

SPECIAL UNIT

(for training school principals and supervisors)

HOW SCHOOL PRINCIPALS CAN SUPPORT SUCCESSFUL LEARNING ?

TRAINING SCHEDULE: SPECIAL UNIT FOR SCHOOL PRINCIPALS AND SUPERVISORS

Time		Topic/Activity
Day I		
08.00 – 08.30	30'	Introduction
08.30 – 08.45	15'	Explanation of the BTL-3 Training Program
08.45 – 10.30	105'	Special Unit: Supporting Change in Class
10.30 – 10.45	15'	Coffee Break
10.45 – 12.30	105'	Special Unit: How Can School Principals Support Successful Learning?
12.30 – 13.30	60'	Lunch Break
13.30 – 16.00	150'	Special Unit: How Can School Principals Support Successful Learning? <i>(Continued)</i>
16.00 – 16.15	15'	Coffee Break
16.15 – 17.15	60'	Special Unit: How Can School Principals Support Successful Learning? <i>(Continued)</i>
17.15 – 17.30	15'	Close

SPECIAL UNIT

How School Principals Can Support Successful Learning?



Introduction

Various activities centered on the teacher in improving the teaching and learning have taken place and many changes in class have occurred as a result. The teacher is more skilled in teaching. The students are more active and creative in learning. The students' feeling of satisfaction is evidence that they are experiencing new benefits. The classroom environment is also more attractive with the display of the students' work. These conditions have also led to the emergence of pride. But introducing the new ways of working is not as difficult as keeping them going over the long term. There is an ongoing need for new and creative methods and thinking in order to maintain these standards in school. Support from other personnel who are closely related to these issues is essential.

There are many demands for the maintenance of a good learning environment and for creative teacher performance. These are directly related to the moral and material needs of the school. Sometimes these demands and the performance are not in line with each other. The teacher feels their needs are not being addressed properly, while school principals feel that teachers do not understand the management of school resources, especially those related to students' learning needs. Creating a good working environment to address the needs of the teachers in the classroom requires an appropriate approach from the principal and school supervisor in managing the school budget. A good performance from the teacher, a creative class, and transparent and accountable funding will provide a better school environment.

During this session, school principals will discuss management and leadership methods that are appropriate to support successful learning, especially with regard to providing a budget allocation to support and develop classroom activities. During this session participants will be asked to suggest and discuss ideas to support successful teaching and learning.



Objective

After completing this session, participants are expected to be able to support successful teaching and learning in the form of programs and budgets. In particular, training participants are expected to be able to:

- Identify how the principal should support successful learning activities
- Identify how the principal should manage the school budget to support successful learning
- Identify budget needs related to teaching and learning
- Draw up a list of needs in order to support successful teaching and learning
- Prepare follow up plans that will support successful teaching and learning



Key Questions

There are several key questions that need to be answered from this activity:

- How does the principal acquire the experience to support successful learning?
- What does the principal have to do in order to demonstrate his/her for support successful teaching and learning, especially in managing the budget?
- What form should be support by the principal take in managing the budget for successful teaching and learning?



General Guidance

Several general guidelines are presented so this session can run smoothly:

- Prepare the learning video, which is a compilation of several subjects.
- Prepare the video on the principal's support in managing the budget in order to support successful teaching and learning.
- If, possible, ask for the attendance of the principal in the video as a resource person.
- Select an example of a school budget plan.
- Encourage the participants to actively follow and contribute to the session.



Materials and Resources

- Resource person (School principal)
- Learning Video (Compilation of several subjects)
- Video about the support of principals in managing the budget to support successful teaching and learning
- Participant Handout K.1: Identifying Principal's Support for Successful Teaching and Learning

- Participant Handout K.2: Principals' Activities in Managing the Budget to Support Successful Teaching and Learning
- Participant Handout K.3: Example of a School Budget Plan
- Participant Handout K.4.a: Identifying School Needs to Support Successful Teaching and Learning (Teacher)
- Participant Handout K.4.b: Identifying School Needs to Support Successful Teaching and Learning (Staff)
- Participant Handout K.4.c: Results of Identifying School Needs (Extra-curricular)
- Participant Handout K.5: Recapping the Needs that Support Successful Teaching and Learning
- Participant Handout K.6: List of Principals' Follow-up Plans to Support Successful Teaching and Learning
- Flipchart paper, markers, ballpoint pens, colored post-it notes, note paper, bluetac, glue, and scissors



Time

The time allocated for this activity is 360 minutes. Details on the allocation of time can be found in each stage of the presentation for this session.



