

PRESENTATION:

ADMINISTRATION AND CURRICULUM DEVELOPMENT

Definitions

- Curriculum

The word “curriculum” comes from the Latin word, *curre* (Portuguese: *correr*), meaning: *action of running, course of action, race*.

Curriculum development is therefore the action of running a race. The goal of this race is a curriculum that will equip and develop students with the best available.

- Administration

The word “administration” comes from the Latin word, *administrare*, meaning *to serve*.

The **role** of administration is therefore **to serve the process** in which a curriculum is developed and implemented.

Administration therefore provides and sustains the course/track on which the development of the curriculum runs.

If this track is full of potholes and stumbling blocks, i.e. if the Administration of the college is of a poor quality and not professional, the curriculum and the development, implementation and transmission thereof cannot be fruitful.

Under Administration I refer to the: General, Academic and Financial administration of a college/institute.

Administration should always have a vision and objectives that are in line with, and strengthen those of the College.

OBJECTIVES OF ADMINISTRATION

1. To provide a service that is professional, effective and of high quality.

I will focus, without going into detail, only on those things in the administration body that I found the most important to have in place in order to reach this goal.

In order to deliver service of excellence a college needs:

- An **Administrator/Registrar/Planner** to effectively develop, coordinate and supervise all administration of the college.

To be able to do this, administration needs in different departments of the college should be effectively communicated to the Administrator.

In Mozambique we have found that the Administrator should also have a good knowledge of the labour laws of the country as well as governmental requirements and regulations for the college.

- **Job and position** descriptions

Every staff member (of the admin as well as lecturer bodies) should have a job and position description.

Having a job and position description a staff member knows **what** is expected of her/him and **why** it is expected.

Example: The Principal/Rector/General Director of the college should know what responsibilities are involved with the position he holds and what other responsibilities form part of his job – being also a lecturer/fundraiser, etc.

- Admin staff that are **qualified for the positions** they hold.

Just as we expect of our lecturers to have qualifications adequate to their responsibilities, a college should also invest in admin staff that are qualified to do their job effectively.

- **In-service** and **other training** of staff

A college should have a concern to improve the professional skills of the staff within the administration field.

Information technology, for example, is developing at a hair raising speed and in-service training of staff in this regard should take place to meet these challenges.

- **Effective record-keeping** procedures for all levels of administration

Whatever information is needed in General, Academic and Financial administration, should be immediately available.

- **Effective evaluation** of the

Administration department by the people they serve, can provide useful feedback to better the service rendered.

Self-evaluation: Admin staff can also evaluate themselves by constantly making use of the moral value system chosen by the college:

Am I *trustworthy*? Do I arrive on time for work and meetings?

Am I *responsible*? Do I deliver work on time?

Am I *honest*? Do I take paper, pens, etc. for personal use? Do I print private stuff on a printer of the college/use the phone for personal calls?

Do I treat the people I serve with *respect*?

Am I *loyal*? Do I give my best in everything I do? Or am I only interested in receiving a salary?

2. TO PROVIDE EFFECTIVE COMMUNICATION PROCEDURES AND CHANNELS

Guides should be developed as communication channels for the lecturer, student and administration bodies.

These guides are revised, updated and improved annually to keep up with new developments in the institute, or to better administration procedures.

Two prerequisites for these guides as communication channels, are that it should be **effective** and **reader friendly**.

2.1 ADMINISTRATION BODY

✓ Administration planning per month

We have found that by having a monthly program indicating on a daily and weekly basis, **what** administration should receive attention **when** and by **whom**, helps a lot to ensure that services in that regard are rendered on time and effectively.

Examples:

At the beginning of each academic year Hefsiba has a week of orientating new students. In the admin guide are guidelines on **what** administration should be done during that week, **when** it should be done and by **whom**. The same applies for the graduation of students at the end of the year.

Admin staff members involved with taking stock know **when** and **how** this should take place.

✓ Job and position descriptions

2.2 LECTURER BODY

General Academic information:

- ✓ Modules for 2011: Distribution (lecturers) and summary per semester for all year groups.
- ✓ Curricula 2011
- ✓ In-service training of lecturers: Workshops already given (Lesson planning, Bloom's taxonomy, etc.)
- ✓ Academic information (Projects and Tests, Forms: Marks)
- ✓ Requisites for academic marks (Semester, Exams and Extraordinary exams)
- ✓ General Information: Exames
- ✓ Question papers and correction guides
- ✓ Responsibilities during exam time (Moderators, Academic Dean, Academic Administration)
- ✓ Evaluation forms (Lecturers, Moderator, Academic Administration)

Annual Responsibilities

- ✓ Class lecturers
- ✓ Events
- ✓ Committees

Meetings: General Information

Lecturer Body

- ✓ In-service training
- ✓ Discussion of semester and exam marks

Committees

- ✓ Annual Meeting: Budget for new year
- ✓ Annual Year Planning
- ✓ Minutes and reports of meetings
- ✓ Meeting Etiquette

General Information

- ✓ Regulations for lecturers
- ✓ Holidays and leave information

2.3 STUDENT BODY

The **vision and values** of the institute

The **emblem** of the institute and its meaning

Academic Information

- ✓ Lecturers and the modules they teach
- ✓ As summary of modules in the curricula for each year and course
- ✓ Requisites for academic marks
- ✓ Subjects and their abbreviation
- ✓ Explanation of codes used for modules

General Information

- ✓ Class lecturers
- ✓ Annual Events and responsibilities
- ✓ Committees of the institute
- ✓ Class attendance
- ✓ Conduct during tests and exams
- ✓ Discipline of the institute
- ✓ Residence rules and regulations

Finances

- ✓ Study fees
- ✓ Bursaries

2.4 ANNUAL CALENDAR

- ✓ **General Calendar:** Dates of meetings and events
- ✓ **Academic Calendar:** Tests and examinations

Conclusion:

The successful development of a curriculum runs on an administration of excellence.