles in the college of education
- supports and support leadership to makes allowances for female students and staff who have to balance family responsibilities (such as marriage, pregnancy, child-care)
- builds confidence in students and staff, especially females
- monitors female students and staff' day to day well-being including issues on harassment and discrimination
- takes action to address female students and staff' problems/needs
- makes sure that female students and staff feel comfortable and secure
- ensures that female students and teacher toilets have water and hygiene bins
- shows students and staff how to give equal chances to girls and boys to ask/answer questions
- shows students and staff how to assign leadership roles equally to girls and boys in lesson activities

The roles and responsibilities of CoEs' Gender Champion may include the following:

- shows students and staff how to make sure girls and boys participate equally in activities
- shows students and staff how to be patient with girls and boys who may be shy or afraid to speak out
- shows students and staff how to check if both girls and boys equally understand the lesson
- shows students and staff how to provide constructive verbal feedback to both girls and boys in class
- daily behaviour does not reinforce traditional gender roles (e.g., only female students run errands or clean up)
- ensures that female and male students are treated equally by staff, community and students
- ensures equal access to school resources and teaching/learning materials for female and male students
- encourages and supports female students in teaching subjects like maths and science
- encourages female students to take leadership roles during teaching practice
- supports and makes allowances for female students and staff who have to balance family responsibilities (such as marriage, pregnancy, child-care)
- builds confidence in students and staff, especially females
- monitors especially female and other vulnerable students' day to day well-being
- takes action to address female and male students' problems/needs
- makes sure that female and vulnerable students feel comfortable and secure
- ensures that female students and teacher toilets have water and hygiene bins
- shows students and staff how to give equal chances to girls and boys to ask/answer questions
- students and staff how to assign leadership roles equally to girls and boys in lesson activities
- shows students and staff how to make sure girls and boys participate equally in activities
- shows students and staff how to be patient with girls and boys who may be shy or afraid to speak out
- shows students and staff how to check if both girls and boys equally understand the lesson
- shows students and staff how to provide constructive verbal feedback to both girls and boys in class

These roles and responsibilities of a gender champion provide the foundation for putting in strategies to promote and sustain gender mainstreaming. In your college, gender mainstreaming strategies may include the following:

- group discussions, debates, durbars, annual festivals and sensitization workshops;
- identifying focal persons in relevant areas including the halls of residence;
- observing classrooms and videos of lessons to detect bias in interactions;
- promote Gender Clubs;
- creating a website or other social media like Facebook, WhatsApp group on gender equity and regularly writing on issues on, for example, enabling legislation, government schemes;
- popularise phone numbers of critical emergency support services such as police helpline, women helpline, and hospitals among, college constituents;
- popularise events, legislation, and court rulings which have a major impact on the treatment and experiences of diverse groups;
- training stakeholders in relevant life skills education and information/guidance about existing public services for disadvantaged groups; and
- document best practices to measure the extent of behaviour change and display the findings for all to see.



College Leaders reflecting on the workshop

5.0 REFLECTION ON THE UNIT

In this unit, the focus has been on equipping you with the skills necessary for providing operations leadership for your college. This includes role specific activities for which you are accountable, the leadership that the Governing Council needs to provide including financial accountability and the leadership needed to drive gender mainstreaming.

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

- Being a reflective practitioner is a good practice in capacity building and improvement practice that every college leader should embrace.
- Professional reflection is an important characteristic of professional learning.
- Reflection enables you to look back on what you have learnt in this unit, consider where you are now and identify actions for the future.
- Asking the right questions of what has been learnt and how this knowledge will be used to make difference to your current practice; bring about improvement and strengthen key systems in your college is essential.

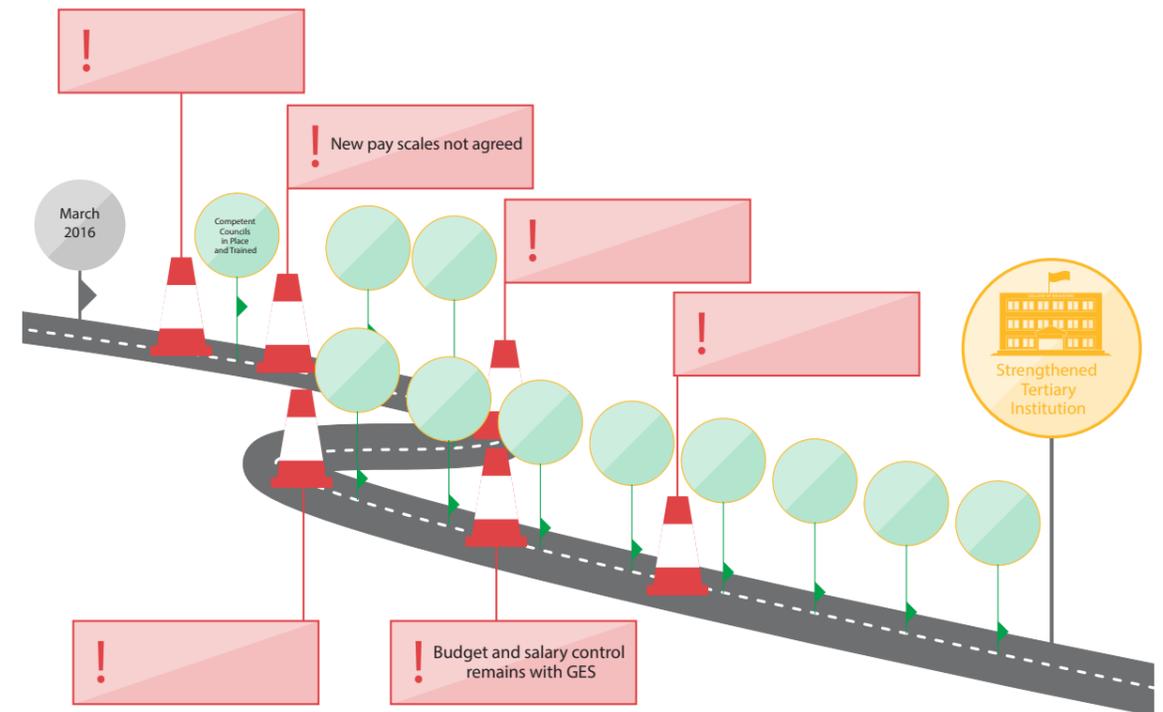
The table below is to support you in your reflection on the next steps you should take in relation to areas and issues your reflections have shown that you and your college could work on and improve.

Professional Learning Action Plan

What areas have I identified?	What do I need to know?	How will I know I am making improvement?	What resources do I need?	What difference do I want to make?
1				
2				
3				
4				

APPENDICES

Appendix A: Template of a Roadmap for taking your College of Education to full autonomy



Appendix B: Governing Council Conflict of Interest Register

Date Notified	Name of Council Member	Details of Conflict (e.g. Name of company/organisation)	Position (In the organisation)

Appendix C: Staff Conflict of Interest Disclosure Form

Name:	
Position within college	
Date joined the college	
Please answer the following questions:	

YES	NO	QUESTIONS
		Is there any relationship, either internal or external, which you feel could cause potential or apparent conflict of interest with your college activities? If yes, please provide further details of the relationship below
		Q1. Have you performed consultancy work or engaged in any other paid work in the last academic year other than that which has been pre-approved?
		Q2. Do you have outside activities that involve students of your college?
		Q3. To your knowledge, do you or any member of your immediate family have a significant or influential relationship with (or a financial interest when aggregated for your immediate family in) any other the following: <ul style="list-style-type: none"> • A third party that tests, markets or manufactures a product which could be evaluated or developed further through your research activities? • A third party, whose actions you are in a position to influence, which does business with your college? • A sponsor or collaborator involved with research projects? • Any other business in which there could be a conflict of interest?
		Q4. Do you hold any position or appointment as a Director (Executive or Non-executive) or Company Secretary in any company, whether or not this company does business you're your college?
		Q5. Are you aware of any other circumstances that could constitute a conflict of interest with your position within the college?

If you have answered 'YES' to any of the questions above, please give full details overleaf.

Q1 & Q2: For consultancy and other outside activities, please list the organisation(s) you have worked for, the duties performed and the time spent on the activity.

Q3: Please give details of the relationship or financial interest. Examples: "Son, MD of Company X, sponsor of research project Z (cash contribution GHC)" or "My son is a student in the Department of Languages and I manage printing of examination papers for that department". Specific shares data or values are not required.

Q4: Directorships, External Examiner, Moderator: Give date of appointment, name & address of institution and state if institution is involved IN ANY WAY with your research activities e.g. studentship provision, in-kind support, cash contributions, collaborator etc.

Q5: Give details of any other conflict of interest with your position within the college that you are aware of.

I acknowledge that I have read and understood the college policy on Conflict of Interest. I confirm that this form has been completed to the best of my knowledge and that the information contained on this form is true and correct. I understand that if the information is later found to be false I may be subject to disciplinary proceedings.

I understand that, the college may be required to disclose information I have submitted to the register of interests.

