Republic of Zambia

MINISTRY OF EDUCATION

DEPARTMENT OF SECONDARY EDUCATION

# GUIDELINES FOR THE MANAGEMENT OF SECONDARY SCHOOLS IN ZAMBIA



**"Empowering Learners for Life: Providing Quality Education for Holistic Development and Survival Skills"**

**PREPARED BY THE DEPARTMENT OF SECONADRY EDUCATION**
**LUSAKA**

2026

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# GUIDELINES FOR THE MANAGEMENT OF SECONDARY SCHOOLS IN ZAMBIA

**"Empowering Learners for Life: Providing Quality Education for Holistic Development and Survival Skills"**

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**Vision**

Quality, life- long education for all which is accessible, inclusive and relevant to individual, national and global needs which aligns with the 8 NDP and SDG 4.

## Preamble



The Ministry of Education has developed these Secondary Education Guidelines to drive reform in Zambia's secondary education sector. Built on recommendations from the 2022 Secondary Education Symposium and stakeholder consultations, with British Council support, the guidelines provide a framework for effective school management, covering leadership, curriculum implementation, teacher development, student welfare, infrastructure, and community engagement.

Developed through key recommendations from the Secondary Education Symposium held in 2022 and extensive stakeholder consultations, with support from the British Council, these guidelines operationalise learning commitments made in the 2023 Zambia Education Curriculum.

The guidelines aim to accelerate efforts to align secondary education with the 2023 Competence Based Curriculum (CBC), providing an exceptional learning experience that assists learners to transition to tertiary education, with a focus on skills acquisition that responds to socioeconomic activity. They clarify the transition from the Grade to the Form system.

I am confident that the guidelines will enhance the management of secondary schools, improve learning outcomes, and serve as a valuable resource for school managers, policymakers, and stakeholders. The guidelines contribute to actualising the government's commitment to make education the center piece of Zambia's socioeconomic development efforts.

I extend gratitude to staff of the Department of Secondary Education, the British Council, and the United Kingdom (UK) Government's Foreign Commonwealth and Development Office (FCDO) for their support. I thank all stakeholders who contributed to the development of the guidelines. I look forward to our continued partnership in transforming the secondary education landscape in Zambia.

Hon. Douglas Munsaka Syakalima -MP
**MINISTER OF EDUCATION**

## Preface

Secondary education is a critical phase in Zambia's education system, playing a vital role in shaping the nation's future. It serves as a bridge between primary education and higher education or vocational training, equipping learners with knowledge, skills, values, and attitudes necessary for responsible citizenship and national development.

The evolution of secondary education in Zambia, from a limited colonial system to a more inclusive and structured one post-independence, reflects the government's commitment to expanding access, improving quality, and ensuring equity. The 2023 Competence-based Curriculum marks a significant shift, dividing secondary education into Ordinary Level (Form 1-4) and Advanced Level (Form 5-6).

These Guidelines for Managing Secondary Schools in Zambia aim to address challenges such as inadequate infrastructure, teacher shortages, and disparities between urban and rural schools. They provide a framework for effective management, guiding provision, investments, and implementation of programmes in the secondary education subsector.

The Government, through the Ministry of Education appreciate the contributions of individuals and institutions that shaped these guidelines. The Ministry remains confident that these guidelines will be a valuable resource for school managers, policymakers, and stakeholders, driving positive changes in secondary education.



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## Acknowledgements



The development of these Guidelines for managing secondary schools in Zambia would not have been possible without the invaluable contributions of multiple stakeholders from within and outside the Ministry of Education. Their input enriched the content and quality of this document.

Special recognition and appreciation go to the British Council and the UK Government's Foreign Commonwealth and Development Office (FCDO) for their technical and financial support.

I extend my sincere gratitude to officers from the Secondary Education Department and all the Officers from the Schools in Lusaka province that participated in the drawing up of this document for their valuable input.



Yvonne Mweemba Chuulu (Ms.)
Director – Department of Secondary Education
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## Definition of Terms

**Advanced Level Education** -Secondary education aimed to prepare learners for tertiary education

**Buddy System** - pairing new learners with existing learners in a classroom or school.

**Budget- A** financial plan that outlines projected income and expenses over a specific period.

**Curriculum** – Total learning experiences and opportunities provided to learners in the context of formal and inform education.

**Competence Based Curriculum** – a curriculum that focuses on equipping learners with practical skills and competences for real-life applications.

**Digital Literacy** - The ability to effectively use digital tools and technologies for learning/work.

**Eco-club**: a club with activities which are learner-led initiatives that promote environmental awareness and action.

**Ordinary level Education** (O level) - education typically offered to Form 1 to 4 to prepare learners for college or advanced level education (Form 5 and 6).

**Pathways-** Options for learners to progress in their education or career.

**Secondary Education**- Education that is offered to learners from Form 1 to 4 (ordinary level) and Form 5 and 6 (Advanced level) to prepare them for tertiary education and world of work.

**Secondary School**-Institution of learning that provides schooling from Form 1 to 6.

**School Based Assessment**- Evaluations and assessments conducted by schools on learners' progress as part of the overall assessment strategy, complementing national final examination these include tests, projects, assignments, and continuous assessments.

**Stakeholders**- individuals or groups, including government, faith-based organisation, traditional leaders, cooperating partners, civil society organisation, teachers, learners involved in education policy formulation and implementation.

**Tertiary Education**- Post-secondary education, typically after Form 4 or Form 5 and 6 which includes universities, colleges, and vocational training institution.

**Trade Test Assessment** - Assessment that is used to evaluate practical skills and competences for specific trades or occupation.

**Zambia Education Curriculum Framework** (2023)- A document that contains guiding principles that directs the cohesion and consistency of the planned educational activities.

## Acronyms/ Abbreviations

**CCTV-**Closed-Circuit Television

**CPD**-Continuing Professional Development

**LSEND**-Learners with Special Education Needs

**DSE**-Department of Secondary Education

**ECZ**- Examination Council of Zambia

**EFA**-Education for All

**HIV**- Human Immunodeficiency Virus

**HODs** -Head of Departments

**ID**- Identification Document

**JETS**-Junior, Engineers, Technologists, Scientists

**MoE**-Ministry of Education

**M&E**- Monitoring and Evaluation

**NASAAZ**-National Schools Arts Association in Zambia

**NRC**-National Registration Cards

**OVC** -Orphans and Vulnerable Children

**PTC**-Parent Teachers Committee

**SBA**- School Based Assessment

**SHN**-School Health Nutrition

**STEM**- Science Technology Engineering Mathematics

**TEVETA**- Technical Education, Vocational and Entrepreneurship Training Authority

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# CHAPTER 1: INTRODUCTION

## 1.1 Background

Zambia's secondary education system has undergone significant transformations, evolving from informal community-based learning pre-colonially to a structured system post-independence. The colonial era left a legacy of racial segregation and elitism, limiting access for Africans, girls, and rural populations. Post-independence reforms aimed to address these disparities, with milestones including the 1966 Education Act, the 1977 Reform, and more recent policies like Education for All (EFA) in 2021. In 2022, the Department of Secondary Education (DSE) was established with a new focus on coordinating quality education, promoting skills, and formulating and implementing policy.

To enhance the management of secondary schools in Zambia, the DSE has developed guidelines for managing secondary schools, which is crucial to support effective policy implementation, competency-based learning, infrastructure growth, and quality education delivery, ultimately driving Zambia's educational progress.

## 1.2 Purpose

The purpose of this document is aimed at giving guidance to secondary school Head Teachers in the management of secondary schools in Zambia so as to ensure effective management of schools. This requires strong governance, sound staff management, curriculum oversight, financial prudence, and proper infrastructure maintenance to meet national standards for quality education.

## 1.3 Objectives

1.3.1 To enhance compliance to education policies to ensure that schools operate within the provided legal framework.

1.3.2 To improve quality delivery of education at the secondary level through proper curriculum implementation, monitoring and evaluation of teachers, learner performance and effective leadership and governance.

1.3.3 To enhance accountability and transparency in financial management and procurement through reporting and record keeping in order to promote integrity in school operations.

1.3.4 To ensure equal access to secondary education.

## 1.4 Rationale

To ensure proper management of Secondary schools through efficient, fair and quality service delivery.

### 1.5 Scope

Managing a secondary school involves academic oversight and curriculum implementation, learner welfare and discipline, teacher management and development, resource allocation and infrastructure, stakeholder engagement (parents, community), and examinations administration and performance monitoring

## Chapter 2: GOVERNANCE AND LEADERSHIP

Governance and leadership at secondary school level refers to the systems, processes, and administrators that guide and manage the school to achieve its goals.

### 2.1 Organisation structure

Ensure the school's organisational hierarchy is clear, and communication channels are open to promote accountability and effective management of secondary schools.

### 2.2 Leadership and Vision

2.2.1 **School Vision Statement**: Craft a vision statement that defines the school's long-term goals and aspirations, aligning with Zambia's national education objectives to drive academic excellence and student development.

2.2.2 **School Mission Statement:** Develop a mission statement that outlines the school's purpose and approach to achieving its vision, prioritising learners acquiring of competences and holistic development to empower them economically and socially.

2.2.3 **School Motto**: Craft a concise statement reflecting the school's values.

2.2.4 **Core value**: Identify key principles guiding the school's decisions and actions.

### 2.3 Roles and responsibilities of key Stakeholder

2.3.1 **The Head Teacher:** provides overall leadership and management, driving strategic planning and informed decision-making to achieve the school's vision and goal.

2.3.2 **The Deputy Head Teacher**: supports the Head Teacher, overseeing key academic and administrative tasks to ensure smooth school operations.