ICT

It is not mandatory to use ICT to support this session but, if possible, the following equipment can be provided:

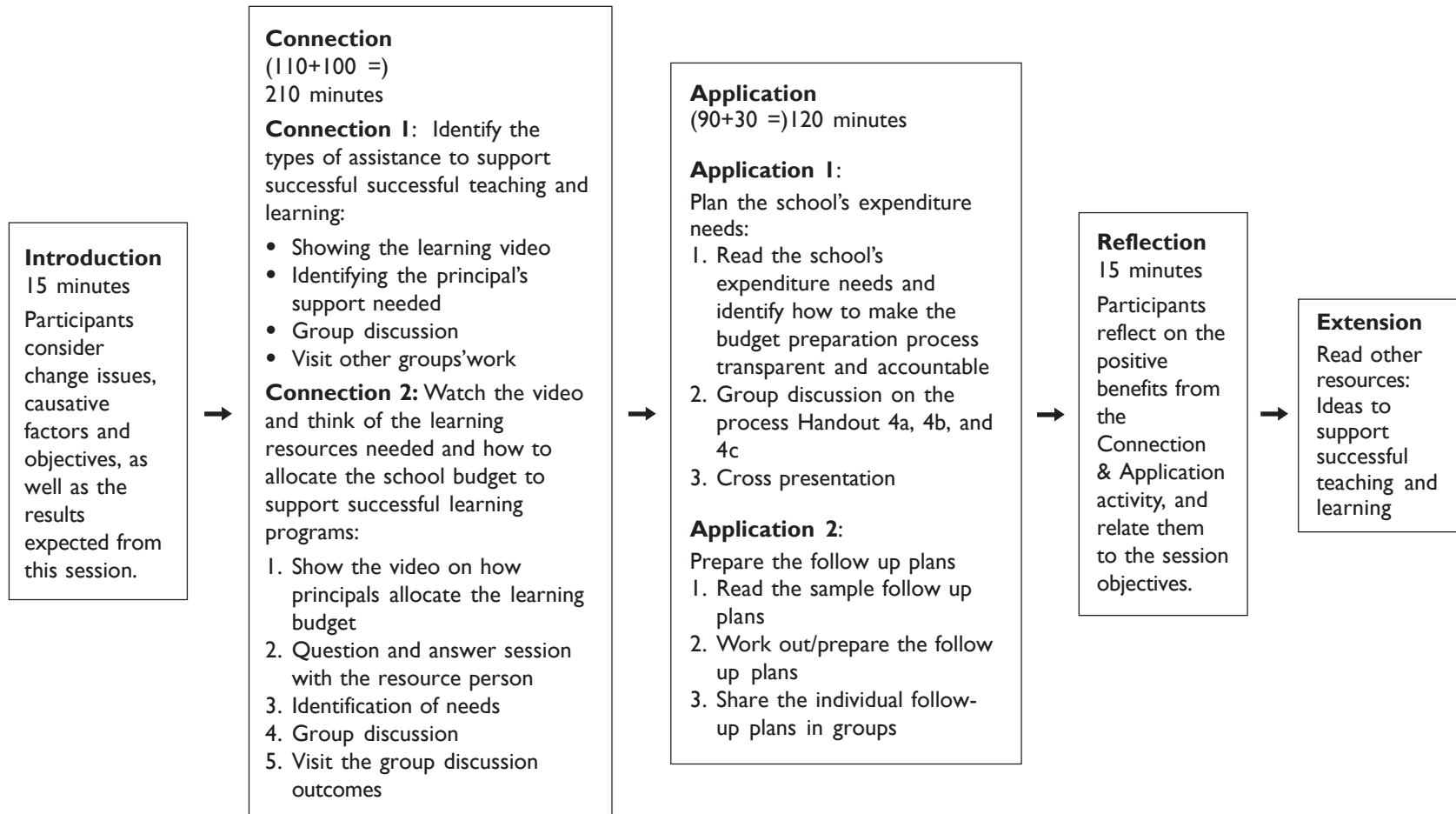
- LCD projector
- Laptop or personal computer for presentation
- LCD projector screen