Signed Date

Appendix D: Risk Assessment Register

Risk Area	Risk Area Needs Immediate Assessment	Risk Area To Assess Over The Mid-Term (Three Years)	Risk Area To Assess Over The Long-Term (Beyond Three Years)
Facilities accessibility			
Safety of facilities			
Facilities maintenance			
Condition of facilities			
Transportation			
Outsourcing of facilities			
Academic freedom			
Academic quality			
Accreditation			
Graduation rates			
Student learning outcomes			
Faculty conflict of interest			
Grievance procedures			
Promotion and tenure			
Recruitment			
Alumni relations			
Community relations			
Compliance with donor intent			
Crisis communications plan			
Staff background checks			
Staff benefits			
Code of conduct			

Risk Area	Risk Area Needs Immediate Assessment	Risk Area To Assess Over The Mid-Term (Three Years)	Risk Area To Assess Over The Long-Term (Beyond Three Years)
Employee handbook			
Employee retention			
Workplace harassment			
Performance evaluation			
Termination procedures			
Workplace safety			
Data back-up procedures			
Communications systems			
Cyber liability			
Data protection			
Student Admissions			
Student retention			
Crime on campus			
Experiential programmes			
Financial aid			
Promotion and tenure			
Auditor independence			
Budgeting			
Cash management			
Cost management			
Enrolment trends			
Fundraising			

Appendix E: Gender Mainstreaming Evaluation Questionnaire

Activity: Please complete the gender checklist by circling the number to show how much you agree or disagree with each statement. The points 1 to 4 represent degrees of agreement with the statement, from 1 – ‘not at all’, through 3 – ‘moderately’ and 4 – ‘completely’. Use all the numbers as appropriate.

PRE-TRAINING QUESTIONNAIRE - Not At All	Completely				
A1. I don't think that women and men behave differently because they are biologically different.	1	2	3	4	
A2. I think all jobs can be done by women.	1	2	3	4	
A3. I feel sympathy with people who experience discrimination.	1	2	3	4	
A4. I look forward to a time when men and women would be equal.	1	2	3	4	
Raising gender issues does not cause conflict between men and women.	1	2	3	4	
TOTAL - A					
K1. I understand what gender is	1	2	3	4	
K2. I know methods of finding out what men and women do in a day.	1	2	3	4	
K3. I know three roles of women	1	2	3	4	
K4. I believe that there is inequality among men & women in rural areas.	1	2	3	4	
K5. I believe that patriarchy system is an important reason for women oppression.	1	2	3	4	
TOTAL - K					
S1. I find it easy to listen to others.	1	2	3	4	
S2. I find it easy to express my feelings to others.	1	2	3	4	
S3. I can motivate rural men to change their attitude towards women.	1	2	3	4	
S4. I find it easy to talk to women leaders.	1	2	3	4	
S5. I know one way of collecting gender sensitive data in a village.	1	2	3	4	
TOTAL - S					
B1. I participate actively in a group.	1	2	3	4	
B2. If I hear someone making a discriminatory comment I challenge him.	1	2	3	4	
B3. I feel confident to raise gender issues with men.	1	2	3	4	
B4. I feel confident to raise gender issues with women.	1	2	3	4	
B5. I will promote equal opportunity for girls/women at home.					
TOTAL - B					

Source *The Oxfam Gender Training Manual* © Oxfam UK and Ireland, 1994.

What is your Score for each section?

Sections

- A – Attitude
- K – Knowledge
- S – Skill
- B - Behaviour

Score	Description	Action
5	<ul style="list-style-type: none"> • Significantly below expectation 	<ul style="list-style-type: none"> • More serious proactivity and action needed
6 - 10	<ul style="list-style-type: none"> • Below expectation 	<ul style="list-style-type: none"> • Serious actions needed
11-20	<ul style="list-style-type: none"> • Within expectation 	<ul style="list-style-type: none"> • You are on track. Keep improving what you are doing

Appendix F: College Committee Meeting Minute Template

HEBAM COLLEGE

MINUTES OF THE _____ COMMITTEE		
HELD ON		
Thursday 10th March 2016		
Present	Dr. Acheampong, Prof. Amemeliwo, Mrs. Jejeti, etc.	Chair of Committee: Mrs. Nago Mensah
In attendance	(Any guest to the meeting e.g. a head of a unit who is not member of the committee but has been invited to provide an update)	Minutes: Secretary – Kofi Mango
<p>1. Apologies for Absence Apologies received from</p> <p>1. Minutes of the last meeting and Actions</p> <p>2. Agenda</p> <p>Item 1: Item 2: Etc...</p> <p>Any other Business:</p> <p>AOB 1: AOB 2: Etc....</p> <p>Date of next meeting:</p> <p>Signed: _____ Dated: _____</p>		ACTIONS / BY WHOM

Appendix G: Colleges of Education Staff Groups

A. Proposed Senior Management Positions in the Colleges of Education to be appointed by the College Council.

1. College Principal
2. College Vice-Principal
3. College Secretary
4. College Librarian
5. College Finance Officer
6. College Internal Auditor

B. College Senior Staff A Positions in the Colleges of Education

Teaching	Administration	Library	Finance	Audit
Chief Tutor	Deputy Secretary	Deputy Librarian	Deputy Finance Officer	Deputy Internal Auditor
Principal Tutor	Assistant Deputy Secretary	Assistant Deputy Librarian	Accountant	Assistant Deputy Internal Auditor
Senior Tutor	Senior Assistant Secretary	Senior Assistant Librarian	Senior Assistant Accountant	Senior Assistant Internal Auditor
Tutor	Assistant Secretary	Assistant Librarian	Assistant Accountant	Assistant Internal Auditor

C. College Senior Staff B Positions in the Colleges of Education

Senior (Teaching)

1. Chief Instructor
2. Principal Instructors
3. Senior Instructors
4. Instructors

Administration

1. Chief Administrative Assistant
2. Principal Administrative Assistant
3. Senior Administrative Assistant
4. Administrative Assistant

Library

1. Chief Library Assistant
2. Principal Library Assistant
3. Senior Library Assistant
4. Library Assistant

Accounts

1. Chief Accounting Assistant
2. Principal Accounting Assistant
3. Senior Accounting Assistant
4. Accounting Assistant

Procurement

1. Chief Procurement Assistant
2. Principal Procurement Assistant
3. Senior Procurement Assistant
4. Procurement

Internal Auditor

1. Chief Auditing Assistant
2. Principal Auditing Assistant
3. Senior Auditing Assistant
4. Auditing Assistant

Store

1. Chief Store Assistant
2. Principal Store Assistant
3. Senior Store Assistant
4. Store Assistant

Estate Management

1. Chief Estate Management Assistant
2. Principal Estate Management Assistant
3. Senior Estate Management Assistant
4. Estate Management Assistant

Technicians

1. Chief Technician
2. Principal Technician
3. Senior Technician
4. Technician

ICT

1. Chief ICT Assistant
2. Principal ICT Assistant
3. Senior ICT Assistant
4. ICT Assistant

Transport

1. Transport Officer
2. Principal Assistant Transport Officer
3. Senior Assistant Transport Officer
4. Assistant Transport Officer