2.3.3 **Heads of Departments (HODs):** lead their subject areas, monitoring teaching quality to improve learning outcomes.

2.3.4 Heads of sections (HOS): Departments are divided into sections and each section is subject specific which is headed by a Head of Section. The Head of Section through their expertise guides the Teachers in their section to ensure delivery of quality education.

2.3.5 **Subject Teachers**: deliver engaging lessons and provide individual support to foster academic success and holistic learner development.

2.3.6 **A class teacher:** (form teacher/classroom teacher) is responsible for a specific class, overseeing their overall academic progress, welfare, and teaching a particular subject: play the parental role in the school.

2.3.7 **The Continuing Professional Development Coordinator:** drives teacher growth, facilitating relevant training and support for enhanced teaching practice.

2.3.8 **The Accounts Assistant/School Accounting Officer**: advises on financial matters and management of funds, ensuring transparency and accountability of public funds.

2.3.9 **The School Secretary:** efficiently handles administrative tasks and maintains accurate records, ensuring smooth school operations.

2.3.10 **Registry Clerk:** maintaining records and documents in the school registry to enhance record management, information retrieval while maintaining confidentiality.

2.3.11 **The Matron/Patron:** prioritises learners' well-being, providing care and support for boarders and promoting a positive school environment.

2.3.12 **Boarding Master/Mistress**: Oversees boarding operations, ensuring learner safety, well-being, and discipline in the boarding facilities or dormitories.

2.3.13 **Procurement Officer**: Manages procurement processes, sourcing quality goods and services while ensuring value for money and adherence to regulations.

2.3.14 **Stores Officer:** Maintains accurate stock records, manages storage, and ensures efficient distribution of supplies to departments.

2.3.15 **Laboratory Technician:** Prepares and maintains laboratory equipment, assists with experiments, and ensures a safe learning environment for learners.

2.3.16 **Caretaker**: Maintains school facilities, ensuring cleanliness, safety, and overall upkeep of the premises.

2.3.17 **Sanitary Orderly**: maintain cleanliness and hygiene in the school ablution blocks. Works in liaison with the Caretaker to maintain good water reticulation.

2.3.18 **Office Orderly**: maintains cleanliness of the offices, collects and delivers mail to support administrative functions and maintaining a smooth office environment.

2.3.19 **Child Safeguarding Officer**: Ensures the school's child safeguarding policies are implemented, promoting a safe environment and responding to concerns about welfare of learners.

## 2.4 Key Committees, Composition and their Roles and Responsibilities

### 2.4.1 Parent Teachers Committee (PTC):

- **Composition**: parents, teachers, and school management.
- **Roles:** fosters partnerships to support school development and address learner welfare concerns.

### 2.4.2 School Boards:

- **Composition**: community leaders, teachers, and stakeholders.
- **Roles**: oversee governance, set school local policies, and ensure accountability to drive academic excellence.

### 2.4.3 Preventive Maintenance Committee:

- **Composition**: school management, maintenance staff, and technical experts.
- **Roles**: identifies and addresses maintenance needs to ensure infrastructure safety and upkeep.

### 2.4.4 Finance Committee:

- **Composition**: Deputy Head teacher, Assistant Accounting Officer, Procurement Officer, PTC representative and HODs.
- **Roles**: oversees budgeting, financial planning, and resource allocation to ensure effective school management.

### 2.4.5 Procurement Committee:

- **Composition**: school management, procurement staff, and technical experts.
- **Roles**: manages procurement processes to ensure value for money and compliance with regulation.

### 2.4.6 Production Unit Committee:

- **Composition:** consisting of subject teachers, learners and support staff.
- **Roles**: oversees school projects to promote skills development and generate income.

### 2.4.7 Disciplinary Committee:

- **Composition**: comprising school management, teachers and learner leaders.

- **Roles:** addresses learner behaviour to promote positive discipline and support learner development.

2.4.8 **Project Committee:**

- **Composition**: consisting of school management, teachers and School Board/PTC members.
- **Roles:** plans, implements, and monitors school projects to drive improvement and innovation.

2.4.9 **School Health Nutrition (SHN) Committee**:

- **Composition**: comprising school management, PTC members health, teachers and learner' leaders.
- **Roles**: promotes health and wellness to support learner well-being.

2.4.10 **Entertainment Committee**:

- **Composition**: made up of HODs, subject teachers, learners and other staff.
- **Roles**: organises events to promote school spirit and foster a positive school culture.

**2.5 Key Committees, Composition and their Roles and Responsibilities**

The following key committees are essential in managing secondary schools in Zambia:

**2.5.1 Social Welfare and Distress Events Committee:**

- **Composition**: Teacher representatives and learner representatives.
- **Roles:** Address learners' welfare issues, manage distress events and provide support services.

2.5.2 **Events and Fund-Raising Committee:**

- **Composition**: Deputy Head teacher, school Accounts Assistant, procurement officer, Teachers, learners, and PTC.
- **Roles:** Organise school events, manage fundraising activities, and promote school-community partnerships.

2.5.3 Academic Committee- Junior, Engineers, Technologists, Scientists (JETS):

- **Composition**: Heads of department, subject teachers and matrons/patrons.

- **Roles**: Oversee academic programs, monitor learner performance and implement curriculum innovations.

2.5.4 The National Schools Arts Association in Zambia (NASAAZ) Committee:

- **Composition**: art teachers, and learner representatives.
- **Roles**: promotes arts education, organises festivals and competitions, encourages learner participation, develops industry partnerships, and supports talent development in music, drama, visual arts, and other creative disciplines.

2.5.5 **Sports Committee:**

- **Composition**: Sports teachers, other members of staff and sports prefects.
- **Roles:** Manage sports programs, promote physical education and organise inter-class and inter-house to raise teams for inter-school competitions.

2.5.6 **Learner Council**:

- **Composition:** Elected learner representatives by form/grade level.
- **Roles:** Represent learner voice, organise learner activities and promote learner welfare and wellbeing.

2.5.7 **Prefects Body**:

- **Composition**: Appointed learner prefects.
- **Roles**: Support school discipline, lead learner initiatives, and promote school culture.

**2.6 Key Governance Documents**

Effective management of secondary schools in Zambia relies on adherence to key governance documents, including:

- Education Act 2011
- 1996 Educating our Future policy
- Re-entry Policy
- 2023 Zambia Education Curriculum Framework
- Principles of Education Boards Governance and Management
- Standards and Evaluation guidelines
- HIV Workplace Policy
- Guidelines for Management and Administration of Examinations

- Terms and Conditions of Service
- Code of Ethics for Public Service Workers and Teachers
- Procedures for Handling Disciplinary Cases in Public Service
- Guidance and Counselling Teachers Guide
- School Rules and Budget
- School Development Plan and Strategic Plan
- Head Teacher Individual Work Plan
- Health Guidelines
- Children's Code Act of 2022
- Faith-based Institutional Manual
- Head Teacher's Manual
- Occupational Health and Safety Manual

## Chapter 3: Documentation and Records

Documentation and records are the backbone of any school, serving as a foundation for transparency, accountability, and informed decision-making. Effective documentation and records management are essential components of any successful secondary school, enabling the systematic capture, storage, and retrieval of information. Accurate and accessible records support informed decision-making, ensure compliance with regulations, and facilitate transparency and accountability. In secondary schools, proper documentation is critical for tracking learner progress, managing staff performance, and maintaining institutional memory. By establishing robust documentation and records management practices, school can enhance efficiency, reduce risks, and improve overall performance.

### 3.1 Learner Records

Effective record-keeping is crucial in managing secondary schools. Here is an overview of key documents and records:

3.1.1 **Learner Records**: Track learner information, academic progress, and personal details. Learner Records are a important component of a secondary school, serving as a centralised repository for tracking learner information, academic progress, and personal details. This includes:

- Biographical data (name, address, contact information)
- Academic history (previous schools, Forms, result transcripts)
- Enrollment and attendance records

- Assessment results and progress tracking
- Special needs or support requirements
- Health and medical information (where relevant)

Effective Learner Records management enables school administrators and teachers to:

- Monitor learner progress and identify areas for support
- Make informed decisions about learner pathways and interventions
- Provide accurate reporting to parents and stakeholders
- Ensure compliance with regulatory requirements

3.1.2 **Class Registers**: Record learner attendance and participation. Class Registers are essential tools for tracking learner engagement and attendance. They typically include:

- Daily attendance records (present, absent, late, sick)
- Participation and engagement tracking (classwork, discussions, activities)
- Notes on learner behaviour or incidents
- Records of assessments, exercises, tests, or projects administered

Effective Class Register management helps school administrators and teachers to:

- Monitor attendance patterns and identify concerns
- Track learner engagement and adjust teaching strategies
- Communicate with parents/guardians about attendance or behavior issues
- Support accurate reporting and data analysis

**Note:** *Accurate Class Registers can inform interventions, like identifying learners needing extra support or recognising those excelling.*

3.1.3 **Learner Records Cards**: Store individual learner data, including academic history. Learner record cards are documents or digital files that store individual learner data, including:

- Academic history (previous schools, Forms, achievements)
- Ongoing academic performance (grades, test scores)
- Personal details (contact information, health information if relevant)
- Notes on learner progress or areas for support

These records help school administrators and teachers to:

- Track learner progress over time

- Identify patterns or areas for improvement
- Make informed decisions about learner support or pathways
- Communicate effectively with parents/guardians

3.1.4 **Report Forms:** Document learner performance and progress. Report Forms are documents used to document and communicate learner performance and progress to parents/guardians and stakeholders. They typically include:

- Academic performance (grades, scores, comments)
- Attendance and punctuality records
- Comments on learner behavior, participation, and engagement
- Progress trends and areas for improvement
- Recommendations for future learning or support

Report Forms:

- Provide a snapshot of learner progress at a given time
- Inform parents/guardians about learner performance
- Help teachers track and communicate learner growth

3.1.5 **Enrolment Register**: Record learner admissions and enrolment data. The Enrolment register is a necessary record that captures learner admissions and enrolment data, including:

- Learner personal details (name, address, contact info)
- Admission dates and details (class/form, academic year)
- Previous school or educational background
- Status (active, transferred, graduated)

This register helps schools:

- Track learner numbers and demographics
- Manage admissions and placement processes
- Plan resources and staffing
- Ensure accurate reporting to authorities

3.1.6 **Transfer In/Out Forms**: Manage learner transfers between schools.

