

PRIORITY SCHOOLS PROGRAMME
INSERVICE
JULY 1983

THE FOUR AIMS OF THE PRIORITY SCHOOLS PROGRAMME ARE:

- to raise the aspirations, expectations and opportunities for choice for students within and beyond their own communities;
- To assist students to gain the skills and knowledge necessary to enable them to participate fully and equally in society;
- to make schooling relevant enjoyable and fruitful in itself, not only preparation for later life; and
- to assist schools to become closely identified with and supportive of the communities within which they are located and to gain the support of those communities.

SCHOOL PROFILE.

STAFF:

- background - age
 - training
 - etc.
- special skills & interests
- aides & ancillary staff
- support staff - Edn Dept.
 - other
- Other Comments:

THE SCHOOL:

- enrolment
- class sizes
- physical resources
- locality
- community use of school resources
- school use of community resources
- organization
- current PSP programmes
- Comments

PUPILS:

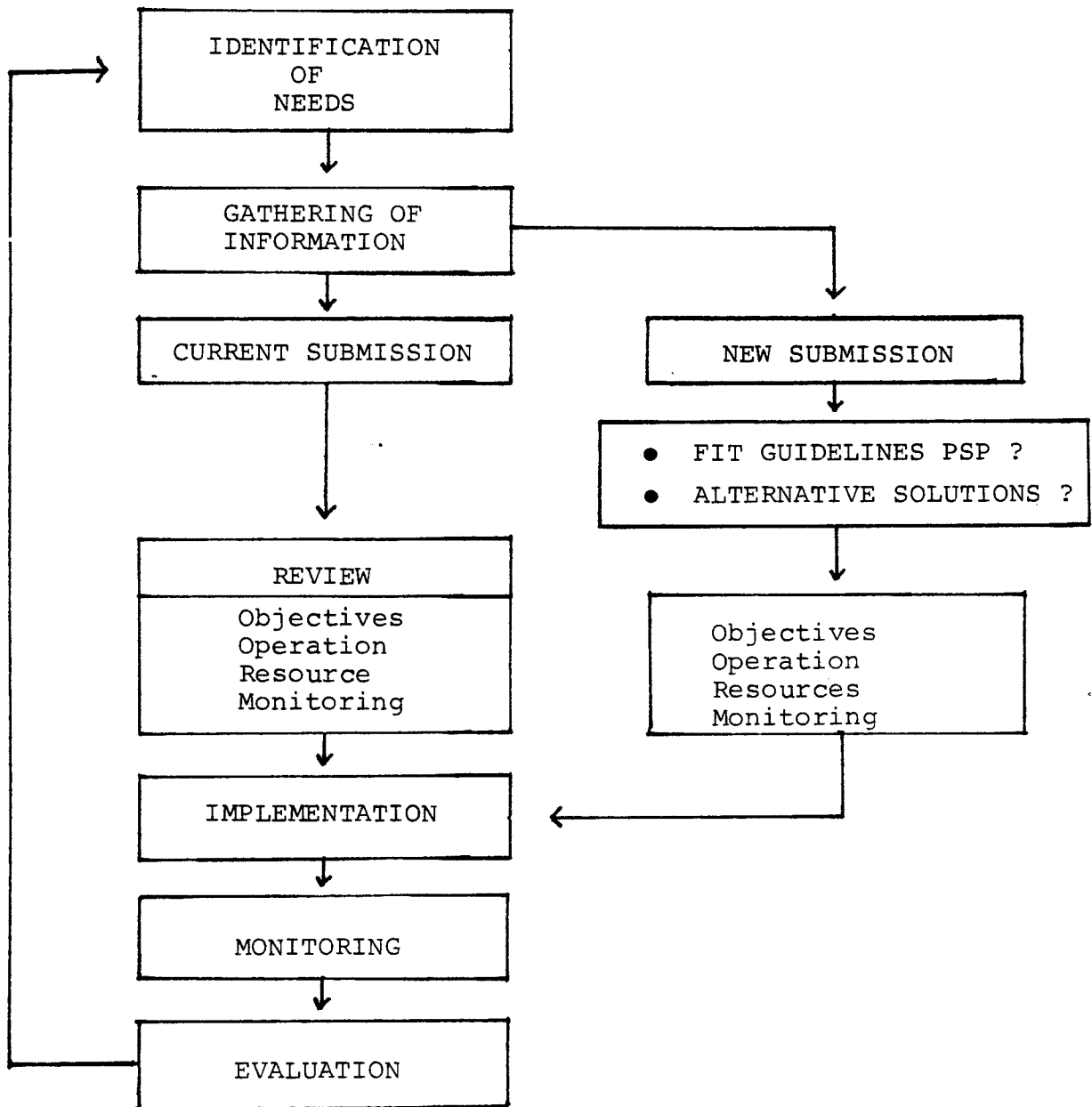
- population present/projected
- class sizes
- special classes
- family background
- family origins
- transiency
- attendance
- Other Comments:

PARENTS:

- existing involvement
- background - unemployment
 - migrancy etc.
- channels of communication between:
 - parents & school
 - school & parents.