Works

1. Chief Supervisor of Works
2. Principal Supervisor of Works
3. Senior Supervisor of Works
4. Supervisor of Works

Security

1. Chief Security Officer
2. Principal Security Officer
3. Senior Security Officer
4. Security Officer

Porter

1. Chief Porter
2. Principal Porter
3. Senior Porter
4. Porter

D. Junior Staff Position in the Colleges of Education

Administration

1. Senior Clerk
2. Clerk Grade I
3. Clerk Grade II

Library

1. Junior Library Assistant
2. Junior Library Assistant Grade I
3. Junior Library Assistant Grade II

Accounts

1. Senior Accounts Clerk
2. Accounts Clerk Grade I
3. Accounts Clerk Grade II

Procurement

1. Senior Procurement Clerk
2. Procurement Clerk Grade I
3. Procurement Clerk Grade II

Audit

1. Senior Audit Clerk
2. Audit Clerk Grade I
3. Audit Clerk Grade II

Stores

1. Senior Storekeeper
2. Storekeeper Grade I
3. Storekeeper Grade II

Estate Management

1. Senior Estate Management Clerk
2. Estate Management Clerk Grade I
3. Estate Management Clerk Grade II

Technician

1. Senior Technical Assistant
2. Technical Assistant Grade I
3. Technical Assistant Grade II

ICT

1. Senior ICT Clerk
2. ICT Clerk Grade I
3. ICT Clerk Grade II

Transport

1. Senior Driver/Mechanic
2. Driver/Mechanic Grade I
3. Driver/Mechanic Grade II

Works

1. Senior Works Assistant
2. Works Assistant Grade I
3. Works Assistant Grade II

Security

1. Senior Guard
2. Guard Grade I
3. Guard Grade II

Porter

1. Senior Assistant Porter
2. Assistant Porter Grade I
3. Assistant Porter Grade II



Appendix H: Quality Assurance Framework

Quality Assurance Indicator	Quality Assurance Focus	Minimum Evidence Expected	Link to Leadership and Management Professional Development Outcomes
Quality of Leadership and Management	<ul style="list-style-type: none"> Alignment of motto, mission and vision to drive excellence Good Governance Robust and rigorous QA Systems Visible Leadership Prudent Financial Management Systems Efficient Resource Management Systems Gender Responsiveness and inclusion 	<ul style="list-style-type: none"> equality and diversity policy sexual harassment policy gender planning/policy financial management plan clear institutional ICT use policy recruitment, selection and admissions policy (NCTE to advise) provision of student-support services that promote equality and diversity, for example, disability services and learning support services admissions policy anti-fraud policy and processes compliance with NCTE QA regulations compliance with NAB QA regulations complaints policy and processes for both staff and students staff grievance policy staff appraisal policy staff promotion procedures professional development plan and policy Gender Responsive guidelines 	<ul style="list-style-type: none"> Using templates to conduct self-assessments at the various levels in the College Developing a quality improvement plan by using templates provided Defining the main systems of an effective College planning process Ensure the structures and systems are in place for effective implementation of the Diploma of Basic Education (DBE) curriculum Manage College budget effectively Engender awareness of the strategic leaders' role and responsibility for gender equality and efficient gender responsive management Work with staff, students and stakeholders to develop a vision for their College Work with staff to translate the college vision into agreed objectives and operational plans which will promote and sustain College improvement Carry out a teaching and learning observation and provide constructive feedback Plan approaches to improving the performance of individual teachers and conduct constructive performance meetings Develop a CoE level gender responsive matrix, conduct sex disaggregation and gender analysis and use a Gender Scorecard Implement a College vision within the framework of NCTE Understand the challenges that come of implementing a change initiative Ensure compliance with legal, regulatory, ethical and social requirements Planning interventions to address risk using a SWOT analysis Review College Improvement Plan to track progress against milestone and Key Performance Indicators Develop strategies to lead and support improvement in female student teachers' performance with tutors equipped to lead and promote gender equality Improve gender equality of student teacher enrolment Assess factors that impact on institutional performance using PESTLE Demonstrate excellent communication with a consultative approach Foster a culture of appreciation, recognition and improvement Integrate gender planning into College Development Plan and identify gender issues in staff development
Quality of Training and Learning	<ul style="list-style-type: none"> standards of attainment over the course overall quality of learners' achievement qualification of staff the provision of opportunities for professional development student feedback 	<ul style="list-style-type: none"> appropriately qualified and updated tutors, practicum supervisors and mentors student information systems that accurately record learning achievement and hours completed for award have policies in place that promote innovation, research and scholarship in programme delivery observation of teaching and learning policy lesson observation records student feedback records staff development plans well-developed course outline gender responsive pedagogy 	<ul style="list-style-type: none"> Implement strategies to change and transform teaching, learning, pedagogy and assessment practices. Design assessment processes for their CoEs and compare them to the DBE requirements to ensure they are fit for purpose Assess tutor / staff performance and support staff to improve performance Identify techniques for mentoring and coaching and use them to support professional and personal development of the tutors Carry out a teaching and learning observation and provide constructive feedback Review College Improvement Plan to track progress against milestone and Key Performance Indicators. Ensure the structures and systems are in place for effective implementation of the Diploma of Basic Education (DBE) curriculum Identify stakeholders and their expectations and facilitate stakeholder partnerships that enhance the learning experience students Lead by example, motivating others to accept change Plan approaches to improving the performance of individual teachers and conduct constructive performance meetings Motivate and work with others to create a shared culture and positive climate that is focussed on learning

Quality Assurance Indicator	Quality Assurance Focus	Minimum Evidence Expected	Link to Leadership and Management Professional Development Outcomes
Quality of Training and Learning		<ul style="list-style-type: none"> • staff development plans • well-developed course outline • gender responsive pedagogy 	
Quality of Student Engagement	<ul style="list-style-type: none"> • advisory and support provision • academic support during their course • 'Student Voice': opportunities for student teachers to contribute to the management and improvement of the college. • skill development • equity gender representation at college committee level 	<ul style="list-style-type: none"> • analysis of student feedback on key aspects of the teaching and learning process • action plans to resolve issues raised by SRC and key issues drawn from student surveys • library facilities with access to resources on pre-service teacher education, universal basic education; and teacher pedagogy • ICT facilities with appropriate software for specialist teaching • evidence of student discussion and participation in improvement initiatives 	<ul style="list-style-type: none"> • Engaging all the college stakeholders to develop improvement plans • Work with staff, students and stakeholders to develop a vision for their College • Acquire the skills needed to engage stakeholders in the change process • Identify stakeholders and their expectations and facilitate stakeholder partnerships that enhance the learning experience students • Improve gender equality of student teacher enrolment • Develop strategies to lead and support improvement in female student teachers' performance with tutors equipped to lead and promote gender equality
Quality of Monitoring and Evaluation	<ul style="list-style-type: none"> • quality and range of monitoring and evaluation tools • systematic process of students' involvement • systematic process for evaluating data • systematic process of monitoring academic programme 	<ul style="list-style-type: none"> • the quality of leadership and management • the quality of teaching and learning both in college and in the partner schools • appeals and mitigation processes • inclusion, equality diversity and access • student engagement and involvement • monitoring and evaluation plan • clear policy on monitoring and evaluation • gender sensitive monitoring indicators / guidelines • guidelines for progress clearly spelt out in students' handbook 	<ul style="list-style-type: none"> • Monitoring progress of implementation of improvement plan activities. • Review College Improvement Plan to track progress against milestone and Key Performance Indicators. • Ensure CoE practices comply with legal, regulatory, ethical and social requirements • Carry out a teaching and learning observation and provide constructive feedback • Improve gender equality of student teacher enrolment • Develop an accountability framework • Assess factors that impact on institutional performance using PESTLE • Integrate gender planning into College Development Plan and identify gender issues in staff development
Quality of Assessment	<ul style="list-style-type: none"> • The diversity of tools used to assess learning • Effective use of assessment to enhance learning • Internal controls for assessment to ensure conformity and quality 	<ul style="list-style-type: none"> • policies and processes within academic regulations for assessing theory and practice, for example, fair assessment of practicum component, grading system • appeals and mitigation processes • equality and equity for example, learning needs assessment and reasonable adjustments for assessment of theory and practice • mechanism for monitoring student progress and feedback • mechanism for assessing teacher performance in place 	<ul style="list-style-type: none"> • Design assessment processes for their CoEs and compare them to the DBE requirements to ensure they are fit for purpose • Develop strategies to lead and support improvement in female student teachers' performance with tutors equipped to lead and promote gender equality • Assess tutor / staff performance and support staff to improve performance • Ensure the structures and systems are in place for effective implementation of the Diploma of Basic Education (DBE) curriculum • Assess factors that impact on institutional performance using PESTLE

Quality Assurance Indicator	Quality Assurance Focus	Minimum Evidence Expected	Link to Leadership and Management Professional Development Outcomes
Quality of Partnership and Cooperation	<ul style="list-style-type: none"> partnership at local, national and international levels partnership and cooperation within the college external stakeholders involvement 	<ul style="list-style-type: none"> documented policies and processes for public engagement closer working relation with NACTE and NAB to support transition collaboration with local commercial and business enterprises partnership and cooperation strategy to include fundraising and women involvement strategy to actively involvement alumni in college improvement dedicated Partnership and Cooperation (Public Engagement) Unit signed Memorandum of Understanding with partners college newsletter Stakeholders involvement in matriculation and graduation ceremonies 	<ul style="list-style-type: none"> Engaging all the college stakeholders to develop improvement plans Planning interventions to address risk using a SWOT analysis Work with staff, students and stakeholders to develop a vision for their College Acquire the skills needed to engage stakeholders in the change process Explore issues in planning for change Identify stakeholders and their expectations and facilitate stakeholder partnerships that enhance the learning experience students Ensure that the College is at the heart of the community and harness the support of the community in the activities of the CoE
Quality of College Environment and Infrastructure	<ul style="list-style-type: none"> quality and adequacy of facility health and safety equality and diversity community of learning Girl Friendly / Sensitive infrastructure 	<ul style="list-style-type: none"> the quality and adequacy of facilities to support quality provision including library documented environment and infrastructure management policies and procedures health and safety policy equality and diversity policy infrastructure development plan functioning works and physical development committee guidance and counselling unit with a qualified counselling staff availability of space for planned recreational activities availability of adequate and accessible classrooms and laboratories availability of well-equipped computer laboratories established maintenance unit with qualified staff 	<ul style="list-style-type: none"> Review College Improvement Plan to track progress against milestone and Key Performance Indicators. Identify the range of resources available, use them effectively to achieve the College’s educational goals and priorities Manage College budget effectively Improve gender equality of student teacher enrolment Develop strategies to lead and support improvement in female student teachers’ performance with tutors equipped to lead and promote gender equality

Appendix I: Quality Assurance Indicators and Minimum Evidence Expected – Basis for Self-Evaluation and QA Instrument

Quality Assurance Indicator	Quality Assurance Focus	Minimum Evidence Expected
Students Engagement	Policy	<ul style="list-style-type: none"> There is a clear Students Engagement Policy that: provides the framework for the involvement of students in the running of the college; ensure that their needs are met; and they receive quality education including leadership skills.
	Qualification at entry	<ul style="list-style-type: none"> Minimum expected entry requirement is clearly defined effectively communicate entry requirement to all stakeholders
	Selection of students	<ul style="list-style-type: none"> Clear admission procedure is in place Adherence to the admission procedure by all stakeholders
	Guidelines for students	<ul style="list-style-type: none"> Students handbook that provides all procedures, guidelines and relevant information All students are provided with a handbook Students' Handbook is regularly revised
	Students support services	<ul style="list-style-type: none"> Guidance and counselling unit in place Qualified guidance and counselling coordinator in post Academic advising system in place There are adequate and well trained advisors Library facilities with access to up-to-date resources is available Robust induction programme for students is in place
	Students Leadership	<ul style="list-style-type: none"> There is a clear gender responsive guideline for election of student leaders There is a functioning Students' Representative Council (SRC) As per the Statute, students are represented on designated committees Gender equity in students' representation on committees is evident System to develop the leadership skills of students is institutionalised A clear guidelines and modalities for the formation and running of students' led clubs and associations The office of Dean of Students established to coordinate students' governance.