Transfer In/Out Forms are used to manage learner transfers between schools, ensuring a smooth handover of information. They capture:

- Learner details
- Transfer reasons
- Sending and receiving school details
- Academic records
- Clearance notes

This helps schools communicate effectively and maintain accurate records.

3.1.7 **Commitment Form**: Outline offences and disciplinary measures to be taken for learners who get involved in such cases. The Commitment Form is a document where learners and parents/guardians agree to certain responsibilities, like:

- Types of offences (e.g., bullying, plagiarism, violence)
- Consequences (warnings, suspension, expulsion)
- Procedures for addressing incidents
- Support for learners facing disciplinary action

It sets clear expectations and encourages shared accountability for learner success.

3.1.8 **Learner Vital Statistics**: Track learner demographics and contact information. Learner vital statistics capture essential learner data, including:

- Demographics (age, gender, nationality)
- Contact info (address, phone, email)
- Emergency contact details
- Health info (allergies, medical conditions)

This information helps schools:

- Communicate effectively with learners and parents
- Plan for learner needs
- Ensure learner safety and support

3.1.9 **Medical Records**: Store learner health information and medical history. Medical Records store sensitive learner health info, like:

- Allergies and medical conditions
- Immunisation history

- Medications or special needs
- Emergency contact details

This helps schools:

- Provide a safe environment
- Respond to medical emergencies
- Support learners with health needs

3.1.10 **Orphans and Vulnerable Children (OVC) Records**: Support Orphans and Vulnerable Children with specific needs. The OVC records help schools identify and support learners with specific needs, like:

- Orphans or those caring for sick parents
- Learners with disabilities or chronic illnesses
- Those facing poverty or abuse

This information enables targeted support, like:

- Counseling or psycho-social support
- Food or financial assistance
- Adapted learning plans or resource

3.1.11 **Learner with Special Education Needs (LSEND) Records:** Cater to Learner with Special Education Needs. LSEND Records help schools cater to learners with special education needs by documenting:

- Specific needs (e.g., autism, dyslexia)
- Individualised Education Plans (IEPs)
- Accommodations or adaptations (e.g., tools or devices that help people with disabilities or special
- needs access info, learn, or perform tasks)
- Progress and support strategies

This enables tailored support and inclusive learning environment.

3.1.12 **Re-entry Records:** Manage learner re-admission back to school. Re-entry Records help schools manage learner re-admission by documenting.:

- Reason for absence (e.g., pregnancy, illness)
- Support needed for reintegration
- Catch-up plans or academic accommodations
- Counseling or psycho-social support

This enables a smooth transition back to learning.

3.1.13 **Parental Consent Forms:** Obtain parental permission for activities. Parental Consent Forms get parents/guardians' permission for learners to participate in:

- School trips or outings
- Sports or extracurricular activities
- Medical treatments or interventions
- Photo/video usage (e.g., for school events)

3.1.14 **Birth and Death Certificates:** Verify learner identity and status. Birth and Death Certificates are used to:

- Confirm learner age and identity
- Verify guardianship or parental status
- Update school records (e.g., in case of a death)
- Support applications (e.g., for social services)

These docs help ensure accurate records and learner support.

3.1.15 **Testimonials and Recommendation Letters**: Support learner applications. Testimonials and Recommendation Letters:

- Highlight learner achievements and strengths
- Support applications (e.g., scholarships, colleges, jobs)
- Provide character references
- Showcase learner potential and skills

3.1.16 **Hostel Records:** Manage boarding learner accommodations. Hostel Records cover:

- Learner accommodation details
- Room assignments and allocations
- Payment and fee tracking
- Health and dietary needs

This helps ensure boarding learners are safe and supported.

3.1.17 **Disciplinary Records:** Track punishments and incidents (Punishment Book and Minutes). Disciplinary records document:

- Incidents and offences

- Actions taken (warnings, suspensions, expulsions)
- Support or interventions planned
- Communication with parents/guardians

3.1.18 **Examination Declaration Form:** Ensure examination integrity. Examination Declaration Form is used to:

- Confirm learner identity
- Prevent cheating and malpractice
- Outline examination rules and expectations
- Get learner acknowledgement of examination guidelines

This promotes fairness and integrity in examinations.

3.1.19 **Examination Anti-Riotous Commitment Form:** Prevent examination misconduct.

Examination Anti-Riotous Commitment Form is used to:

- Get learners to commit to peaceful exam conduct
- Prevent disturbances or misconduct
- Outline consequences for misconduct
- Promote a calm examination environment

This helps maintain order during examinations.

**3.2 Staff Records**

Effective staff management relies on maintaining accurate and up-to-date records. Here's an overview of key staff documents:

3.2.1 Professional and Academic Certificates: Verify staff qualifications and credentials.

3.2.2 National Registration Cards (NRC): Confirm staff identity and citizenship.

3.2.3 Teaching Council Registration and Practicing Certificate: Ensure staff are registered and licensed to teach.

3.2.4 Staff Vital Statistics: Track staff demographics, contact info, and emergency contacts.

3.2.5 Pay Slips: Record staff compensation and benefits.

3.2.6 Medical Records: Store staff health information and medical history.

3.2.7 Monthly Staff Returns: Monitor staff attendance and performance.

3.2.8 School Staffing Appraisal Records: Evaluate staff performance and development.

3.2.9 Staff Establishment: Track staff positions, roles, and deployment.

3.2.10 Induction Form: Document staff onboarding and orientation.

3.2.11 Individual Work Plan: Outline staff responsibilities and goals.

3.2.12 Contracts: Define terms and conditions of employment.

3.2.13 Promotions Letters: Record staff promotions and career progression.

3.2.14 Leave Forms: Manage staff leave and time off.

3.2.15 Confirmation Appointment Form: Formalise staff appointments.

**3.3 Assessments Records**

The effective staff management relies on maintaining accurate and up-to-date records. Here's an overview of key staff documents:

3.3.1 **Professional and Academic Certificates**: Verify staff qualifications and credentials.

3.3.2 **NRCs:** Confirm staff identity and citizenship.

3.3.3 **Teaching Council Registration and Practicing Certificate**: Ensure staff are registered and licensed to teach.

3.3.4 **Staff Vital Statistics:** Track staff demographics, contact info, and emergency contacts.

3.3.5 **Pay Slips**: Record staff compensation and benefits.

3.3.6 **Medical Records**: Store staff health information and medical history.

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3.3.13 **Promotions Letters**: Record staff promotions and career progression.

3.3.14 **Leave Forms**: Manage staff leave and time off.

3.3.15 **Confirmation Appointment Form**: Formalise staff appointments.

These records support staff management, development, and welfare.

**3.4 Accountability Records**

Effective management of resources relies on accurate record-keeping. Here is an overview of key accountability records:

3.4.1 **School Stock Book**: Track school-wide stock and supplies.

3.4.2 **Departmental Stock Book**: Monitor department-specific stock and resources.

3.4.3 **School Assets Register**: Record school assets, e.g., buildings, equipment.

3.4.4 **Departmental Asset Register**: Track department-specific assets.

3.4.5 **General Stores Records:** Manage store operations and stock levels.

3.4.6 **Boarding Food Records**: Monitor food supplies and consumption in hostels.

3.4.7 **Inventory**:

- School Inventory: Track school-wide assets and resources.
- Office Inventory: Record office-specific assets and supplies.

These records support transparency, accountability, and efficient resource management in schools.

### 3.5 Management Records

Effective decision-making and governance rely on accurate record-keeping. Here's an overview of key management records:

3.5.1 Minutes for Management Meetings: Record strategic decisions and actions.

3.5.2 Minutes for Staff Meetings: Document staff communications and updates.

3.5.3 Minutes for Tender Committees Meetings: Track procurement processes.

3.5.4 Minutes for Finance Committee Meetings: Record financial decisions and approvals.

3.5.5 Minutes for Disciplinary Committee Meetings: Document disciplinary actions.

3.5.6 Minutes for OVCs Selection Committee Meetings: Track support for OVCs.

3.5.7 Minutes for Board Meetings: Record governance decisions.

3.5.8 Minutes for PTC Meetings: Document parent-teacher collaborations.

Good record-keeping boosts transparency, accountability, and informed decision-making, enhancing school effectiveness and trust.

## Chapter 4: School Management

### 4.1 Academic Management

Effective academic management is vital for a secondary school's success. The following are key areas to consider:

4.1.1 **Curriculum Implementation**: The 2023 Zambia Education Curriculum Framework prescribes the restructured of secondary education into two levels: Ordinary Level and Advanced Level.