Other Comments:

MODEL OF PROCESS FOR SUBMISSION/CURRICULUM DESIGN:



NEEDS ASSESSMENTo What is it?

It is a process of collecting information as a basis for making planning decisions. A need is defined as a discrepancy or deficiency, the difference between what is and what should be.

A formal needs assessment is a process that measures and puts priorities on the gaps between where one is and where one wishes to be.

o Why do it?

- . A needs assessment is a rational process which identifies problems first.
- . Needs are ranked so that more important needs can be resolved first. Consequently needs assessments provide a focus for determining areas of change.
- . Needs assessments take into account the diverse backgrounds and opinions of the staff, students and their parents.
- . Needs assessments permit the involvement of parents, students and teachers from the beginning. The process helps to gain their acceptance of changes, particularly by directing school activities towards solving stated needs.

o When do you do it?

- . At the beginning of curriculum/submission process (starting point).
- . Reviewed each year - (forms part of programme review - context evaluation).

o Who should be involved?

- . Anyone concerned with education process. The following people could be involved at various stages throughout the process.
 - . School administration
 - . Teachers
 - . Parents
 - . Students
 - . Community Members
 - . Field Officer
 - . Curriculum Support Co-ordinator
 - . M.S.D.'s
 - . Superintendents

NEEDS RANKING

TALLY SHEET

SAMPLE B

GOAL STATEMENT	NEED LEVEL SCORES										TOTAL NEED LEVEL
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											
11.											
12.											
13.											
14.											
15.											
16.											
17.											
18.											
19.											
20.											

GROUP GOAL SELECTION

(Select The Five Highest Ranked Goals)

GOAL NO.	GOAL STATEMENT	NEED LEVEL
1.		
2.		
3.		
4.		
5.		

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GOAL NO.	GOAL STATEMENT	NEED LEVEL
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2.		
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4.		
5.		

NEEDS ASSESSMENT

WHAT TO DO	WITH WHOM	ORGANIZATION	RESOURCES
<p>STEP 1. Present Question: "What do you see as the main goals we wish our school to achieve?"</p>	<p>School staff, Community members</p>	<p>Groups</p>	<p>Large Sheets Sample Sheet A " " B</p>
<p>STEP 2. Brainstorm for goals Clarify goals and remove duplicates.</p>			
<p>STEP 3. On Sample A Each participant selects 5 goals Indicates what they feel is the present achievement and importance.</p>			
<p>STEP 4. On Sample B Subtract present achievement level from importance resulting with a need level.</p>			
<p>STEP 5. Group leader tallies and ranks top five goals according to need level.</p>			
<p>*****</p>	<p>(small schools stop here)</p>		
<p>STEP 6. Facilitator lists five goals from each group with the most indicated need.</p>			
<p>STEPS 7,8,9 Repeat Steps 3,4,5 with all groups combined.</p>			
<p>STEP 10. Facilitator presents goals in rank order according to need level.</p>			

HERE ARE SOME RECOMMENDATIONS ON HOW TO COLLECT INFORMATION.

- (1) SELECT THE MOST IMPORTANT TWO OR THREE GOALS.
- (2) LIST INFORMATION WHICH IS READILY AVAILABLE IN THE SCHOOL FOR ASSESSING ACHIEVEMENT OF THESE GOALS.
- (3) COLLECT THIS INFORMATION.
- (4) HAVE INFORMATION AVAILABLE IN FORM OF A WRITTEN SUMMARY, OR STATISTICS. BE BRIEF.
- (5) IF NO INFORMATION IS AVIALABLE, COLLECT INFORMATION FROM TEACHERS OR STUDENTS BY DISCUSSION OR A VERY SHORT WRITTEN SURVEY.
- (6) SEE IF YOUR NEEDS ARE VALID NEEDS, IF THEY ARE NOT PROVEN TO BE NEEDS, GO TO THE NEXT PERCEIVED NEED.

WRITING OBJECTIVES - VERBS

IDENTIFY	CHOOSE	JUSTIFY	DIFFERENTIATE
EXPLAIN	MARK	DEVELOP	WRITE
CONSTRUCT	LABEL	DEBATE	MATCH
INTERPRET	WRITE	USE	ANSWER
DISCUSS	MAKE	COLLECT	CONSTRUCT
RECOGNIZE	GATHER	EXAMINE	PRODUCE
LOCATE	COLLECT	CREATE	RELATE
OUTLINE	PLACE	FOLLOW	RE-PRODUCE
SHOW	DIVIDE	COMPUTE	SIMPLIFY
DISTINGUISH	DESCRIBE	ROLE-PLAY	ANALYZE
LIST	SUMMARIZE	ACCOUNT	INFER
CATEGORIZE	MAP	DISPLAY	QUESTIONS
SUGGEST	DRAW	ORGANIZE	PROPOSE
EVALUATE	FIND	PRESENT	PAINTS
PREDICT	ILLUSTRATE	REPORT	PLANS
COMPARE	CLASSIFY	SOLVE	CLARIFY

SOME POINTS TO REMEMBER - OPERATION AND SUPPORT.