Nevertheless, the facilitator has to be prepared if the expected equipment is not available. The facilitator has to prepare the presentation using an OHP or flipchart paper.



Summary of Activities

This session is quite long. It is, therefore, necessary to carefully follow the activity step-by-step. Details of the session are as follows:





Detailed Description of Activities



Introduction (15 minutes)

- (1) The facilitator presents the issues related to training and post-training success (change has already taken place during training; there have been positive developments in class; student responses have shown pleasing levels of success in learning, and the outcomes of student learning are also of good quality).
- (2) The facilitator initiates the question and answer session with the question “Are these kinds of changes sufficient?”, “How do we sustain them so they become the school culture?”, and “What is the role of the principal in supporting this successful learning (through budget management)?”
- (3) The facilitator presents the objectives and outcomes expected from the activities in this session.



Connection I (110 minutes)

Identifying the Principal’s Role in Supporting Successful Learning

- (1) **Watching the lesson video** (15 minutes).
The facilitator invites participants to watch the lesson video. Have all the participants watch carefully, especially the teacher and student activities in each subject.
- (2) **Identifying the principal’s role in supporting successful learning** (30 minutes).
The facilitator encourages the participants to individually identify the activities in the video and the forms of support from the principal necessary for successful learning. (Use Handout K 1).
- (3) **Group Discussion on the Results of the Identification of Support** (45 minutes)
The facilitator asks participants to form groups of 5 people. Each group discusses the results of the identification support necessary (Handout K1) and seeks agreement in the group. The results of the discussion are written on large sheets of paper.
- (4) **Visit Work** (20 minutes)
The facilitators asks the groups visit each other’s group to view the results of their discussion and share their ideas (each group visits three other groups). The facilitator asks the participants to make notes during their visits. The activity ends with a display of the work.



Connection 2 (100 minutes)

Watching the Video on Ways of Allocating the School Budget to Support Successful Learning and Questions and Answers with the Resource Person

(1) Showing the Video on Ways of Allocating the Budget to Support Successful Learning (15 minutes)

The facilitator guides participants in watching the video on activities undertaken by several resource persons (school principals) who have allocated budgets to support successful learning.

(2) Questions and Answers with Resource Persons (School Principals) (25 minutes)

Each province is expected to provide two resource persons from partner or replication schools who also appear in the video. Participants ask questions of the resource persons about the success of their budget allocations.

(3) Identifying the Main Points of Video and Resource Person Presentations (30 minutes)

The facilitator helps the participants to identify the main activities undertaken by the resource persons in the video using Handout K2. The activity is done individually.

(4) Group Discussion to Identify the Principal's Activities in Supporting Successful Learning (20 minutes)

The facilitator asks participants in their group to discuss the principal's activities that support successful learning. The outcome of the discussion is written on large sheets of paper and put on display.

(5) Looking at the Outcome of Each Group's Discussions (10 minutes)

The facilitator asks participants to visit the work on display, to ask for information if anything is unclear, and provide comments on the display by using post-it notes. Each group visits two other groups.



Application I (90 minutes)

Planning the School's Spending Needs

(1) Reviewing School Spending Needs (10 minutes)

The facilitator distributes the sample School Budget Plan (Handout K 3). In their groups, participants look at the School Budget Plan. Participants identify any budget allocations

that are not appropriate. Their findings are discussed in a plenary session with the facilitator. (This budget is only related to learning – it is not based all eight national education standards.)