**Ordinary Level:** This level runs for four years (Forms 1-4) and offers eight pathways:

a) **Natural Sciences**: focuses on Science, Technology, Engineering, Mathematics (STEM) related subjects. STEM at secondary level in Zambia could mean:

- Hands-on experiments in science laboratories
- Coding clubs or computer laboratories
- Design challenges (such as bridges, robots...)
- Real-world problem-solving projects
- Prepare for careers in technology, engineering, healthcare....

b) **Agriculture**: focuses on agriculture and related subjects. At secondary level, an agriculture-focused pathway cover:

- Crop production (e.g. maize, beans, vegetables....)
- Animal husbandry (e.g. livestock management, poultry...)
- Agribusiness skills (such as marketing, value addition...)
- Sustainable practices (e.g. soil conservation, permaculture)
- Entrepreneurship (e.g. agri-projects, market gardening.)
- Hands-on learning through:
  - School farms or gardens
  - Field trips to farms/agri-businesses
  - Projects like poultry-keeping or hydroponics
- Linking to Zambia's agri-economy and food security

c) **Business and Finance**: focuses on business and finance-related subjects. A Business and Finance-focused pathways cover:

- Entrepreneurship skills (e.g. business plans, pitching ideas)
- Financial literacy (such as budgeting, savings, investments)
- Accounting basics (e.g. bookkeeping, financial statements)
- Marketing and sales strategies
- Business management principles

Practical learning through:

- Running school mini-businesses (e.g. canteen, crafts)
- Guest speakers from local businesses
- Projects like making business plans or marketing campaigns

Linking to Zambia's growing economy and job markets

d) **Home Economics and Hospitality**: focuses on home economics and hospitality-related subjects

A Home Economics and Hospitality-focused pathway covers:

- Food and nutrition (e.g. meal planning, cooking skills)
- Textiles and design (e.g. sewing, fashion, interior decor)
- Hospitality management (such as customer service, event planning)
- Life skills (budgeting, home management)
- Practical learning through:
    - Cooking classes or school catering
    - Fashion design projects or textile crafts
    - Hosting events or school functions
- Linking to careers in hospitality, nutrition, or entrepreneurship to job markets

e) **Technology**: focuses on technology and ICT-related subjects.

A Design and Technology-focused pathway include:

- Computer systems and programming basics
- Graphic design or digital art
- Product design and making (e.g. woodwork, metalwork)
- ICT skills (e.g. office software, online safety)
- Problem-solving with technology
- Practical learning through:
    - Coding clubs or app development
    - Design projects (posters, 3D models)
    - Technology fairs or innovation challenges

- Linking to Zambia's tech growth and digital careers

f) **Performing and Creative Arts**: focuses on arts and creative subjects. This career pathway covers:

- Visual arts (e.g. drawing, painting, sculpture)
- Music (e.g. theory, instruments, performance)
- Drama and theatre (such as acting, directing, production)
- Dance (e.g. traditional, contemporary)
- Creative writing or media arts
- Practical learning through:
  - Exhibitions or showcases
  - Theatre productions or music festivals
  - Art competitions or workshops

- Linking to Zambia's rich cultural heritage and creative industries. This pathway celebrates local culture and traditions, promoting creative expression and innovation.

g) **Physical Education and Sports**: focuses on physical education and sports-related subjects. This pathway covers:

- Sports science (anatomy, physiology, nutrition)
- Coaching and leadership skills
- Various sports (football, netball, athletics, swimming)
- Fitness training and health promotion
- Sports management and administration
- Practical learning through:
  - Sports teams and competitions
  - Coaching clinics or workshops
  - Fitness programs or community outreach

- Linking to Zambia's sporting culture and potential careers in sports

h) **Social Sciences**: focuses on social sciences and languages. This pathway focuses on:

- History (Zambian, African, global)
- Geography (physical, human, environmental)
- Languages (English, local languages, linguistics)
- Social studies (civic education, sociology)

- Economics or international relations
- Practical learning through:
  - Field trips (historical sites, communities)
  - Debates or cultural events
  - Research projects on social issues
- Linking to understanding Zambia's context and global connections

**Note:** *At ordinary level, guidelines on pathways and subject combinations, refer to the 2023 Zambia Curriculum Framework, pages 25-27.*

**Advanced Level**: The 2023 Curriculum has introduced Advanced level education to be offered in secondary schools. This is in-depth and specialised education which is designed to prepare learners for higher education or entry into workforce. The qualifications to handle Advanced level education is a minimum Bachelor's degree in an area of specialised or teaching subject. Entry requirement for learners is school certificate or equivalent with three (3) credits or better in the area of specialisation. This level runs for two years (Forms 5 -6) and offers five pathways. In each pathway, learners will take a minimum of three (3) and a maximum of four (4) subjects.

a) **STEM**: focuses on science, technology, engineering, and mathematics
b) **Social Sciences and Languages**: focuses on social sciences and languages
c) **Business Studies:** focuses on business-related subjects
d) **Physical Education and Sports**: focuses on sports-related subjects
e) **Creative and Performing Arts**: focuses on arts and creative subjects

**Note:** *subject combinations depend on the pathways being offered by school at Advanced level* .

Effective Curriculum implementation at secondary school level involves bringing the intended curriculum to life. This means:

- Teachers interpreting syllabuses correctly and creatively
- Using varied teaching methods for diverse learners
- Integrating technology and real-world contexts
- Assessing progress, adjusting lessons
- Ensuring subject relevance and skills application

- Engaging learners in active learning Career pathways which should be offered based on:
    - Availability of staff with relevant expertise
    - Adequate equipment and infrastructure to support practical learning
    - Learner interests and strengths, with guidance during placement

  This approach ensures:

  - Realistic and feasible pathway options
  - Effective learning experiences with proper resources
  - Learners are well-matched to pathways that fit them

The 2023 curriculum aims to provide learners with a comprehensive understanding of various career options and equip them with necessary competences for future career decisions.

4.1.2 **Scheme of Work Monitoring:** Scheme of Work Monitoring involves:

- Regular checks to ensure schemes align with syllabus objectives
- Updating content to reflect curriculum changes or learner needs
- Ensuring teaching approaches are effective and inclusive
- Tracking coverage of key topics and competences

This helps teachers stay on track and adapt to learner progress.

4.1.3 **Lesson Planning and Delivery**: Ensuring teachers plan and deliver engaging, effective lessons. Lesson Planning and Delivery involves:

- Making structured plans with clear key and specific competences to be attained by learners
- Incorporating varied teaching methods (e.g. group work, discussions, practical)
- Using teaching and learning resources and technology to enhance learning
- Adapting plans based on learner feedback and progress
- Ensuring assessments are aligned with learning goals

Effective lesson delivery engages learners, promotes understanding, and achieves outcomes.

4.1.4 **Assessment Policy and Examination Administration**: Adhering to assessment guidelines and examination procedures as prescribed by Examination Council of Zambia (ECZ) and TEVETA.

**Administration of ECZ examination involves**:

- Making clear assessment protocols as prescribed in the School Based Assessment (SBA) by ECZ (e.g. tests, exams, projects)
- Ensuring assessments align with learning outcomes
- Implementing fair grading and feedback systems
- Managing examination procedures as outlined by ECZ guidelines (e.g. security, accessibility)
- Analysing results to inform teaching and learning interventions

This ensures assessments are valid, reliable, and support learner progress.

**Administering Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA)**

**Trade Test Certification Assessment** :

- **Understand the assessment purpose**: TEVETA's Trade Test checks practical skills in specific trades (e.g., Bricklaying, carpentry, electrical, plumbing). It is key for learners' employment, self-employment, or further studies.
- **Identify eligible candidates**: Determine which learners are ready for the assessment based on their skills and training. Make sure all eligible Form 2 learners are both enrolled and registered for Trade Test Examination.
- **Register with TEVETA**: Ensure your institution is registered with TEVETA and understand their assessment procedures.
- **Prepare learners**: Focus on practical skills development aligned with TEVETA's standards.
- **Coordinate the assessment**:
  - Schedule tests with TEVETA
  - Ensure facilities and equipment meet TEVETA's requirements
  - Brief learners on assessment format and expectations
- **Support learners:** Provide guidance on career paths linked to certification.
- **Feedback and next steps**: Share results with learners and support them in leveraging certification for employment or further studies

4.1.5 **Remedial Programs**: Providing support for learners who need extra help or enrichment. Remedial Programs involve:

- Identifying learners needing extra support or enrichment
- Tailoring interventions (e.g. extra/catch up lessons, providing appropriate teaching and learning materials)
- Focusing on key or specific competences or subjects (e.g., Analytical thinking, Critical thinking, Digital literacy, , vocational skills)
- Monitoring progress and adjusting support as needed
- Collaborating with teachers, parents, or external experts

4.1.6 **Performance Review and Analysis:** Regularly reviewing learner performance data to inform teaching and learning. Performance Review and Analysis involve:

- Collecting data (test scores, assignments, projects)
- Identifying trends (strengths, weaknesses, progress)
- Analysing factors impacting performance (teaching methods, learner engagement)
- Informing teaching adjustments and interventions
- Setting targets for improvement
- Sharing insights with learners, parents, and stakeholders

**4.2 Staff Management**

Effective staff management is necessary for a secondary school's success. The key areas to consider in staff management include the following:

4.2.1 **Orientation and Mentorship**: Welcoming new staff and pairing them with experienced mentors for support.

4.2.2 **Continuing Professional Development (CPD**): Providing opportunities for staff to develop new skills and stay updated in their field of specialisation.