Quality Assurance Indicator	Quality Assurance Focus	Minimum Evidence Expected
Teaching and Learning	Policy	<ul style="list-style-type: none"> There is a clear Teaching and Learning Policy with the aim to provide quality training and learning
	Teaching and Professional Development	<ul style="list-style-type: none"> All staff have minimum expected qualification and experience to teach at the College Opportunities for further training and in-service programmes clearly defined Documentary evidence of staff participation in professional development programmes Systems for identifying staff development needs in place Observation of teaching and learning process and procedures in place Lesson observation records and how they inform professional development are well kept Students' feedback records are well kept and used to improve staff development and performance
	Curriculum	<ul style="list-style-type: none"> There is a well-defined course outline that provides a clear: course description, course objective, mode of assessment and suggested reading list Demands of the curriculum ensures high standards of academic provision Curriculum implementation is supported by requisite resources.
	Learning	<ul style="list-style-type: none"> As a result of good and quality teaching: <ul style="list-style-type: none"> there are high standards of attainment of students over the course the overall quality of learners' achievement is good students' feedback indicate that they are receiving quality training and education There is a tutorial system with adequate staff Tutorial staff are well qualified Availability of relevant books and teaching and learning materials Procedures for ensuring quality of practicum are available

Quality Assurance Indicator	Quality Assurance Focus	Minimum Evidence Expected
Leadership and Management	Good governance	<ul style="list-style-type: none"> Visible leadership College vision, mission and value statements clearly aligned All committees of the governing council are in place and functional College improvement plan is approved by the council and submitted to NCTE College development plan is approved by the Council and submitted to NCTE College submits an annual report to NCTE on time Council minutes and action logs are well documented.
	Academic Staff	<ul style="list-style-type: none"> There is a robust performance management system in place Quality of academic staff – minimum qualification clearly defined There is a well-documented staff audit Qualified ICT tutors are employed
	Support Staff	<ul style="list-style-type: none"> There is a robust performance appraisal system in place There is well documented staff audit
	Improvement Planning	<ul style="list-style-type: none"> Annual institutional self-assessment procedure in place Evidence of annual institutional self-assessment - reports College improvement plans College development plans College development/unit improvement plans
	Policies	Set of management policies are in place. Policies to include: <ol style="list-style-type: none"> Teaching and learning Gender and Inclusion Quality Assurance Financial Management Sexual Harassment Health and Safety Tutor Professional Development Staff Code of Conduct Performance Management/Tutor Appraisal Staff Recruitment Acceptable use – ICT, Library, Lab Assessment/Examination Public Engagement Students' Engagement Admission Complaints and grievances

Quality Assurance Indicator	Quality Assurance Focus	Minimum Evidence Expected
Leadership and Management	Quality Assurance (QA)	<ul style="list-style-type: none"> Established Quality Assurance Unit Robust and rigorous QA systems QA Unit is staffed with qualified individuals There is a documented evidence of adherence to QA guidelines and policy
	Prudent Financial Management	<ul style="list-style-type: none"> A functional Finance Committee is in place College budget has been prepared and approved by the governing council There are robust internal financial systems and controls Effective internal financial audit systems in place College budget is linked to College improvement plans College plans to enhance internal generated funds available
	Resource Management	<ul style="list-style-type: none"> Organisational chart/organogram is available Roles and functional relationship between staff are clearly defined and documented Calendar of activities of the Colleges are timely prepared and communicated to all stakeholders including students and staff There is an inventory of all college resources There is a functioning procurement committee in place
	Gender Responsive Management and Inclusion	<ul style="list-style-type: none"> Clear communication of institutional policy on gender and inclusion to all stakeholders College improvement plans and development plans are gender responsive
Monitoring and Evaluation	Programme of study	<ul style="list-style-type: none"> Policy for programme approval is in place Processes for programme approval and preapproval are in place Programme of study approved by relevant committee Processes for programme review are in place Policies for assessing and evaluating aspects of college practice e.g. fair assessment of practicum component are in place There is a systematic process of monitoring academic programme ICT programme for students established
	Management Information Systems	<ul style="list-style-type: none"> There are quality and range of monitoring and evaluation tools There is a functioning Management Information Systems in place Relevant data collection protocols are well documented and clearly communicated with all stakeholders
	Practices	<ul style="list-style-type: none"> Research and publication – evidence of culture available There is a systematic process of monitoring students' involvement There is a systematic process of evaluating data Evidence of tutors' application of research findings seen in practice Procedure for monitoring and evaluation of implementation of college practices are well defined and communicated to all stakeholders

Quality Assurance Indicator	Quality Assurance Focus	Minimum Evidence Expected
Assessment	Tools	<ul style="list-style-type: none"> Appropriate marking schemes are prepared for every assessment item Assessment/examination timetables are timely published Grading systems is well defined Examination rules are shared with students There is diversity of tools use to assess learning
	Assessment and learning	<ul style="list-style-type: none"> Mechanism for setting and moderation of questions are established Procedure for invigilating examination is in place and is being adhered to Mechanism for assessing students' progress and monitoring available Mechanism for assessing teachers' performance There are documentary evidences of assessment being used to enhance learning
	Internal controls	<ul style="list-style-type: none"> There are internal controls for assessment to ensure conformity and quality Guidelines for progression between levels are clearly defined and included in students' handbook Requirement for progression are well-defined Requirement for graduation and well defined and shared with students Clear policy on assessment available Systems for vetting marked scripts in place Procedure for publishing students' results is in place Grading system is included in the students' handbook

Quality Assurance Indicator	Quality Assurance Focus	Minimum Evidence Expected
Environment and Infrastructure	Facilities	<ul style="list-style-type: none"> • There are adequate and accessible lecture rooms • There are adequate and accessible science laboratories • Availability of computer laboratory • Adequacy of toilets and washrooms • Adequacy of students' accommodation • Reliable water and power available • Effective transport arrangement for fieldtrips/ practicum in place • Facilities provided are disability friendly • Adequate recreational facilities available for use by college community
	Resources	<ul style="list-style-type: none"> • Computer laboratory is well equipped • Internet connectivity available • Provision of safety equipment to include fire extinguishers in all buildings • Adequacy of security services • Qualified staff available to manage the computer laboratories • Records of periodic maintenance and upgrade of ICT facilities available • Well-equipped resource centre to support teaching and learning and material preparation available • Adequate resources to support teaching and learning in place
	Health and Safety	<ul style="list-style-type: none"> • Public health and sanitation arrangement to include support services in place • College policy for HIV and AIDS in place • Appropriate and adequate furniture for lecture rooms, offices and laboratories in place
	Strategy	<ul style="list-style-type: none"> • Availability of infrastructure needs audit • There is an infrastructure development plan • There is a functioning works and physical development committee • Established maintenance unit with qualified staff • ICT User Policy in place • Library Use Policy in place • Strategy for ICT integration into teaching, research and assessment in place • College land title document available • Architecture design of college facility available

Quality Assurance Indicator	Quality Assurance Focus	Minimum Evidence Expected
Partnership and Cooperation	Partnership and local, national and international levels	<ul style="list-style-type: none"> • A well-defined public engagement policy in place • Public engagement unit established and staffed • Signed Memorandum of Understanding (MoU) with local partners available • Signed MoU with national partners available • Signed MoU with international partners available
	Partnership and cooperation within the college	<ul style="list-style-type: none"> • The process of engaging staff and students in decision making in place • Evidence of engaging staff and students in decision making available • Functioning committees in place • Internal stakeholders are adequately represented on relevant committees
	Engaging external stakeholders	<ul style="list-style-type: none"> • Procedure for external stakeholders' engagement in place • Functioning Alumni Association in place • Evidence of regular engagement with Ministry of Education, National Council for Tertiary Education (NCTE), National Accreditation Board (NAB) and National Teaching Council (NTC). • Evidence of Affiliation with appropriate and relevant Institution of Higher Learning (IHL) available • Evidence with partnership with industry and commercial sector seen

Appendix J: Leadership Programme for Colleges of Education 3rd Training Workshop



Leadership Programme for Colleges of Education
3rd Training Workshop



WELCOME




Housekeeping and ground rules

- Time keeping
- Mobile phones switched off or on silence
- Confidentiality
- Fire safety and meeting points
- Facilities (dining and toilets)




Units – Module Overview




- Setting New Directions
- Leading Institutional Strengthening (Systems Leadership)
- Leading Institutional Strengthening (Operations Leadership)
- Leading Curriculum, Training and Learning
- Leading and Managing Change
- Strategic Leadership

Leading Institutional Strengthening (Operations Leadership)




What do we expect to learn from this unit?