(2) Identifying School Needs (15 minutes)

The ten participant groups are divided into two groups. The first five groups review the lists of school needs (Handout K 4a, K 4b, K 4c) which have already been filled in by district facilitators during the provincial Training of Trainers activity. The second group fills in the form on the identification of school needs (Handout K 4a, K 4b, K 4c)

(3) Group Discussion Summarizing School Needs and Revising the School Budget (30 minutes)

Each member of each group plays of a different stakeholder in a school (for example, principal, deputy principal, teacher or school committee member). Based on the identification of school needs already produced, each group recaps the needs of the school that support successful learning (Handout K 5).

(4) Presentation of the Outcomes of the Summarization (40 minutes)

Each group presents the outcomes of the summarization exercise. The presentation is done alternately by groups from each of the two large groups.



Application 2 (30 minutes)

Preparing the Principal's Follow Up Plans to Support Successful Learning

(1) Read and Revise the Follow Up Plans (15 minutes)

The facilitator distributes the partially completed follow up plan forms (Handout K6). Working individually, the participants read the follow up plan forms, adding their own activities to be done after the training and removing activities that are not needed.

(2) Sharing the Follow Up Plans (15 minutes)

Participants present their follow up plans in their groups.



Reflection (15 minutes)

- The facilitator asks the participants to identify the important findings from this learning activity and to think about how to apply these findings in their own schools.
- The facilitator asks participants to make an evaluation: “Have the learning objectives of this session been achieved?” and provide reasons for their evaluation.



Extension

The facilitator encourages participants to read other material from the internet or other sources concerning the role of the school principal and supervisor in supporting successful classroom learning.



Key Messages

Change should not just stop with the training and application in the classroom after the training. The most important thing is to entrench the changes in the school culture. This needs the support of all stakeholders. At the school level the principal and school supervisor have to be able to develop a program to support their teachers to undertake change. Appropriate programs are the main support for learning changes to occur in the classroom.

The principal and teachers are the main factor supporting innovation in the school. For that reason, an agreement between these two parties is a necessity. The teacher's motivation to undertake innovation, which has grown as a result of the training, will gradually diminish again if there is no support from the principal.



Participant Handout K.1

Identifying Principal's Support for Successful Learning

Guided questions:

1. What activities were shown in the video?
2. What concrete support was provided by the principal in the video to encourage successful learning?

Subject	Activity that appears in the Video	Form of Principal's Support
English	a.	1. 2. 3.
	b.	1. 2. 3.
	c.	1. 2. 3.
Science	a.	1. 2. 3.
	b.	1. 2. 3.
	c.	1. 2. 3.
Bahasa Indonesia	a.	1. 2. 3.
	b.	1. 2. 3.
	c.	1. 2. 3.

Better Teaching and Learning 4

Enhancing the Quality of Learning Through the Subject Teachers' Working Group (MGMP)

Social Studies	a.	1. 2. 3.
Mathematics	b.	1. 2. 3.
	c.	1. 2. 3.
	a.	1. 2. 3.



Participant Handout K.2

Principals' Activities in Managing the Budget to Support Successful Learning

No	Activities in the video and/or from the question and answer session	Detailed forms of principal support
1	The principal has the budget plan for each subject	<ol style="list-style-type: none"> 1. There are budget variations for each subject according to the needs of the subject 2. There is teacher involvement in managing the budget
2		
3		
4		
5		



Participant Handout K.3

SAMPLE SCHOOL BUDGET PLAN

SMP Tunas Melati School Year 2010-2011

Program Analysis and Strategic Activity	Planned Expenditure	Total	BOS	Funding Source	
				School Committee	APBD
Program: Student Affairs Activity : a. Assistance to less well-off students (10 students) b. Assistance to students who are clever and high achieving (10 students)	Rp. 3,000,000 Rp. 2,000,000	Rp. 5,000,000	✓		
Program: Student Affairs Activity: Adding 2 classroom	Rp. 137,634,000	Rp. 137,634,000			
Program: Student Affairs Activity: a. Quiz contest for all subject areas for all grade levels b. Science and mathematics Olympics for all grade levels c. Science and mathematics Olympics between schools in the same city	Rp. 1,000,000 Rp. 700,000 Rp. 300,000	Rp. 2,000,000	✓		
Program: Curriculum Activity: a. Workshop on analyzing the learning outcomes of teachers b. Collect data on the portfolio of analyses of learning outcomes	Rp. 2,000,000 Rp. 500,000	Rp. 2,500,000	✓		
Program: Curriculum Activity: a. Active Learning workshop b. Weekly Active Learning MGMP	Rp. 5,000,000 Rp. 15,000,000	Rp. 20,000,000			
Program: Curriculum Activity: a. Train 2 teachers as scout masters b. Appoint 2 teachers as scout masters	Rp. 500,000 Rp. 1,500,000	Rp. 2,000,000	✓		