4.2.3 **Performance Appraisal:** Regularly evaluating staff performance to inform development and improvement. Performance Appraisal involves:

- Regularly assessing staff performance (e.g. teaching, support roles)

- Setting clear expectations and goals
- Providing constructive feedback for growth
- Identifying development needs (e.g. training, mentoring)
- Informing decisions on promotions, increments, or role changes
- Boosting motivation and accountability

4.2.4 **Code of Conduct and Disciplinary Procedures:** Establishing clear expectations and processes for staff behavior and performance issues. Code of Conduct and Disciplinary Procedures involve:

- Setting clear expectations for staff behaviour (e.g. ethics, professionalism)
- Outlining consequences for misconduct or underperformance
- Defining disciplinary steps (e.g. warnings, hearings, actions)
- Ensuring fairness and transparency in processes
- Protecting staff rights and institutional interests

4.2.5 **Log in and Log out Registration**: Tracking staff attendance and working hours. Log in and Log out Registration involves:

- Staff signing in/out to track attendance and hours
- Monitoring punctuality and work time
- Aiding payroll, leave management, and productivity tracking
- Can be manual or digital (biometric, app-based)

A positive work environment boosts staff morale, encourages teamwork, reduces stress and turnover, attracts talent, fosters belonging, and supports well-being and creating a thriving school where staff and learners succeed.

### 4.3 Learner Management

4.3.1 **Enrolment and Admission Policy:** Clear guidelines for learner admission and enrolment. Enrolment and Admission Policy involve:

- Clear criteria for learner admission (age, qualifications, requirements)
- Outlining application, registration, and acceptance processes
- Ensuring fairness, transparency, and compliance with regulations
- Addressing special needs, appeals, or exceptions

- Updating policies as needed (e.g., new rules and regulations)

4.3.2 **Attendance Policy:** Strategies to monitor and promote regular attendance.

- Attendance Policy involves:
- Tracking learner attendance (manual or digital)
- Setting expectations for regular attendance
- Strategies to address absenteeism (counseling, parent contact)
- Rewards for good attendance or improvements
- Links to academic performance and support

4.3.3 **Discipline and Behavior Management**: Fostering positive behaviour and addressing misconduct. Discipline and Behaviour Management involves:

- Setting clear expectations for learner behavior
- Promoting positive behaviour (e.g. rewards, recognition)
- Addressing misconduct (e.g. warnings, consequences, support)
- Using restorative approaches (such as mediation, problem -solving)
- Involving parents/guardians when needed
- Ensuring fairness and consistency

**Note**: *Administering of the commitment form to all learners is important. A commitment form promotes discipline by setting clear expectations, encouraging ownership, involving parents, outlining consequences, and fostering responsibility for learners.*

4.3.4 **Guidance and Counselling:** Supporting learners' academic, social, and emotional well-being. Guidance and Counselling involve:

- Supporting learners' academic progress (subject choices, study skills)
- Addressing social and emotional challenges (such as bullying, drug abuse, sexual relationships)
- Providing career guidance (pathways, goals)
- Offering individual or group counselling
- Connecting learners with external resources when needed
- Training staff to identify and support learners' needs

4.3.5 **Orientation of New Learners:** Helping new learners settle in smoothly. Orientation of new learners involves:

- Introducing school culture, rules, and expectations
- Familiarising learners with facilities (such as library, laboratories, specialised rooms)
- Connecting learners with peers (buddy systems)
- Outlining support services (counselling, clubs)
- Addressing questions or concerns (e.g. through school council, Grievance Redress Mechanism)
- Setting a positive tone for their journey

### 4.4 Boarding Management

Effective boarding management ensures learners' safety, well-being, and development. Here is an overview of key areas:

4.4.1 **Schedule of Activities**: Structured schedule for learners' activities, study time, and rest. Schedule of Activities involves:

- Balancing academic time (classes, study) with co-curricular activities (sports, clubs)
- Ensuring time for rest, meals, and relaxation
- Catering to different learning styles and needs
- Minimising clashes or overload
- Allowing flexibility for adjustments

4.4.2 **House Assembly**: Regular gatherings for communication, motivation, and community building. House Assembly involves:

- Regular gatherings (weekly, monthly) for learners and staff
- Sharing updates, achievements, and announcements
- Motivational talks, performances, or recognitions
- Building school spirit and community
- Encouraging learner participation and leadership
- Addressing concerns or issues collectively

4.4.3 **Health and Hygiene Standards**: Maintaining clean, safe environments for learners. Health and Hygiene Standards involve:

- Ensuring clean facilities (classrooms, toilets, dining hall)
- Promoting handwashing, sanitation, and waste management

- Monitoring water quality and safety
- Addressing health issues promptly (first aid, referrals)
- Educating learners on hygiene practices
- Involving staff and learners in maintaining standard

4.4.4 **Bed Checks and Dormitory Inspection Policy**: Ensuring dormitories meet expected standards and are safe. The Bed Checks and Dormitory Inspection Policy ensure dorms are safe, clean, and meet standards by:

- Regular checks to ensure dormitories are clean, safe, and orderly
- Monitoring compliance with school rules (e.g., curfew, belongings)
- Identifying and addressing maintenance issues (repairs, cleanliness)
- Promoting learner responsibility for their space
- Ensuring safety measures are in place (fire drills, emergency exits)
- Documenting and following up on issues

4.4.5 **School Kitchen and Dining Halls**:

- Ensure cleanliness is maintained at all times in the kitchen and Dining halls
- Menu planning and food handling
- Food safety certificates for handlers
- Proper gear for food handlers
- Safe food storage practices

**Note**: *It is important to adhere to the Standard menu and aim to improve on it.*

4.4.6 **Tuck-shop**: Offering healthy options and managing sales responsibly. In case of outside vendors selling food stuff within the school premises, they should be licensed by a local council. Managing the tuck-shop means:

- Offering healthy food and drink options (fruits, sandwiches, water)
- Ensuring food safety and hygiene standards
- Managing sales responsibly (no overpricing, fair queues)
- Monitoring student spending and promoting healthy choices

- Licensing outside vendors selling food in school premises through the local council
- Ensuring vendors follow school rules and local council health standards

4.4.7 **Parental Visiting Procedures**: Provide clear guidelines for parents visiting learners. The rules for parents/guardian visiting include:

- Setting visiting hours/days for parents to see learners
- Requiring sign-in and ID checks for security
- Specifying allowed activities (meet teachers, check learner progress)
- Ensuring minimal classroom disruptions
- Handling emergencies or special requests
- Communicating school rules to parents/guardians

4.4.8 **Religious Affiliation and Practices**: Respecting learners' diverse belief. The school respects learners' beliefs by:

- Respecting learners' diverse beliefs and backgrounds
- Allowing time/space for religious practices (prayer, worship)
- Avoiding imposition of specific beliefs on learners
- Catering for dietary needs related to faith
- Encouraging tolerance and understanding among learners
- Handling sensitive topics with care

**4.5 Infrastructure and Facility Management**

Good infrastructure and facility management creates a safe, clean space for learning, boosting learner well - being and performance.

4.5.1 **Infrastructure Maintenance and Care Plan**: Regular upkeep and repair of school facilities. The school's upkeep plan includes:

- Regular checks on buildings, classrooms, toilets and many other things.
- Fixing issues promptly (repairs, maintenance)
- Keeping facilities clean and safe
- Budgeting for upkeep and repairs
- Involving staff/learners in reporting issues
- Planning for upgrades or expansions

4.5.2 **Infrastructure Rehabilitation Plan**: Upgrading and restoring existing infrastructure. The plan involves:

- Assessing current infrastructure (e.g. buildings, classrooms, toilets)
- Identifying areas needing repair or upgrade
- Prioritising repairs and upgrades
- Budgeting and scheduling work
- Minimising disruptions to learning
- Improving accessibility and safety

4.5.3 **Construction of Basic Structures:** Building and expanding facilities as needed and approved by relevant authorities. Construction of Basic Structures involves:

- Identifying need for new or expanded facilities (classrooms, laboratories)
- Getting approval from authorities (e.g. council, ministry)
- Planning and budgeting for construction
- Hiring contractors or using school resources by adhering to appropriate guidelines
- Ensuring safety and accessibility standards
- Minimising disruptions to school activities

4.5.4 **Infrastructure Monitoring:** Regular checks to ensure facilities are safe and functional. Also, conduct risk assessment regularly on school Infrastructure and surroundings. Regular checks on:

- Buildings, classrooms, toilets and other things
- Water and electricity systems
- Safety equipment (e.g. fire extinguishers)
- Conduct risk assessments:
    - Identify hazards (such as structural issues)
    - Assess risks to students and staff
    - Mitigate risks promptly
- Involve staff and learners in reporting issues

4.5.5 **Preventive Maintenance Plan:** Proactive measures to prevent infrastructure issues. Plan to Prevent Infrastructure Issues by considering the following:

- Regularly inspect facilities (e.g. roofs, pipes)
- Fix minor issues before they escalate

- Schedule maintenance (e.g. painting)
- Check equipment (e.g. printers)
- Budget for upkeep
- Train staff on basic maintenance tasks

4.5.6 **Environmental Management:** Sustainable practices and waste management. These should focus on:

- Reduce, reuse, recycle waste (e.g. plastic, paper)
- Proper disposal of hazardous waste
- Plant trees and maintain school grounds
- Save water and electricity
- Involve learners in eco-club activities
- Reduce carbon footprint (e.g. solar panels

4.5.7 **Incinerators:** Safe disposal of waste through proper incineration. The i**ncinerators are** used for safe disposal of:

- Medical waste
- Hazardous materials
- Certain types of school waste
- Ensure incinerators are:
  - Properly installed
  - Regularly maintained
  - Used safely (trained staff)
- Follow environmental guidelines

### 4.6 Financial Management

Effective financial management ensures resources are used prudently to support teaching and learning as well as all school activities. In line with financial guidelines.

4.6.1 **Budget Preparation**: Effective planning and allocation of financial resources to support school goals involves:

- **Aligning with school goals**: Ensuring budget supports strategic priorities like improving learning outcomes or infrastructure.
- **Realistic projections**: Estimating income (grants, donations) and expenses (salaries, utilities, resources) accurately.