By the end of this unit College Leadership should be able to:

- work with staff to translate the College vision into agreed objectives and operational plans for sustained college improvement
- engage with council members to Implement a College vision within the framework of the NCTE
- ensure compliance with legal, regulatory, ethical and social requirements and structures as enshrined in College policies
- use SWOT analysis to plan interventions to address risk
- ensure structures and systems are in place for effective implementation of the Diploma of Basic Education (DBE) curriculum
- ensure compliance with gender responsive policies.

Workshop Outline




DAY 1	• OVERVIEW, ROADMAP & IMPROVEMENT PLANNING
Day 2	• BEING A COLLEGE LEADER
Day 3	• NATURE OF COLLEGE GOVERNANCE
Day 4	• GENDER MAINSTREAMING & REFLECTION



DAY 1

ROADMAPPING AND COLLEGE IMPROVEMENT PLANNING

The key learning for today is:

- To develop a clearer understanding of ‘Operations Leadership’ in the context of Colleges of Education.
- To develop an institutional strengthening Roadmap for your College
- To use College Roadmap as a strategy in translating College Vision into objectives to support College Improvement Planning
- To revisit your College Improvement Plan for the purpose of enhancing the objectives of the remaining indicators





Overview of Operations Leadership – Roadmapping and College Improvement Planning





Introduction

What is Operations leadership?

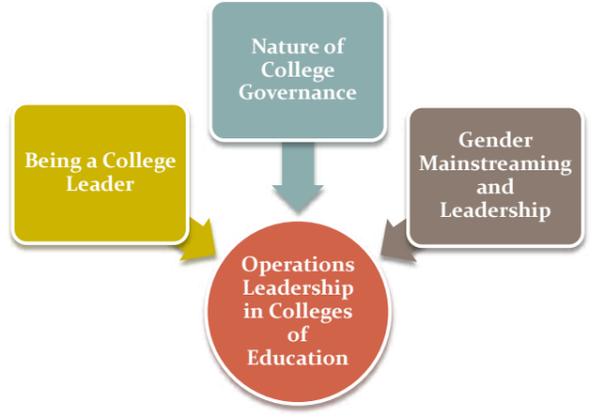
Operations Leadership in the context of leading the strengthening of Colleges of Education is the embodiment of all deliberate approaches adopted by college leaders in ensuring that college systems are working effectively to bring improved outcomes for all student teachers.

What are these deliberate approaches?





Operations Leadership Components



```

graph TD
    A[Nature of College Governance] --> D((Operations Leadership in Colleges of Education))
    B[Being a College Leader] --> D
    C[Gender Mainstreaming and Leadership] --> D
    
```



Activity: Developing a College Roadmap



Use the NCTE national College of Education roadmap and the template in the Appendices (Appendix A).

- Brainstorm and list the key milestones on a piece of paper. You probably want to keep them below 20 in total.
- Put the milestones in order of when they would be completed.
- Brainstorm the potholes. List those on separate piece of paper. As with milestones, consolidate your list and remove repetition and less important challenges, or those challenges which may not occur. You should aim at between 5 – 8 potholes. Too many potholes may make your journey appear too difficult to sell to your staff.



Share with the whole group

Key issues - developing your roadmap



- Plan in a rational manner. Do not assume things will happen more quickly than experience shows they normally do;
- Plan actions in a logical order. For instance, putting your Council in place is critical to doing most other activities so should be written in near the start of the road;
- Do not ignore delays which are likely to be created by the potholes. These need to be calculated into your roadmap.

The roadmap should complement your College Improvement Plan (CIP) by providing the big picture of where the college is going over a number of years and factors that will influence the process.



Revisiting your College Improvement Plan



- The new learning you have acquired, it is now time to revisit the College Improvement Plan you and your college teams have been working on (the rest of the Quality Indicators) during the last semester.
- Review the objectives, the success criteria and the key targets to assess with they are robust enough and align with the Roadmap you have developed.
- Share with the rest of the group.



College Leadership



According to the Harmonised Statutes for the Colleges of Education (2015), leadership groups are:

- The College Council
- Statutory Committees of the Council
- Academic Board
- Statutory Committees of the Academic Board
- Departmental Boards
- Academic Units





Being a College Leader

Day 2 Being a college leader

The key learning for today is:

- To revisit your role as a College leader in the context of the Harmonised Statutes for the Colleges of Education (2015)
- To equip you the College leader with the skills for ensuring operational practices are compliant with College policies and NCTE and NAB guidelines
- To enable you develop risk assessment and mitigation strategies for your College
- To enhance your understanding of accountability in your role as a college leader

Being a college Leader

- requires putting in efforts towards the achievement of the college's goals.
- means having a legitimate influence over members of the college.
- is when one's actions are in accordance with recognised or accepted standards or principles.
- entails mobilising team members or college staff to want to get extraordinary things done in the college

Activity: Leadership at many levels



- In your mixed groups, identify 3 main levels of leadership in your various colleges. Once you have agreed on the 3 levels, identify 2 leadership roles that each level performs or could perform. Discuss these in your groups. Write the three levels and the roles for each level on a sheet of newsprint/flip chart.
- Stick your paper on the wall. Undertake a gallery walk and review the other groups' thinking.
- Discuss in plenary the appropriate devolution of leadership and decision-making in a college.



Operational Leadership requires



- Academic leadership
- Staff or Personnel Leadership
- People Management
- Financial leadership
- Infrastructure leadership
- Institutional Partnerships
- Students' Support Services
- Institutional Policies and Procedures

Operations leadership aims to create the environment necessary for the effective functioning of all aspects of the college by the individuals and groups of individuals with the mandate of leadership in the college



Who is a College Leader?



The college leadership could refer to those individuals and groups who have the ability to lead or guide other individuals, teams, or the entire organisation



Harmonised Conditions of Service for Colleges of Education – Staff Groups



In addition to the College Senior Management, there are three groups of college staff as mentioned in the 'Harmonised Scheme of Service for Staff of Colleges of Education'.

1. Working in your college groups, list the three staff groups and the principal officers within each group.
2. As a college principal what documents are to provide the first group at the point of recruitment?



Harmonised Conditions of Service for Colleges of Education – Appointment Package



On first appointment of Senior Staff A, the leadership should ensure that the staff is issued with an appointment package which should include:

- Appointment letter
- Conditions of Service Manual
- Act, Law or legal instrument setting up the college
- Research Handbook
- Handbook on Appointment & Promotion



Harmonised Conditions of Service for Colleges Education – Staff Appointment



A clear job description should be given to the staff and in the case of Senior Academic Staff this generally includes:

- Teaching;
- Development and Administration of Courses;
- Examinations;
- Students Advisory;
- Research and publication;
- Administration and Governance;
- Consulting and Outreach activities.



Harmonised Conditions of Service for Colleges of Education – Appointment



- Students' Handbook
- Administrative Manual
- Financial Regulations – Financial Administration Act 2003 (Act 654), Internal Audit Act 2003 (Act 658), Public Procurement Act 2003 (Act 663)
- Code of Conduct

The College is able to add to this list but cannot remove from or reduce this list based on changing circumstances.



Appointment Package



In your mixed college groups, discuss:

- Are you aware of this requirement?
- Which of these documents do you have in place?
- What plan(s) do you have for ensuring a complete appointment package for Senior Staff Group A is in place?



Functional Levels of College Leadership

- Senior level leadership
- Middle level leadership
- First level leadership
- Student leadership



Activity: Qualities of a College Leadership

- Using the list of leadership qualities table (See page 19) decide whether each of the elements makes you a more effective or less effective college leader.
- Undertake this activity individually based on your own views. When you have completed the task go into pairs and compare answers. Where you have disagreement discuss and come to consensus. Finally share your answers in your group and come to group consensus.
- Individually identify two of your personal attributes which have been listed by your group in the 'less effective' column. Think about how you intend to improve or change these two attributes. Share your decisions with your one person in your group.
- In plenary share your 'less effective' attributes and what you intend to do to reverse them.