<p>Program: Curriculum Activity: a. Provision of special report books on student development each semester b. Workshop on special report books on student development</p>	<p>Rp. 500,000 Rp. 2,000,000</p>	<p>Rp 2,500,000</p>	<p>✓</p>		
<p>Program: Curriculum Activity: a. Adding 130 ICT books b. Adding 40 computers</p>	<p>Rp. 5,200,000 Rp. 54,800,000</p>	<p>Rp 60,000,000</p>			
<p>Program: Curriculum Activity: a. Repairing 2 computers b. Repairing 2 printers c. Replacing 5 white/blackboards</p>	<p>Rp. 2,000,000 Rp. 1,500,000 Rp. 500,000</p>	<p>Rp 4,000,000</p>			
<p>Program: Equipment/Infrastructure Activity: a. Making an inventory of learning aids b. Procure learning aids</p>	<p>Rp. 500,000 Rp. 13,500,000</p>	<p>Rp 14,000,000</p>	<p>✓</p>		
<p>Program: Equipment/Infrastructure Activity: a. Appointing 2 professional science lab assistants b. Ongoing training of science lab assistants</p>	<p>Rp. 6,000,000 Rp. 1,500,000</p>	<p>Rp 7,500,000</p>	<p>✓</p>		
<p>Program: Infrastructure and Equipment Activity : Preparing a proposal for additional computers</p>	<p>Rp. 1,000,000</p>	<p>Rp 1,000,000</p>	<p>✓</p>		
<p>Program: Infrastructure and Equipment Activity: a. Training in maintaining the cleanliness of the toilets b. Purchasing equipment to clean the toilets</p>	<p>Rp. 3,000,000</p>	<p>Rp 3,000,000</p>	<p>✓</p>		
<p>Program: Infrastructure and Equipment Activity: Preparing a proposal to procure a photocopy and facsimile machine</p>	<p>Rp. 1,000,000</p>	<p>Rp 1,000,000</p>	<p>✓</p>		



Participant Handout K.4a

Identifying School Needs to Support Successful Learning

Especially for teachers

Subject :

Class :

No	Basic Competency	Need	Number	When Used	Manager



Participant Handout K.4b

Identifying School Needs to Support Successful Learning

Especially for staff

Field:

No	Need/Activity	Number	When Used	Manager



Participant Handout K.4c

Identifying School Needs to Support Successful Learning

Especially for the Extra-curricular Teachers

Extra-curricular:

No	Need	Number	When Used	Manager



Participant Handout K.5

Identifying School Needs to Support Successful Learning

No	Need	Number	Cost	When Used	Funding Source



Participant Handout K.6


Follow-up Plan

No	Activity
1.	Sharing the form on needs for each subject
2.	Allocate equipment and materials for each subject
3.	Evaluate the use of learning materials and equipment
4.	Follow-up the use of learning materials and equipment for the next teaching year
5.	Evaluate learning assessments periodically (monthly)
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	

Follow-up Plan (Facilitator's Function)


No	Activity
1.	Sharing the form for needs for each subject
2.	Recap the needs of each subject
3.	Compare the needs of each subject
4.	Allocate equipment and materials for each subject
5.	Supervise the use of learning materials and equipment
6.	Evaluate the use of learning materials and equipment
7.	Follow-up the use of learning materials and equipment for the next teaching year
8.	Evaluate learning assessments periodically (monthly)
9.	Follow-up the results of the evaluation of the assessment of the lesson

Presentation of Special Unit



SPECIAL UNIT

How School Principals Can Support Successful Learning



Introduction - 10'

- Learning changes have already taken place in schools: displaying student work, arranging the desks etc.
- Introducing change and developing it are difficult. Making it part of the culture is far more difficult.