- **Prioritisation**: Allocating funds to critical areas like teaching and learning materials, maintenance and repair, and staff.
- **Stakeholder input**: Involving school staff, parents, or committees in budget planning for diverse perspectives.
- **Contingency planning:** Setting aside funds for unexpected expenses or emergencies.
- **Monitoring and review**: Regularly tracking budget against actual spending to inform adjustments

4.6.2 **Procurement Plans and Procedures:** Transparent processes ensure fair acquisition of goods and services, following Ministry of Education guidelines, involving:

- **Procurement planning**: Identifying needs, setting budgets, timelines, and specifications for goods and services needed.
- **Tendering processes**:
    - Advertising tenders publicly to encourage competition
    - Evaluating bids based on predefined criteria
    - Awarding contracts to successful bidders
- **Evaluation criteria**: Clear criteria for assessing bids, ensuring best value, considering factors like price, quality, and supplier capability
- **Contract management**: Monitoring supplier performance, ensuring compliance with contract terms, and addressing issues promptly
- **Approval processes**: Requiring multiple approvals for procurement decisions to ensure oversight
- **Record keeping:** Documenting procurement processes for transparency, audit trails, and compliance checks
- **Compliance with regulations:** Adhering to Ministry of Education guidelines, public procurement laws, and school policies.

4.6.3 **Stores Records**: Accurate tracking of inventory and supplies prevents shortages and misuse, ensuring efficient resource use. The tracking of inventory and supplies involves:

- **Stocktaking:** Regular physical counts to verify stock levels, identifying discrepancies and addressing them promptly.
- **Inventory management systems**: Using registers or digital tools to track items in and out, updating records in real-time.

- **Reorder points**: Setting thresholds for reordering supplies to avoid shortages, considering lead times and usage rates.
- **Asset tracking**: Monitoring equipment and assets to prevent loss or unauthorized use, labeling and recording asset details.
- **Usage monitoring**: Analyzing usage patterns to optimize ordering, reduce waste, and identify areas for cost-saving.
- **Storage and handling**: Ensuring proper storage conditions, handling, and security to maintain inventory quality and prevent damage.
- **Disposal and write-off**: Documenting obsolete or damaged items, following government laid down procedures for disposal or write-off.

4.6.4 **Internal Controls**: Committees and procedures provide financial oversight, ensuring accountability and checks on spending through:

- **Finance committees**: Reviewing and approving financial transactions, budgets, and reports
- **Procurement procedures**: Ensuring competitive bidding and fair procurement practices
- **Authorisation processes**: Requiring multiple approvals for financial decisions
- **Reconciliation and audits**: Regular checks on financial records and transactions
- **Separation of duties**: Sharing financial responsibilities among staff to prevent single-person control.

4.6.5 **Financial Reports**: Regular, clear reports on financial status inform decision-making and ensure transparency. Financial reports provide a snapshot of the school's financial health, informing stakeholders about income, expenses, and resource allocation. Regular reports help identify trends, ensure transparency, and support informed decision-making. The financial reports typically include:

- Income statements (revenue and expenses)
- Balance sheets (assets and liabilities)
- Cash flow statements
- Budget against actual comparisons

Clear financial reports help schools stay accountable, make informed decisions, and plan for the future.

## 4.7 Safety, Health, and Protection

Ensuring safety, health, and protection creates a secure environment where learners can focus on learning and developing.

4.7.1 **Emergence Procedures**: Clear plans ensure school staff and learners know what to do in crises like fires, earthquakes, or other emergencies. This includes evacuation routes, assembly points, and communication protocols.

4.7.2 **Disaster Preparedness**: Preparing for potential disasters like floods or disease outbreaks involves risk assessments, drills, and having emergency kits.

4.7.3 **Health Sanitation Standards**: Maintaining clean environments involves regular cleaning, proper waste disposal, and ensuring access to clean, safe water and sanitation facilities.

4.7.4 **Safety Measures**: The school Safety Measures involve:

- **Fire Assembly Point**: A designated spot for learners and school staff to gather during fire drills or emergencies
- **Security System (CCTV):** Cameras monitor premises to deter incidents and aid investigations
- **Other potential measures:** secure entrances, emergency response plans, first aid kits

4.7.5 **School Health Policy**: Promoting learner well-being through health education, screenings, and access to medical care.

4.7.6 **Child Protection Policy**: Safeguarding learners' rights and safety involves reporting mechanisms for abuse, staff vetting, and creating a safe reporting culture.

## Chapter 5: Monitoring and Evaluation

Monitoring and Evaluation (M&E) at secondary school level involves systematically tracking and assessing school processes, learner progress, and resource use to inform decision -making and drive improvements.

5.1 **Internal Supervision Plan and Framework**: A structured approach to regularly monitoring and evaluating school operations, ensuring alignment with school goals and national standards. This includes:

- Regular checks on teaching, learning, and administrative processes
- Identifying areas for improvement and implementing changes
- Holding staff accountable for performance and outcomes

5.2 **Lesson Observation Schedules and Records**: Regular classroom visits to support and enhance the quality of lesson delivery, including:

- Scheduled observations to assess teaching methods and learner engagement
- Feedback to teachers on strengths and areas for improvement
- Support for teachers to develop their instructional skills

5.3 **Academic Performance Tracking**: Monitoring learner progress and outcomes to inform instruction and improve results, including:

- Regular assessments and exams to gauge learner understanding
- Tracking learner performance over time to identify trends
- Targeted interventions for learners needing extra support

## Chapter 6: Communication and Stakeholder Engagement

Effective Communication and Stakeholder Engagement are key to a thriving secondary school. Through Internal Communication, schools share updates with staff via memos, meetings, and management discussions. Internal communication is also done through the Learner Councils to the learners. External Communication engages parents, community, and stakeholders through newsletters, open days, PTC meetings, and board meetings. Clear channels and regular updates on news, events, and learner progress foster collaboration, drive engagement, and improve the school.

6.1 **Internal Communication:** This involves sharing information within the school.

6.1.1 **School Calendar**: Sharing important dates and events with staff and learners. A School Calendar is a vital tool that outlines important dates and events, keeping staff and learners informed and on track. It typically includes:

- Term dates and holidays
- Examination schedules
- Parent-teacher engagements
- Extracurricular activities
- School events and functions

Sharing the calendar with staff and learners helps:

- Plan ahead and avoid conflicts
- Meet deadlines and submission dates
- Prepare for events and activities
- Foster a sense of community and involvement

6.1.2 **Internal Memos**: Internal Memos are a key way secondary schools communicate updates and announcements to staff, covering:

- Policy changes or updates
- Staff meetings and agendas
- New initiatives or programs
- Important reminders or deadlines

Effective internal memos are:

- Clear and concise
- Timely and relevant
- Easily accessible

6.1.3 **Staff Meetings:** Staff meetings involve regular gatherings for staff updates and collaboration. Regular meetings keep staff aligned and motivated. Staff meetings are important for:

- Sharing updates and announcements
- Discussing policies and strategies
- Collaborating on projects and challenges
- Building teamwork and communication

6.1.4 **Management Meetings**: Management Meetings involve strategic discussions among school leadership to drive the school's vision and direction. These meetings drive the school's vision and direction:

- Set goals and objectives
- Review policies and performance
- Make key decisions
- Plan for future development

6.1.5 **School Assembly for learners:** A School assembly is a powerful platform to engage learners, promote school spirit, and:

- Share achievements and recognition
- Foster a sense of community
- Deliver motivational talks or performances
- Announce events and initiatives
- It sets a positive tone for the day/week

6.1.6 **Learner Councils:** A Learners' council is a forum in schools in which children learn, promote and translate their rights and responsibilities into daily life activities at school. It is the voice for the learners, through the council learners air their grievances and also get information from the school administration. A Learners' council is made up of all learners in the school and it is meant to allow learners to take part in the management of their school**.**

**6.2 External Communication:** This involves sharing information with stakeholders outside the school, such as parents, the community, and partners.

6.2.1 **Newsletters**: Newsletters keep parents and the community informed about:

- School achievements and events
- Upcoming activities and deadlines
- Learners progress and recognition
- Important announcements

Effective newsletters are:

- Engaging and easy to read, regularly sent out (e.g., monthly), Include photos and updates from classes

6.2.2 **Open Days**: Open Days involve inviting stakeholders to experience school life, fostering transparency and engagement. Open Days give stakeholders a glimpse into school life, allowing them to:

- Meet teachers and support staff
- See learners' academic work and projects
- Experience classrooms and facilities
- Engage with school management

6.2.3 **Parent Teacher Committee (PTC) meetings:** Collaboration and feedback with parents. PTC meetings facilitate collaboration and feedback between parents and teachers, helping to:

- Address learners progress and concerns
- Plan events and activities
- Strengthen home-school partnerships

6.2.4 **Board Meetings**: Board Meetings involve governance and strategic discussions with board members to:

- Set school policies and direction
- Review performance and progress
- Make key decisions
- Ensure accountability

6.2.5 **Stakeholder Engagement**: Stakeholder Engagement focuses on building and maintaining strong relationships with the local community and partners to:

- Foster collaboration and support

- Enhance learning opportunities
- Promote mutual benefits

## Chapter 7: Co-curricular Activities

Co-curricular activities are a vital part of secondary school life, enhancing learner development and school culture. Schools should ensure activities in areas like sports, clubs, and arts are conducted effectively, following the calendar.

7.1 **Junior Entrepreneurship and Technical Skills (JETS):** JETS empowers learners with practical skills like: Problem-solving, Innovation, Entrepreneurship, Critical thinking and many others. These 21st century skills prepare learners for real-world challenges and opportunities.