Operational Leadership Roles

- **Curriculum and Academic Leadership** - ensures the College is a Centre of excellence for training quality teachers for the future
- **Policy Leadership** - establish, sustain and enhance the culture of the college through effective policy formulation process
- **Systems and Institutional Leadership** - leadership as a function of action and not position, Championing the institution, Being accountable
- **Partnership and Cooperation Leadership** - developing shared purpose, learning from each other and involving others



Accountability and College Leadership

Accountability means being answerable for your actions and inactions. There are:

- Professional Accountability, and
- Personal Accountability



Professional Accountability



- Professional accountability is about the commitment that college leaders bring to their work.
- Align behaviour with your codes of conduct to promote learning and teaching in your College.
- Professional accountability depends on a moral commitment to serve the interest of stakeholders in the College.
- It is obligation to self-monitor and to periodically review the effectiveness of one's practice.



Personal Accountability



- The college leader has a moral duty to be committed to the running of the College in various capacities.
- A college leader must answer for his/her actions and inactions.
- Leaders who consider personal accountability important, do not need to be told to do the right things.
- One must first of all be accountable to oneself before authority demands it.



Activity: Accountability Issues



In your mixed college groups discuss the following:

- With your understanding of accountability, would you say that it is important for the leadership teams to be accountable?
- Who should X be accountable to?
- What should X be accountable for?
- Give reasons for your answers.

X could be any member of the Senior Leadership Team (SLT) of the College.



Key Functions - Harmonised Conditions of Service for the Colleges of Education.



The Principal has accountability role as the Executive Head of the College, and the responsibility of working with the governing council to ensure effective operation of the college in the area of staff:

- Appointment
- Remuneration
- Promotion
- Development; and
- Management of Unions

Refer to pages 22-23 for more reading on the key functions.



Activity: Operational Policies and Procedures



In your college team look at the list of policies and procedures on page 22.

1. Decide which are in place in your college and which are not.
2. See if you can identify any conditions of service procedures which you have in place, but which are not mentioned in the list.
3. In your team decide how you are going to rectify the gaps in your policies and procedures related to conditions of service. Agree on who will take responsibility and your timeframe for putting in place the missing policies and procedures.
4. In plenary discuss any policies and procedures which the teams have identified which are not in the list.



Activity: Different Approaches to Managing People



Read the scenario on page 24 of your training manual and working mixed group:

1. which Principal would you prefer as your Principal? Why?
2. explain what is the problem of the other Principal's approach to management?
3. discuss what strategies are available to the staff of Hebam College to alleviate the negative impact of such a leader.



College Leadership and Risk Management



Frequent consideration of risk in strategic planning is a required best practice in college improvement. Risk is an impediment to accomplishing institutional goals.

In your college groups discuss and feedback to the whole group:

1. What risk is in an organisation such your college;
2. What causes risk in such an organisation; and
3. What categories of risk can such an organisation face.



Risk in Colleges of Education



What is risk?

- Risk is the potential of losing something of value. Risk may also be described as the probability or threat of damage, injury, liability, loss or any other unwanted occurrences.

Causes of risks

- Risk may arise from fire and water damage, liability claims and litigation, employment-related injuries, theft, and many other causes.

Classifying Risks

- Risks can be classified under four broad themes: Operational, Compliance, Financial, and Governance.



Operational Risk



Risk areas include:

- Facilities
- Academic Affairs
- External Relations
- Human Resources
- Information Technology
- Student Affairs



Governance Risk



Risk areas include:

- Governance Policies
- College Rules and Regulations
- College Council Member Independence
- Academic Board Independence
- College Performance Assessment



Financial Risk



Risk areas include:

- Financial Administration
- Auditor Independence
- Budgeting
- Cash Management
- Procurement
- Cost Management
- Financial Aid
- Fundraising



Compliance Risk



Risk areas include:

- Safety
- Security
- Accreditation
- Policies



Activity: Risk Classification and Likelihood



In your college groups;

- Identify 6 risks associated with your college.
- Classify the risks identified under the four broad themes below.
- Determine the likelihood of the risks identified using the Likelihood Scale of
- Low Possibility: There is slight chance of the risk
- Medium Possibility: The risk is possible in the college
- High Possibility: The risk is probable and is likely going to occur soon



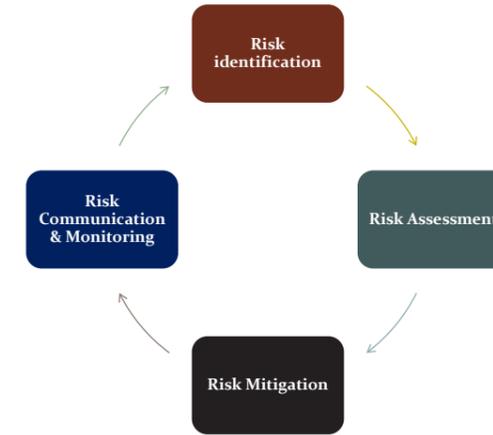
Risk Management



Risk management refers to the practice of identifying risks prior to their occurrence, analysing them and taking precautionary measures to reduce or avoid any negative impact



Risk Management - Stages



The Role of Risk Management



To make and implement decisions that will minimise the adverse effects of accidental losses as well as business losses to the College.

Responsibilities involve:

- Identification of risks and liability exposures.
- Evaluation and selection of risk management techniques.
- Review of contractual agreements to ensure that insurance requirements are appropriate.
- Management of claims
- Administration and management of the College's liability, property, student health, and other programmes through insurance and self-insurance programmes.



Risk Assessment



- Risk assessment is a systematic process of evaluating potential risks that may be involved in an anticipated activity or undertaking.
- Risk assessment involves the identification, evaluation and estimation of risks in a situation, their comparison against standards or benchmarks and the determination of an acceptable level of risk.



Risk Impact Assessment



- Risk impact assessment enables college leadership to identify the extent to which particular risk in the college hinders the attainment of the mission.
- Risk impact may be measured on the continuum: Negligible - Minor - Moderate - Serious - Catastrophic



Conducting Risk Assessment



In conducting risk assessment, College leaders should consider the following questions:

- Which areas worry you most?
- Which areas have generated problems that could have been prevented?
- Which areas have caused problems for other Colleges of Education?
- Which areas have the greatest potential for mitigation?
- In which areas do you or the institutions lack sufficient information to make an informed assessment?



Risk Assessment



In your College Group:

1. Conduct a Risk-Impact-Mitigation analysis for your college
2. Identify a risk
3. Measure the risk impact
4. Describe the risk mitigation (this means what will the college do to reduce the possibility and impact of the risk)

Risk	Impact	Mitigation



Risk Assessment – Best Practices



- As a College leader, ensure your College adopts best practice for managing risk.
- What constitute 'best practice' is relative and may differ from one college to the other.
- Steps you can take to ensure consistency are:
 1. Define risk broadly
 2. Recognise both the opportunities and downsides of risk
 3. Develop a culture of evaluating and identifying risk at multiple levels
 4. Look at the total cost of risk
 5. The Council and Principal should collaborate



Day 3

NATURE OF COLLEGE GOVERNANCE



The key learning for today is:

- To develop a clearer understanding of the role of College Governance in providing a strategic direction
- To equip College Council Members with the skills for ensuring robust financial management and value for money
- To equip College Council Members with the skills needed to provide adequate support for the implementation of College Vision
- To form all committees of the Governing Council and the Academic Board with clear Terms of Reference



Nature of College Governance



College Governance – An introduction



- College governance is not primarily about the College Council;
- College is about how the Council builds the confidence of the college teams.
- College Council is responsible for the big structures that serve as the cornerstone of confidence, and for the human touches that shape a positive emotional climate to inspire and motivate people.
- College Councils have a statutory responsibility for providing the strategic direction of the college
- College Council has the responsibility of ensuring efficient management of the college's finances



College Governance – Activity 10: Transparency



Work in your college group.

- Your group is representing your college at a “Transparency Contest” where you are required to be very honest in responses to the following questions.
1. How have other people (e.g., colleagues in other colleges, students, community leaders, gender responsive advocate) described the state of governance in your college?
 2. Use 2 words to describe the state of governance in your college.
 3. Identify 2 of your college’s governance strengths.
 4. Identify 2 of your college’s governance weaknesses.
 5. How can you minimise the governance weaknesses?



College Governance – Activity 10: Transparency



Reflection Questions:

- What role does transparency play in the governance of the Colleges of Education?
- How do you demonstrate transparency in college governance?

Note:

1. Accountability is a key indicator of efficiency in the governance of a college.
2. Governance is simply a system of accountability which should be upheld by stakeholders who set the standard and objectives of an institution



Effective College Governance



True/False

- At CoE, governance is a process through which a College Governing Council, with support of other levels of leadership, guides an institution in fulfilling its mission and vision.
- Effective governance occurs when a College Council provides appropriate policies and guidance to management to shape the strategic direction and supervise management’s efforts to move in this direction
- Transparency, honesty, good communication and feedback are important elements of good governance at the Colleges of Education.



Financial Management Role



- The Financial Regulations – Financial Administration Act 2003 (Act 654), Internal Audit Act 2003 (Act 658) and Procurement Act 2003 (Act 663) provide the legal framework and expectations for effective financial management and probity that apply to the Colleges.
- The Council is to ensure solvency and effective financial management, for this reason it is important that the Council has at least one member with specific skills and experience of financial matters.
- The Council should ensure that resources are allocated in line with strategic priorities and to ensure best value for money.



