



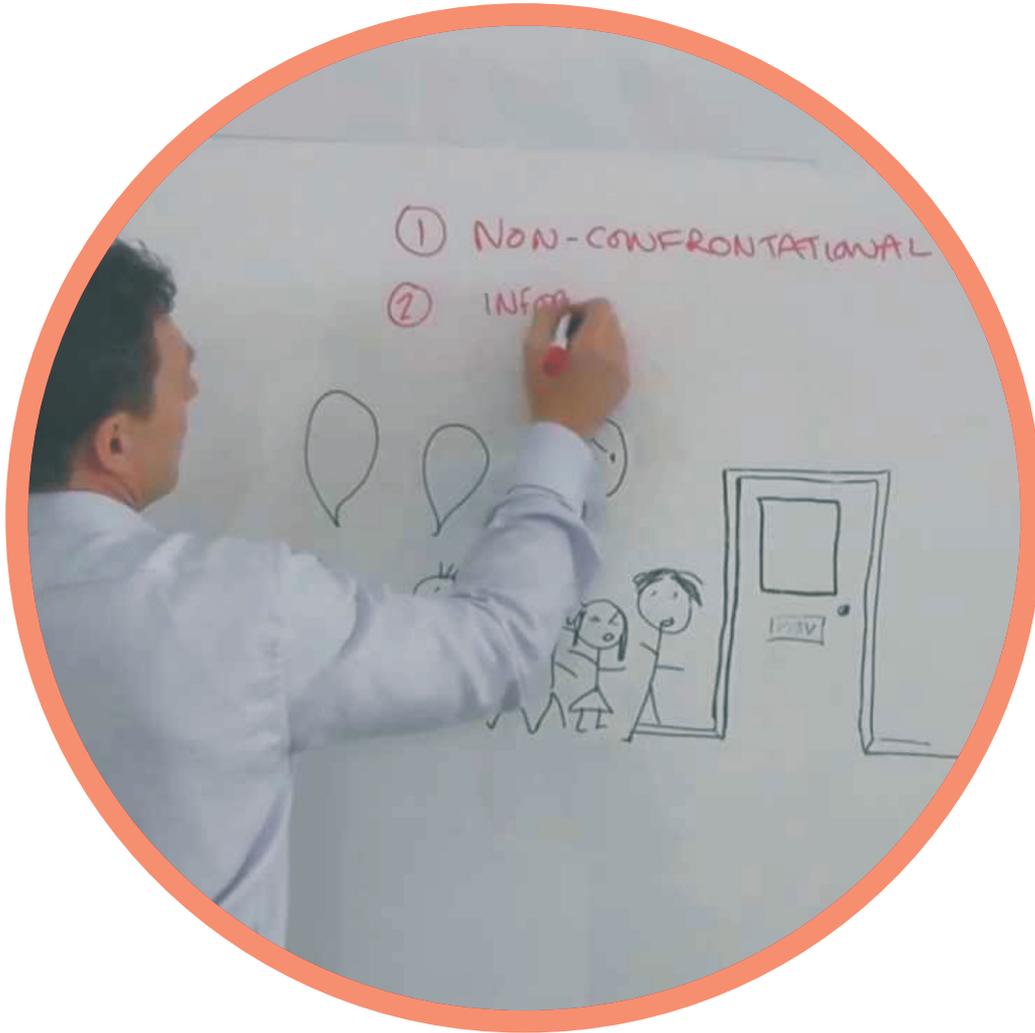
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RESULT-BASED SCHOOL TEACHER MANAGEMENT STRATEGIES

PREMISE

It is evident that the role of the classroom teacher is pivotal to effective performance of students both morally and academically. However, evidence abound that the poor management of this class of workers in the educational system has resulted in the decadence that is characteristic of the educational sector today. In recent times, there has been public outcry on the lackluster attitude of teachers to their job responsibilities particularly in our public schools. The poor performances of students in externally conducted examinations such as WAEC, NECO and JAMB, give abundant credence to the veracity of this outcry. It is true that placing teachers where their skills are most needed is crucial for promoting quality, equity and efficiency in the educational system. The aforesaid is however not obtainable in practical terms in our public schools today. This unwarranted situation stems from a myriad of issues and challenges which include; absence of a need-based teacher deployment to schools occasioned by a poor teacher workforce analysis, Inadequate teacher deployment to core subject areas, imbalanced in teacher distribution especially between the rural and urban schools, poor teacher competence and performance assessments, inadequate or total absence of teacher motivational incentives and reward options/systems, limited or absence of professional development opportunities etc. More disturbing is the fact that officers and educational administrators saddled with the responsibility of school teacher management lack the requisite skill and competence to plan and operate this very important administrative duty. One Important way out of this educational quagmire is through the employment of an effective School Teacher Management strategy which is a coordinated,

consistent and focused exercise expected to deliver results. The average teacher, as an economic man, can be induced to improve on his performance if the right placement and atmosphere is created. The authorities must commit to instituting a comprehensive and consistent Teacher Management strategy that puts the classroom teacher where he belongs in the educational system. Reversing this unacceptable state of affairs therefore calls for concerted efforts on the part of all stakeholders in the education system. A starting point in this regard is to build the capacities and competencies of educational administrators to be able to amongst other things; adequately examine the status of the classroom teacher in the educational system, to know what exactly is expected of the average classroom teacher vis-à-vis his core area of strength, what are his contributions towards high performance of students and by extension the school system as a whole? Where this is found wanting, what is the explanation for the gap and how can it be bridged? The authorities would need to adopt a well coordinated and systematic approach to developing workable teacher management strategies targeted at inducing teachers to improve on their performance for better results in the educational sector. Towards this end, this training workshop has been specially packaged to equip policy makers and managers of the education system with the requisite knowledge and skills required to effectively carry out a Result-Based school teacher management. This programme promises to be very interactive and case-studies driven.

SPECIFIC OBJECTIVES

At the end of this training, participants will be able to;

1. Appreciate the pivotal role of classroom teachers in the educational system
2. Effectively carry out teacher workforce analysis
3. Carry out a need-based teacher deployment
4. Develop and effectively apply teacher incentives options and reward systems
5. Develop strategies to Increase teacher availability in poorly staffed schools
6. Operate with clear results a motivation programme for school teachers
7. Develop an effective system of evaluating the performance of teachers in schools

COURSE CONTENTS

1. An Overview of the Nigerian Educational Sector: issues of policy development and Implementation
2. The role of the classroom teacher in the educational system: issues and challenges
3. Teacher Workforce analysis and management
4. Need-based teacher deployment in schools: Principles and processes
5. Motivational Planning for School Teachers: Design and Operation
6. Developing key performance indicators for teacher effectiveness and performance evaluation
7. Effective teacher reward system planning and management

TARGET AUDIENCE

Permanent Secretaries of state ministries of Education, State Directors of education, School supervisors, School Principals, Head

teachers, SBMC members, Tutor generals, SUBEB chairmen, Officers of State Teaching Service Commission, Local Government Chairmen, UBEC chairmen, and all officers having education related functions.

VENUE	DATE	COURSE FEE
DUBAI	2nd - 6th September, 2019	US\$3,000
S/AFRICA	11th - 15th November, 2019	US\$2,500