7.2 **Sports:** Sports promote physical fitness, teamwork, discipline, and healthy competition. Examples include football, netball, athletics, and more.

7.3 **NASAAZ:** These activities promote arts education, organise festivals and competitions, encourage learner participation, and develop industry partnerships.

7.4 **School subject related Clubs**: Clubs cater to diverse interests like debate, music, drama, chess, or environmental clubs, nurturing talents and passion.

7.5 **Preventive maintence:** This involves regular checks and actions to prevent equipment breakdowns or facility issues (e.g., fixing leaks). It minimises disruptions and extends asset lifespan.

7.6 **Production unit:** A production unit is where learners apply practical skills (e.g., workshops, garden/farms, school shops). It could be part of vocational training or entrepreneurship programs.

## Chapter 8: School Administration

School administration involves managing day-to-day operations, resources, and staff to create an environment that supports effective teaching and learning processes.

8.1 **Local policy formulation**: Developing school-specific policies helps guide daily operations, ensure consistency, and support decision-making. Policies might cover areas like learner conduct, staff expectations, or resource management.

8.2 **Hand overs**: Smooth transitions during staff changes ensure continuity. This involves sharing critical info, like ongoing projects, learner issues, or administrative tasks, with incoming staff.

8.3 **Hand notes**: Documenting tasks and responsibilities help with tracking progress, accountability, and onboarding new staff. These notes can be super helpful for referencing processes or unfinished tasks.

8.4 **Clearance certificates:** These ensure staff complete duties and settle obligations before leaving, like returning keys, settling debts, or completing reports. This maintains order and protects school resources.

## Chapter 9: Conclusion

Effective management of secondary schools in Zambia requires strict alignment with the Ministry of Education's strategic plans and policies. By adhering to these guidelines, secondary schools can enhance compliance, improve education quality, promote accountability, and ensure equal access to education for all learners. The focus on strategic leadership, teacher development, financial prudence, and learner performance is important in meeting national standards. Ultimately, the goal is to achieve efficient, fair, and quality service delivery, encompassing academic oversight, learner welfare, teacher management, and stakeholder engagement. By working together, we can manage secondary schools with integrity and excellence, shaping the future of Zambia's learners and nation.

**Annex 1: Core Functions of the Head Teacher in a Zambian Secondary School**

**Overview**

The Head teacher in a Zambian secondary school serves as the Responsible officer, bearing ultimate accountability for school performance while delegating tasks to deputies, Heads of Department and other staff. The Head teacher is the primary implementer of government education policies at the school level. This role is enshrined in key legal and policy frameworks, including:

- The Education Act, 2011 (defines head of institution duties).
- The Teaching Profession Act, 2013 and Standards of Practice for the Teaching Profession in Zambia (2019) (outlines leadership standards for educational leaders).
- The Children's Code Act No. 12 of 2022 (establishes comprehensive child protection, including mandatory safeguarding in institutions).
- The Ministry of Education (MoE) Strategic Plan 2022–2026 (outlines strategic focus areas for improving learner performance).

- The Teaching Profession (Code of Ethics) Regulations, 2018 (governs professional conduct, workplace relations, and learner protection).

- The National Child Safeguarding Framework (NCSF) 2023 and related MCDSS policies (requires institutions to implement safeguarding procedures).

The Head teacher is the key link between national/provincial/district authorities (e.g District Education Board Secretary - DEBS) and the school, ensuring policies are interpreted, adapted, and executed effectively while maintaining accountability. They often delegate tasks but retain ultimate responsibility. The core functions of the head teacher as outlined below.

**1. Leadership and School Culture**

- Develop and implement a strategic plan with stakeholders, including a shared mission, vision, goals, values, and promotion of Zambia's social policy commitments.

- Develop individual work plan with performance objectives and targets that clearly provides stewardship and operationalises key strategic documents.

- Foster a culture of an inclusive, positive school environment with high standards, respect for diversity, gender equality, and support for learners with special needs.

- Ensure learner and teacher voices are heard through structures like senior management team meeting, Parent-Teacher Committees (PTCs) and student councils.

**2. Interpretation and Dissemination of Policies**

- Interpret national education policies, reforms, and directives (e.g., ZECF 2023 shift to competency-based education, free education, inclusive education, and child protection policies) for school staff, learners, parents, and the community.

- Disseminate policies through staff meetings, PTCs, and school assemblies.

- Ensure all stakeholders understand policy implications (e.g., no corporal punishment per Education Act 2011; mandatory integration of cross-cutting issues like gender equality, climate change, and digital literacy in ZECF).

**3. Curriculum Implementation and Timetabling**

- Determine and oversee the school timetable for teaching the national and localised curriculum (explicit duty under the Education Act 2011).

- Ensure full coverage of the approved syllabus, including the 2023 ZECF competencies, 21st-century skills, and pathway specialisation in secondary schools.

- Promote innovative, learner-centered teaching methods aligned with CBE principles and integrate cross-cutting themes (e.g., entrepreneurship, environmental sustainability).

**4. Instructional Leadership and Quality Assurance**

- Provide instructional leadership by supervising curriculum implementation (national and localised), ensuring effective teaching methods, and promoting innovative practices including ICT integration.

- Determine and oversee the school timetable for subjects.

- Supervise curriculum delivery through teaching through lesson observations, evaluations, feedback, and use of data (e.g., assessments, exams, attendance) to drive improvements and positive learner outcomes.
- Use data (e.g., assessments, exams, attendance) to drive continuous improvement and achieve positive learner outcomes.
- Oversee pupil assessments, progress reporting, remedial interventions, and holistic development.
- Ensure teachers apply current education policies, frameworks, and innovative practices (including ICT integration).

**5. Management (Institutional and Operational)**

- Manage day-to-day operations, including discipline, pupil welfare, safety, infrastructure, and extracurricular activities.
- Oversee programs such as School Health and Nutrition (where the head teacher often chairs the committee).
- Maintain records, ensure policy compliance, and report to district/provincial authorities (e.g., District Education Board Secretary - DEBS).

**6. Safeguarding Learners and Other Vulnerable People**

- **Strategic Leadership and Policy Development**
    - Develops, adopts, and implements a comprehensive school child safeguarding policy and procedures, aligned with national guidelines (e.g Children's Code Act provisions on protection from abuse, neglect, exploitation, child marriage, and gender-based violence).
    - Develop/adopt school-specific child safeguarding and protection policies/procedures to prevent violence, abuse, exploitation, or neglect. Ensure safe recruitment (vetting staff), code of conduct for all, and safe programme design.
    - Conduct regular risk assessments/mitigation (e.g., identify abuse signs, safe facilities). Prohibit corporal punishment (Education Act 2011), sexual harassment/abuse, bullying, or exploitation. Promote a culture of safety, respect, and wellbeing.
    - Foster an inclusive, child-centered environment respecting diversity (gender, disability, etc.). Monitor pupil welfare/discipline, oversee pastoral care, and ensure holistic development.
    - Collaboration and Monitoring. Engage PTCs/communities in safeguarding (e.g., awareness campaigns, reporting mechanisms).
    - Ensures the policy covers prevention, response, reporting, and creating a safe school environment.
    - Reviews and updates safeguarding practices annually to maintain effectiveness.
- **Appointment and Oversight of Safeguarding Structures**
    - Appoints a designated Safeguarding Officer (or child protection focal point) in the school — often a senior staff member — to handle day-to-day concerns.
    - Oversees training for all staff on child protection, recognizing signs of abuse/neglect, safe practices, and reporting procedures (including induction for new staff and ongoing professional development).

- **Promoting a Safe and Protective School Culture**

    - Fosters a positive, inclusive environment that prioritizes pupil welfare, prevents harm (e.g., bullying, discrimination, corporal punishment — banned under the Children's Code), and supports vulnerable learners (e.g., through re-entry for teenage mothers or referrals for health/nutrition issues).

    - Ensures school activities (assemblies, sports, clubs, events) are safe, with risk assessments and supervision in place.

    - Integrates safeguarding into school rules, discipline systems (fair and non-harmful), and broader programs like School Health and Nutrition (SHN), where the head teacher coordinates activities and ensures standards are met.

    - Handling and Responding to Safeguarding Concerns

    - Acts as the final point of escalation for serious allegations or concerns (e.g., abuse by staff, pupils, or external parties).

    - Ensures immediate, confidential response to reports, including initial support for the child and escalation to authorities (e.g., police, social welfare officers, or child welfare inspectors) as required by mandatory reporting duties under the Children's Code.

    - Manages cases involving allegations against staff (including themselves, in which case the board or higher authority is informed).

    - Liaises with external agencies (e.g., Ministry of Community Development and Social Services, police Victim Support Unit) for investigations or referrals.

- **Overall Accountability and Compliance**

    - Holds ultimate responsibility for ensuring the school complies with national laws and MoGE guidelines on child protection.

    - Monitors implementation across the school (including through the Deputy head teacher's operational role).

    - Promotes awareness among pupils, parents, and the community about safeguarding rights and responsibilities.

    - Reports on safeguarding matters to District/Provincial education offices or relevant authorities when required.

- **Promoting Mutual Benefits and Partnership**

    - View school experience as a collaborative partnership that benefits the school (e.g., fresh ideas from trainees, extra support in classes).

    - Encourage student teachers to contribute positively (e.g., through co-curriculars or community activities).

    - Strengthen long-term links with training institutions for ongoing CPD, resource sharing, or recruitment of graduates.