- 1 INCLUDE ALL RELEVANT INFORMATION IN YOUR OPERATION COLUMN. DESCRIBE ORGANISATION, INCLUDE TIMETABLING, PERSONNEL, TIMETABLING MAJOR ACTIVITIES AND USE OF RESOURCES.
- 2 SUPPORT SHOULD INCLUDE DETAILS OF RESOURCES (HUMAN AND MATERIAL) AND THEIR COST.
- 3 RELATE YOUR SUPPORT DIRECTLY TO THE OPERATION.
- 4 INCLUDE ALL SUPPORT, WHETHER IT REQUIRES FUNDING OR NOT BECAUSE IT HELPS TO PUT YOUR OVERALL PLAN INTO PERSPECTIVE.

Objective	What will your child do to indicate achievement of the objective?	What level of performance would you accept to indicate that this objective is being achieved by your class?	Ways of collecting information [see separate sheet]; and sample group.	Who will collect, analyse and present information?	When will information be collected?				
					Feb/ Mar	Apr/ May	Jun/ July	Aug/ Sept	Oct/ Nov
	<p><u>Illustrative items for stating child achievement</u></p> <p><u>Verbs to do with cognitive</u> defines, solves, describes, illustrates, names, selects, explains, infers, gives examples, creates, categorizes, demonstrates, designs, completes, compares, criticizes, summarizes.</p>		<p><u>Verbs to do with affective</u> chooses, defends, helps, selects, organizes, displays, uses, performs, conforms, initiates, questions, joins, prepares, completes.</p>	<p>Please see separate sheet</p>	<p>Some ways of presentation e.g. description case studies graphs (bar, scatter, line, pie).</p>				

OBJECTIVES

OPERATIONS

MONITORING AND RECOMMENDATIONS

OBJECTIVES	OPERATIONS	MONITORING AND RECOMMENDATIONS

PARENTS
STUDENTS
STAFF

SCHOOL

BEAZLEY
MCGAW
P.E.P.

IDENTIFYING NEEDS

YOU ARE HERE

**GATHERING INFORMATION TO FIND OUT
WHAT WE KNOW ABOUT
THE AREAS OF NEEDS**
e.g. OPINIONS, ATTITUDES, PERFORMANCE

**DESIGNING APPROPRIATE ACTION
TO MEET NEEDS**
HOW THINGS ARE WORKING → WHAT YOU HOPE TO ACHIEVE
WHAT YOU WILL NEED ← HOW YOU ARE GOING TO GO ABOUT ACHIEVING IT

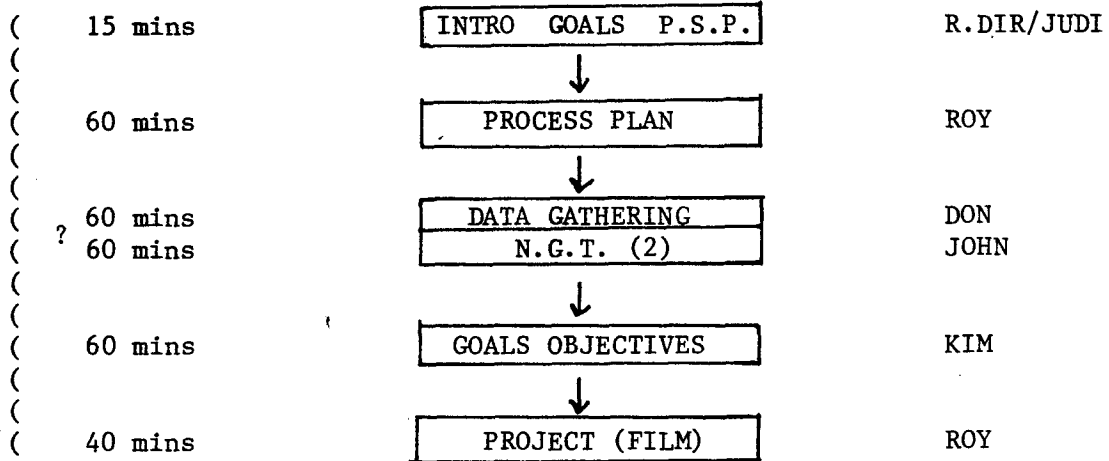
PUTTING PLANS INTO ACTION

**MONITORING OR CHECKING THE
EFFECTIVENESS OF ACTION**

**PROCESS MODEL FOR
ADDRESSING SCHOOL NEEDS**

DECIDED AT JUNE 17, 1983.

DAY 1



DAY 2

