

## **Participation of Stakeholders in School Administration Realisation of the Spirit of School-based Management**

### **Introduction**

An Incorporated Management Committee (IMC) comprises six categories of managers coming from different sectors and backgrounds. Such composition not only enhances the transparency and accountability of school administration and ensures the proper use of public funds, but also brings about different perspectives and experiences which are useful for strengthening the school management system and formulating appropriate policies. Managers of all the six categories have to act in their personal capacity and work collaboratively for the maximum benefits of students' learning and school development.

### **Sponsoring Body Managers**

Participation of sponsoring body managers in the decision-making of the school ensures that decisions made by the IMC will be in line with the vision and mission set by the school sponsoring body (SSB) and that the communication and cooperation between the SSB and the IMC will be strengthened.

### **The Principal (Ex-officio Manager)**

The Principal is school's professional leader and in charge of school's administration. Apart from supervising the daily operation of the school, the Principal should also provide IMC managers with useful and accurate information so that they would know more about existing school circumstances and the trend of education.

### **Teacher Managers**

Teachers, as frontline educators, are at the heart of learning. Through their frequent contact with students, they can better understand students' learning needs. Teacher managers can:

- share their experiences in and advise on curriculum development, classroom instruction, student activities and educational enrichment;
- provide professional expertise for the improvement of student learning; and
- serve as an important link between the IMC and the staff of the school.

*“The Principal cannot replace the role of teacher managers in the IMC. It is more effective for teacher managers to collect and reflect the views of teachers, especially their views on policies closely related to them such as arrangements for redundant teachers. In this way, school policies will be implemented more smoothly. In addition, teacher managers, as frontline*

*educators, can give the IMC appropriate advice on school curriculum, teaching and current situation of students.”*

***NG Chor Keung***

***Principal of Sai Kung Central Lee Siu Yam Memorial School***

### **Parent Managers**

Parents know very well their children’s needs. By participating in the IMC, parent managers can:

- reflect parents’ views directly, so that the school can formulate policies to better meet students’ needs;
- have a better understanding of the rationale and direction of school policies and then explain to other parents. In this way, school policies will be implemented more smoothly; and
- serve as a communication link between the school management and other parents to enhance home-school co-operation.

*“I think parent managers should adopt the following attitudes in order to carry out the role of parent manager more effectively:*

*(1) Listen carefully: listen to parents’ views and the school’s opinions, and strike a balance between the two sides; (2) Be open-minded: adopt an open attitude and analyse issues objectively with a view to enhancing student learning; (3) Wait patiently: schools have their own principles. Managers should not expect the school to follow suit once they have put forward their views. The school should be given time for considering their views.”*

***LEUNG Lai Shan***

***Parent Manager of Buddhist Lim Kim Tian Memorial Primary School***

### **Alumni Manager(s)**

An alumni manager has a good understanding of and a sense of belonging to the school.

An alumni manager can:

- contribute specific areas of expertise and experience to the improvement of learning outcomes and management processes;
- provide appropriate support to the school through liaison with the alumni association and other alumni; and
- serve as a communication link between alumni and the school management to reflect the views of alumni.

*“I believe that the alumni association not only provides a huge network of*

*alumni, but also shares with students and teachers valuable experiences that alumni from various strata of society have gained in work, life and even faith. Through the IMC, I can have a better understanding of the needs of the school and render assistance.”*

**CHAN Wai Sun Wilson**  
***Alumni Manager of Concordia Lutheran School – North Point***

### **Independent Manager(s)**

An independent manager can monitor the school in their unique capacity to enhance the transparency and accountability of the school. An independent manager can:

- contribute specific areas of expertise and experience to facilitate school development; and
- provide different views on school and educational issues from a broad community perspective.

*“When people from outside the school are invited to join the IMC, they can provide the school with a public point of view in exploring school issues. Besides, additional professional knowledge and manpower can be drawn from outside the education sector to facilitate school development. One of our curriculum characteristics is to promote education for sustainable development and liberal studies through the whole school approach. The existing independent managers have focused their research studies on these two areas and provided a lot of valuable advice on and practical assistance in the curriculum development of the school.”*

**LAU Sau Yin**  
***Principal of Queen Elizabeth School Old Students’ Association Secondary School***

### **References:**

- § Transforming Schools into Dynamic and Accountable Professional Learning Communities - School-based Management Consultation Document
- § School-based Management Documents: School Managers’ Handbook; Tips for School Managers

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