## 7. Staff Management and Continuing Professional Development (CPD)

- Lead, motivate, appraise, and discipline teaching and non-teaching staff.
- Coordinate school-based continuing professional development (CPD), mentoring, and training to meet TCZ standards.
- Delegate responsibilities while retaining oversight.
- Foster adherence to shared values, work ethics, and the Public Service Code of Ethics (integrity, impartiality, accountability). Disseminate the Code of Ethics, and ensure 100% staff compliance annually. Address issues like absenteeism, examination malpractice, or GBV.
- Manage teaching and non-teaching staff effectively (recruitment support, deployment, performance appraisals, mentoring). Ensure equitable allocation of duties, psycho-social support for staff, and motivation. Conduct annual appraisals, monitor attendance, and address misconduct through internal procedures.
- Creating a Conducive Professional Environment (Standards of Practice 2019): Develop/maintain structures for staff growth (e.g., CPD coordination), delegate responsibilities appropriately, and promote high expectations while addressing workplace challenges (e.g., resource constraints).

**8. Reporting and Referral of Serious Misconduct**

Supervision in a school is hierarchical: the head teacher supervises the deputy, while the deputy directly supervises HoDs, who in turn supervise classroom teachers. This arrangement promotes efficient day-to-day coordination of teaching and learning.

**Standard Hierarchical Reporting Flow in Zambian Schools**

- The typical supervision and reporting chain is as follows:
    - **Head Teacher**

      ↓ (provides overall strategic direction, high-level supervision, and accountability)
    - **Deputy Head Teacher**

      ↓ (direct operational and academic supervision — this is the primary reporting line for routine instructional matters)
    - **Heads of Department**

      ↓ (subject specific supervision and guidance)
    - **Subject Teachers**

      ↓ (subject specific teaching and guidance)
    - **Learners/Students**
- The head teacher, while the overall supervisor, is only directly in charge of the Deputy Head Teacher. As the immediate supervisor, the Head Teacher must collaborate with the Deputy Head Teacher who leads the implementation of academic activities in school. Although not a direct report, when a teacher is alleged to have contravened the Code (Regulation 32 – professional misconduct under Section 46(e) of the 2013 Act), or committed acts like dishonesty, fraud, neglect, sexual harassment, corruption, or conduct prejudicial to the profession, the head teacher must:

- Engage the immediate supervisor to investigate preliminarily (gather facts, statements).
- Facilitate a formal complaint under Section 47 of the 2013 Act (via the appropriate authority channel to TCZ or TSC).

- Serious cases (e.g., criminal acts, abuse, or major ethical violations) are referred directly to higher authorities (TCZ for professional sanctions like license suspension/revocation; TSC for employment penalties like suspension/dismissal).

**9. Financial and Resource Management**

- The Head teacher holds ultimate accountability as the Resposible Officer, interprets financial policies, prepares budgets, manages grants, handles confidential financial correspondence, and ensures compliance with MoE and Ministry of Finance guidelines.

- Budget, control expenditures, and ensure accountability for school funds (in collaboration with PTCs).

- Mobilise and manage resources transparently.

- Act within delegated authority, safeguard school funds/property, make decisions per authorised procedures, and prevent misappropriation. Prohibit personal business conflicts and ensure professional relations among staff (no discrimination, respect, collaboration).

**10. Partnerships and Community Engagement**

- Act as the school's spokesperson and liaison with parents, community, PTCs, DEBS, and stakeholders.

- Build partnerships for resource mobilisation and school development sharing individual work plan widely to facilitate stakeholder buy-in and support.

**11. School Experience / Teaching Practice**

- **Welcoming and Orientation of Student Teachers**

    - Receive and formally welcome student teachers upon arrival.

    - Provide an induction/orientation to the school: introduce staff, explain school policies, routines, timetable, culture, code of conduct, safeguarding procedures, and expectations.

    - Assign student teachers to cooperating/mentor teachers (usually experienced class/subject teachers) and grade levels/subjects aligned with their training specialisation.

- **Facilitating Placement and Allocation**

    - Ensure student teachers are placed in appropriate classes.

    - Coordinate with deputy head, senior teachers, or HoDs to distribute student teachers (often in small groups of 4–5 per school for peer support).

    - Balance workload so student teachers observe, co-teach, and gradually take full responsibility for lessons under superviion.

- **Supervision and General Oversight**

- Provide overall school-level supervision of student teachers' conduct, punctuality, dress code, professionalism, and integration.
- Monitor their participation in school activities (e.g., assemblies, co-curriculars, staff meetings) to give them a holistic school experience.
- Address any immediate concerns (e.g., disciplinary issues, welfare, or conflicts) and liaise with the training institution if needed.

- **Supporting Mentor Teachers and Instructional Guidance**
  - Appoint and support cooperating/mentor teachers to guide student teachers (e.g., lesson planning, classroom management, feedback).
  - Encourage mentor teachers to model effective teaching, allow student teachers to observe lessons, co-plan, and gradually lead classes.
  - Promote a supportive environment where student teachers can experiment with innovative methods (e.g., CBE approaches from ZECF 2023) without fear of harsh judgment.

- **Facilitating University/College Supervision**
  - Coordinate visits by university/college supervisors (lecturers/teacher educators) who observe and assess student teachers.
  - Provide logistical support (e.g., space for post-observation conferences) and share school records or feedback on student teachers' performance.
  - Participate in tripartite meetings (head teacher, mentor teacher, supervisor) to discuss progress, challenges, and recommendations.

- **Assessment and Feedback Contribution**
  - Offer informal or formal feedback on student teachers' performance (e.g., punctuality, lesson delivery, learner engagement).
  - In some cases, complete or contribute to assessment forms/rubrics sent by the training institution (e.g., on professionalism, teaching skills).
  - Help identify strengths/weaknesses to support student teachers' growth and final grading.

- **Ensuring Compliance and Safeguarding**
  - Ensure student teachers adhere to school policies, child protection/safeguarding protocols (per Children's Code Act 2022), and ethical standards (e.g., no corporal punishment, appropriate learner interactions).
  - Report any serious concerns (e.g., misconduct) to the training institution and relevant authorities.

## 12. Co-curricular Activities

The head teacher plays a pivotal role in promoting balanced development beyond academics. Co-curricular activities (sports, music, drama, clubs, debates, scouting, cultural events, etc.) are essential for developing life skills, talents, leadership, teamwork, physical fitness, and creativity. Key responsibilities in this area include:

- Providing strategic direction — Setting clear goals and vision for a vibrant co-curricular program that aligns with the school's overall objectives.

- Planning and organisation — Overseeing the development of an annual co-curricular calendar, ensuring a wide variety of inclusive and engaging activities.

- Resource allocation — Budgeting for sports equipment, musical instruments, uniforms, transport for events, and facilities like fields or halls.

- Supervision and coordination — Appointing and supporting teachers/coordinators in charge of various activities (e.g., sports director, music teacher, club patrons).

- Encouraging maximum participation — Promoting involvement of all students, especially those who may not excel academically, to ensure inclusivity.

- Leading by example — Actively attending, supporting, and participating in major events (sports days, concerts, debates, prize-giving ceremonies).

- Monitoring and evaluation — Assessing the impact of co-curricular programs on student development, morale, discipline, and overall school performance.

- Promoting health and safety — Ensuring all activities follow proper safety protocols and guidelines.

- Fostering partnerships — Collaborating with external bodies (sports associations, cultural organizations, sponsors) to enrich programs.

Through strong leadership in co-curricular activities, the head teacher helps create well-rounded students who develop confidence, resilience, and social skills alongside academic competence.

**13. Oversight of student bodies like prefects, learner councils, head boy/girl systems**

The head teacher, as the overall leader and chief executive of the school, holds ultimate strategic and oversight responsibility for student bodies:

- Appointment and Selection Oversight — Approves the final selection or appointment of prefects, head boy/girl, deputy head boy/girl, senior prefects, and other student leaders (often based on recommendations from staff, teachers, or a selection committee). The Head Teacher also has the final say on the selection of the school council.
  In many schools, the Head teacher has the final say to ensure suitability and alignment with school values.

- Setting Direction and Policy — Assists in drafting or approving school rules and guidelines that govern student bodies, including their code of conduct, duties, and disciplinary procedures.

- Overall Patronage and Accountability — Acts as the ultimate patron or advisor to the student body, ensuring it supports the school's mission, vision, and goals. They may address the student body during assemblies, prize-giving ceremonies, or open days.

- High-Level Liaison — Serves as the main link between student leaders and external stakeholders (e.g., parents, district education offices, or boards), and holds final accountability for any major issues involving student leadership (e.g., serious misconduct or conflicts).

- Promoting Participative Structures — Encourages the formation and effective functioning of student councils or prefect systems to give pupils a voice, promote democratic participation, and enhance school climate.

**14. Professional Improvement and Research**

- Engage in ongoing professional development and adhere to the TCZ Code of Ethics.
- Support research and use findings to enhance teaching, learning, and school performance.
- Develop and monitor school improvement plans.

**15. Monitoring, Evaluation, and Reporting**

- Monitor policy implementation through internal mechanisms (e.g., lesson observations, data analysis).
- Evaluate outcomes and report to higher authorities (e.g., exam results, attendance, compliance reports).
- Adapt school plans (strategic/annual) to align with national policies and address gaps.

In practice, the Head teacher often faces challenges like resource constraints and large classes but remains accountable for translating national policies into school-level reality. This role is pivotal for achieving MoE goals of equitable, quality education aligned with Vision 2030 and SDG 4. For the most current directives, head teachers should consult MoE circulars, TCZ guidelines, and the DEBS.

Head teachers must be registered with the TCZ, hold appropriate qualifications, and meet standards for licensing, appraisals, and promotions. These functions align with ongoing MoE priorities as of 2026.

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