The three Es of Financial Management



The three Es are Economy, Efficiency, and Effectiveness.

- **Economy** refers to the Council's ability to minimise wastage and cost of running the College, i.e. buying goods and services of the right quality at the lowest possible price.
- **Efficiency** is about getting the most out of every cedi spent in the College: using all resources – staff, buildings and equipment – to best effect and avoiding waste.
- **Effectiveness** means ensuring that all activities are focused on achieving the colleges' objectives, key targets and goals including outcomes for student teachers.



Financial Management - Value for Money



In your College groups discuss and feedback to the whole group:

- What is your understanding of Value for Money (VfM)?
- What steps can be taken to ensure VfM is embedded in the financial management practices of a College of Education?



Financial Management - Value for Money



Value for Money

- is all about getting the right quality at the best available price
- requires that due diligence is done to look beyond the immediate purchase, especially when selecting equipment and considering associated cost of supply and maintenance.

There is a simple truth in considering VfM: if it is not used it has no value



Financial Management - Value for Money



Governing Council's role:

- An effective Finance Officer of the college will take all the due diligence needed to ensure there is VfM.
- This does not absolve the Council from challenging spending decisions against expected outcomes and subsequently monitoring the outcomes.
- There is always the need for transparency over the use of public money and the Council has a huge responsibility and will be held accountable for the College's financial irregularities.



Being a Member of the Governing Council



As a member of the College Governing Council you are required to:

- regularly attend Governing Council meetings
- have a deep understanding of the purpose and importance of the College
- understand the legislation and policies relevant to the sector and Colleges of Education
- articulate the mission and vision of your College
- serve as a link between your College and other stakeholders
- solicit for funds for your College
- facilitate the process of designing and implementing your College's policies
- serve on Council committees as required.



Qualities of a Council Member



A member of Council is required to exhibit certain key qualities.

These are:

- Commitment; attend all meetings of Council
- Articulation: actively engaged in discussions and debate at meetings; promote the values of the College as expressed in the College's policy document
- Disclosure: disclose any conflicts of interest related to other work you do or interests you have
- Selflessness: should act solely in terms of the college's interest. The member should not do so in order to gain financial or other material benefits for himself/herself, his/her family or his/her friends



Qualities of a Council Member



- **Objectivity:** in carrying out public business, including making college appointments, awarding contracts, or recommending individuals for rewards and benefits, a member should make choices on merit
- **Integrity:** a member should not place himself/herself under any financial or other obligation to outside individuals or organisations that might seek to influence him/her in the performance of his/her official duties at the College
- **Accountability:** a member is accountable for his/her decisions and actions to the College and must submit himself/herself to whatever scrutiny is appropriate to the office



Qualities of a Council Member



- **Openness:** a member should be as open as possible about all the decisions and actions that he/she takes about the College. He/she should give reasons for his/her decisions and restrict information only when the wider College community interest clearly demands such
- **Honesty:** has a duty to sincerely declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the College interest.



Code of Conduct and Leadership Ethics

- Several ethical issues are common to most leadership positions.
- Perhaps the most important and most difficult ethical issue is the leader's *power*.
- Power is the basis for a leader's influence on followers.
- College leaders should be conversant with the set of rules outlining the social norms, regulations and responsibilities of college staff and students.
- Reference to the code of conduct is key in interpreting the actions and inactions of staff (refer to *Harmonised Scheme of Service for Staff of Colleges of Education*, NCTE, 2015) and students (refer to pp. 28-29, *Harmonised Statutes for Colleges of Education*, NCTE, 2015) of the college



Code of Conduct and Leadership Ethics

- Leadership ethics concern the morality (right and wrong) and the moral choices staff and students make in their relationship with others within and without the college.
- It encompasses the description of good and bad behaviours and often includes reference to society's values.



Code of Conduct and Leadership Ethics

- Leadership ethics is intended to focus on how to become a good leader however, *good* in terms of ethics has two meanings –
 - *technically good (effective) and morally good. Some leaders are effective, but not very ethical. Others may be highly ethical, but not particularly effective. A leader is usually known and described for his or her accomplishments (effectiveness).*
- Doing things right and doing the right things are both important aspects of leadership.



Conflict of Interest

- Conflict of interest exists when the loyalties or actions of a college leader (e.g., Principal, Finance Officer, HoD, Tutor, SRC Executive) is divided between the interests of the College and the interest of the college leader.
- Conflict of interest is a set of circumstances that creates a risk that professional judgment or actions regarding a primary interest will be unduly influenced by a secondary interest.
- A primary interest could be the main goals of the profession or activity of the College.



Code of Conduct and Leadership Ethics



- Secondary interest could be the financial gain, the desire for professional advancement, the wish to do favours for family and friends.
- Secondary interests are not treated as wrong per se but become disagreeable when they are believed to have greater weight than the primary interests.



Code of Conduct and Leadership Ethics



A conflict of interest that is not properly managed could seriously undermine the integrity and intended benefits of the College. A conflict of interest can be:

- **Actual:** where the conflict already exists
- **Potential:** where the conflict is about to happen, or could happen
- **Perceived:** where other people might reasonably think that a person has been compromised.



Conflict of Interest Scenario



Read the scenario on page 27 of the training manual.

In your mixed pair:

1. How should Mr. Mensah react to each of these three situations?
2. What should he do about all three situations?
3. How could such situations affect the running of your Colleges?
 - a. When you have discussed these three questions as a pair join your mixed group and discuss. Come to a conclusion on these three questions.
 - b. Report your decisions on how Mr. Mensah should respond to the three challenges he faces. Discuss.



Conflict of Interest Register



- All council members should sign a register of business interest at the beginning of each academic year and when they first take office as a council member.
- Members should also register any close family members which may be seen to influence their decision-making as a council member
- At the beginning of each governing council or committee meeting, governors need to declare an interest in any particular agenda item
- The main goal of managing conflicts of interest is to ensure that decisions that are made are seen to be made on legitimate grounds and without bias.



College Governing Council and College Management



- In the colleges of education, there are identifiable internal and external stakeholders with different roles and functional relations.
- Some of the stakeholders are more powerful than others.
- For example:
 - the College Council is the highest decision-making body in the College.
 - the Academic Board is responsible for all academic-related issues in the college and equally derives its power and authority from the Statutes.
 - the Principal is a member of the Council and chairs the Academic Board.
 - the National Council for Tertiary Education (NCTE) and the National Accreditation Board (NAB) are government regulatory agencies that play supervisory roles and also ensure quality standards in the colleges.



Activity: Interview Role Play



Read the scenario on page 39 of this training manual and answer the following questions

1. In your group role play the above scenario. Stay in role for 10 – 15 minutes.
2. When you have reached a decision on the way forward come out of role and discuss how you reached that decision.
3. Report back your thoughts to the plenary. As a plenary discuss the issues of power in this scenario and how you resolved these issues.



Issues for the Governing Council



Academic Issues

Key activities that drive the core functions of learning and teaching:

- staff recruitment
- admission
- record keeping
- student services
- instructional facilities



Issues for the Governing Council



Quality Assurance Issues

- Quality Assurance (QA) is the planned and systematic activities implemented in a quality system so that quality requirements for service are fulfilled.
- QA includes any method or procedure for collecting, processing or analysing data that is aimed at maintaining and/or enhancing quality in the college.
- The QA process requires focusing on specific operational areas of the college. For quality assurance purposes, the operational areas are referred to as quality indicators.



Activity: Statutory Committees



In your college groups:

- Identify the statutory committees you have set up in your College or plan to set up next semester.
- State the step-by-step process you used or plan to use in setting up the committees.

In plenary, discuss the challenges of setting up statutory committees in your Colleges?



Tips Setting Up Committees



- Explain the role of the committees to all stakeholders involved in setting them up before they start debating the role and composition of the committee.
- Make yourself available to address all questions and concerns relating to the membership of the committees
- Ensure fair and just appointment or selection or election to the committees
- Insist on having members who have the expertise and interest to serve on the committees
- Look for members who share in the vision of the college
- Organise orientation for committee members
- Remind committee members of the reality of potential conflict of interest in the discharge of their duties.



Setting Up Committees for the Academic Board



Subject to the approval of Council, Statutory Committees of the Academic Board are:

- Executive Committee
- Staff Development and Research Committee
- Academic Affairs Committee
- Works and Physical Development Committee
- Residence and Housing Committee
- Library Committee
- Academic Affairs Committee
- Professional Development Committee.



Setting Up Committees of the Governing Council



Council shall establish the following committees as Statutory Committees:

- Finance Committee
- Development Committee
- Entity Tender Committee
- Audit Report Implementation Committee
- Appointment and Promotions Committee.

A Committee of Council shall be chaired by a member of the Council.