- Changing learning styles in school needs the support of the principal, especially in the allocation of the budget.
- The principal needs to have the management skills and leadership to support successful learning and develop it on an ongoing basis.

Objectives

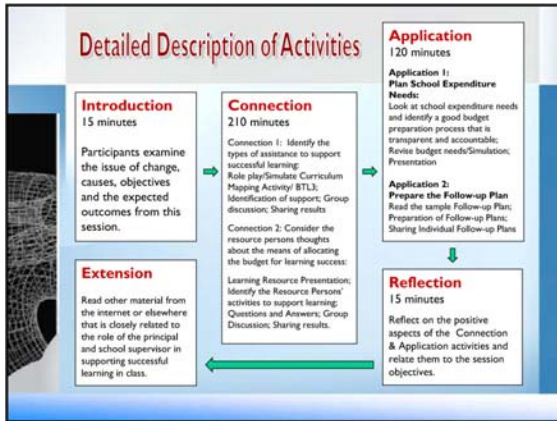
At the conclusion of this session the participants should be able to:

- Identify how principals can support successful learning;
- Identify from the video and the resource persons ways of managing budget needs;
- Identify the forms of budget management related to learning;

- Find the facts about managing budget needs;
- Make a summary budget program to support successful learning in class; and
- Prepare a follow-up plan that will support successful learning.

Key Questions

- How does the principal gain the experience to support successful learning, especially budget support?
- What behavior does the principal have to demonstrate in supporting successful learning, especially in managing the budget?
- What is the real form of support needed from the principal for successful learning, especially in managing the budget?



C Connection 1: Identify Support – 60'

- Show the learning video
- Identify what the principals do to support successful learning (Handout K.1)
- Group discussion on the outcome of the identification process
- Visits to and recording the results of the work of other groups

C Connection 2: Resource Person Presentation – 60'

- Resource person presentations (by 2 persons)
- Identify the resource person's ways of supporting learning and question them
- Group discussion to summarize the principals' and supervisors' actions in supporting successful learning (Handout K.2)
- Look at the work produced from other groups' discussion

A Application I – 100'

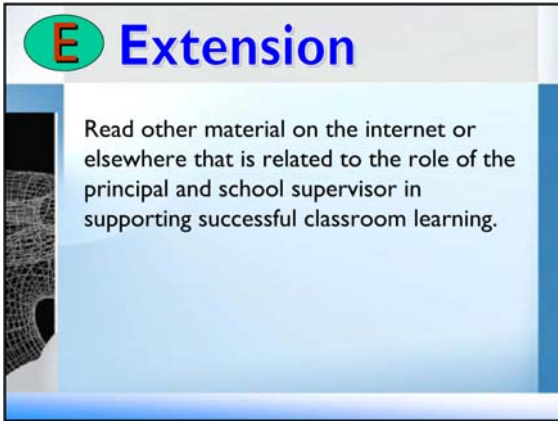
- Read the details of the school spending needs (Handout K 3)
- Identify school needs (Handout K 4a, K 4b, K 4c)
- Group discussion to summarize the school needs and revise the school budget (Handout K 5)
- Presentation of the school budget revision

Application 2:

- Read and revise the Follow-up Plan (Handout K 6)
- Share the Follow-up Plans

R Reflection – 10'

- Identify the important findings from this learning activity, think about how to apply these in school.
- Evaluate the session.
 - Have the learning objectives of this session been achieved?
 - What is still confusing?

A graphic for an extension activity. It features a light blue background with a dark blue vertical bar on the right. At the top left, there is a green circle containing a white letter 'E', followed by the word 'Extension' in a bold, blue, sans-serif font. Below this, there is a small, dark, abstract image of a globe or network. To the right of this image, the following text is written in a black, sans-serif font:

Read other material on the internet or elsewhere that is related to the role of the principal and school supervisor in supporting successful classroom learning.