Day 4

GENDER MAINSTREAMING & REFLECTION



The key learning for today is:

- To ensure that College practices are compatible with gender responsive policies of the College
- To equip College leaders with the skills needed to make gender mainstreaming an integral part of College culture.
- To develop strategies for ensuring social inclusion and integration in the College
- To develop a personalised Professional Learning Plan as a way of reflecting on the learning during this four-day workshop






Gender Mainstreaming and College Leadership




Gender Mainstreaming - Introduction



- A good understanding of gender and integration of gender responsiveness in all activities of your college, provide critical foundations for fostering inclusion and social integration beyond the walls of teacher education institutions
- Teacher education institutions must provide the enabling environment for staff and students in training for the development of knowledge, values, skills, and gender responsive practices that the teachers need.
- It is important that as College leaders you understand *what* gender mainstreaming means and *why* it is so important to mainstream gender and equity issues in our colleges.




Gender Mainstreaming



- Gender Mainstreaming refers to the process in which gender equality perspectives and considerations become the norm and not just the responsibility of specific individuals (often women) or departments in isolated and unsustainable ways.
- Gender equality mainstreaming addresses gender equality concerns in legislation, policies, programmes and activities to ensure that all development initiatives integrate the concerns of both men and women, and that their needs are considered equally and equitably with the aim of attaining gender equality




Gender Mainstreaming

Gender is about relationships that may change over time and place. While sex tends to be fixed, gender is amenable to change over time depending on circumstances. Area of focus:

- gender and gender roles / reassignment
- age
- disability
- marriage and civil partnership
- pregnancy and maternity
- race and ethnicity
- religion and belief
- socio-economic background
- rural/urban characteristics
- sexual orientation



Gender Check list

Individually do the test in Appendix D. Check what your score means.

- What score did you get? What does your score say about you?
- If your score indicates that you have poor awareness of gender issues, what can you do about this?



Gender Mainstreaming – Name Game

Divide the group into two teams arbitrarily (with no logic evident).

- Members of Team One are to write their names on slips of paper using their right hands.
 - Members of Team Two are to write their names using their left hands.
1. In plenary discuss the following questions:
 2. What lessons do we learn from this game?
 3. What was unfair about the game?
 4. What is the common theme amongst the rules?
 5. In what ways do we identify disadvantage?



Why Gender Mainstreaming

Gender mainstreaming provides a means of addressing issues relating to gender gaps and disparities and promoting gender equity, equality and social inclusion

- Bridging Gender Gaps
- Addressing Gender disparities
- Promoting Gender equality
- Ensuring gender equity and fairness.
- Empowering gender roles and careers



Sex Verses Gender Roles




Work individually.
On a piece of paper put two heading: 'Sex role' and 'Gender role'. Read the following list and allocate each to one of the two columns based on whether each is a sex role or a gender role?

- Breast-feeding
- Fathering children
- Cleaning institutions
- Teaching
- Caring for children
- Cooking
- Being a mother
- Nursing the sick
- Being Principal of a College
- Working on a building site
- Driving a vehicle

Compare your list with your partners. Discuss any differences you have and reach a decision as to the appropriate role allocation.

In Plenary
Discuss your findings and whether you can see a clear difference between sex and gender roles.

Role of College Leadership in Gender Mainstreaming




Core Elements of Gender Responsive Management and Leadership

Understand What is Gender Responsiveness

Understand critical elements of Gender Responsive Management of CoEs

Establish Guidelines for Gender Responsive Management - Mainstream Gender into Policies, Strategies and Procedures

Build Gender Equality Capacities, Competencies and Skills

MAINSTREAMING GENDER INTO CoEs

Supporting Female Leaders, students and other Disadvantage Groups




Key strategies that you can use in your colleges include:

- Lobbying
- Advocacy
- Networking and coalition building
- Media relations - Campaigns
- Publications - Concept Notes and Conferences and seminars
- Gender Research
- Sex Disaggregation of all College Information
- Gender Analysis of Institution
- Gender responsive College leaders need to ensure the following:
 - Attitudinal change towards incorporating gender concerns in policies, the planning process, development of programmes and development of organisational culture.
 - Have a clear policy which recognises the need for incorporating gender concerns in all the organisational policies, guidelines and procedures.
 - Examples of changes that CoEs can take include putting in place:
 - gender responsive recruitment processes,
 - gender-sensitive and balanced teaching and learning materials,
 - use of gender responsive language in the college and in college publications.

Management Practices to Reduce Disadvantages Groups




There are a number of areas and opportunities for designing an equality mission and vision for Colleges of Education. This may include but is not limited to:

- Institutional Policies / Legal frameworks including that on gender, social inclusion and teacher education
- Gender sensitive Student and Staff Handbooks / Training Manuals
- Gender equality in finance, human resources, teaching and learning, inclusion and guidelines
- Gender responsive budgeting for Colleges
- Sexual harassment policies - codes of conduct, professional ethics and values
- Gender, socio- cultural and traditional Systems that impact on the College
- Ensuring gender equality, social inclusion, diversity and access
- Implementing gender equality goals, actions and tools in educational management.

Gender Advocacy Plan for the Colleges of Education





1. educating girls and vulnerable boys;
2. increasing literacy rates among girls/women and males, especially vulnerable boys;
3. increasing early childhood development interventions;
4. increasing women's labour force participation and strengthening labour policies concerning women and men from vulnerable communities;
5. improving vulnerable groups' like women's, and rural population's access to resources such as credit;
6. promoting vulnerable group's notably women's political rights and participation;

Gender Advocacy Plan for the Colleges of Education





7. expanding reproductive health programmes and family support policies for both women and men;
8. ensuring that men are increasingly involved in the promotion of gender equality issues;
9. addressing sexual and gender based violence against vulnerable groups, both male and female (girls, women, boys and men);
10. develop policies and strategies that holistically address gender equality issues;
11. advance development programmes that support gender equality and addresses the needs of girls, women, boys and men.

Gender Mainstreaming Strategies





In your college, gender mainstreaming strategies may include the following:

- group discussions, debates, durbars, annual festivals and sensitization workshops
- identifying focal persons in relevant areas including the halls of residence
- observing classrooms and videos of lessons to detect bias in interactions
- promote Gender Clubs
- creating a website or other social media like Facebook, WhatsApp group on gender equity and regularly writing on issues on, for example, enabling legislation, government schemes
- popularise phone numbers of critical emergency support services such as police helpline, women helpline, and hospitals among, college constituents
- popularise events, legislation, and court rulings which have a major impact on the treatment and experiences of diverse groups
- training stakeholders in relevant life skill education and information/guidance about existing public services for disadvantaged groups
- document best practices to measure the extent of behaviour change and display the findings for all to see.

Social Inclusion and Social Integration





- Social integration is where gender issues are an integral part of the planning of any activity in school/college management.
- Social inclusion describes where we make up for past non-participation of the disadvantaged in all activities in the college

Activity: Social Inclusion and Social Integration in your College



Work in your College Group

- Discuss what two changes in each section of your College can ensure social integration and inclusion for females and disadvantaged groups in your colleges?

Turn to page 54 of the training manual for the rest of the activities.



Scenario: Addressing Gender Discrimination

Read the scenario on page 54 of the training manual and the activities.



Activity. In mixed college and gender groups of 4, discuss how the Principal and VP would decide to deal with this situation. Once you have a strategy write it down.

Role Play

- In your same group allocate roles among you as Principal, VP and mathematics tutor. The fourth person will be the observer and recorder.
- For 15 minutes, role play a meeting between the maths tutor with the Principal and VP. In the meeting the Principal and VP use their agreed strategy to discuss the issue with the maths tutor and come to a conclusion as to how the matter should be dealt with.



Activity: Confronting your gender-based views



Paste 'agree' and 'disagree' signs on opposite walls and conduct the activity. All the following statements are printed on small pieces of paper. Each person is given the full list and they put their papers on the wall under each of the two signs

- Gender is just another word for women.
- Men and women can never be equal because they are biologically different.
- If you educate a man you educate an individual. When you educate a woman you educate a community.
- All this talk about gender brings conflict to the family and society.
- Relations between men and women in the family, institution and community are cultural and should not be challenged.
- Work to promote gender equality should always respect people's social and cultural context.
- Institutions can drive better gender relations by mainstreaming gender into leadership.

In Plenary

- Discuss which papers are under which sign. Focus on those which are split between the two signs and discuss why there is disagreement on these.



Sustaining Gender Mainstreaming: the role of Gender Champion



- Read the note on pages 60 and 61 of the training manual, and in your capacity as a gender champion, develop a gender mainstreaming action plan for your college.
- Share your plan with the whole group.



Reflection on the Unit



- As a result of the learning that has taken place in this unit, it is time to reflect and take stock.
- Being a reflective practitioner is a good practice in capacity building and improvement practice that every college leader should embrace.
- Professional reflection is an important characteristic of professional learning.
- Reflection enables you to look back on what you have learnt in this unit, consider where you are now and identify actions for the future.
- Asking the right questions of what has been learnt and how this knowledge will be used to make difference to your current practice; bring about improvement and strengthen key systems in your college is essential.



Professional Learning Plan



Following the learning that has taken place during the workshop and as part of own professional development, turn to page 63 of the training manual and complete the professional learning plan.



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