The Task Force which worked on the project to develop the Pastoral Policy for schools comprised of the following;

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Mr Phillip Tsumake	-	Deputy Director TSM
Mr Joel Mpetsane	-	CEO – South Region
Mrs Tshegofatso L. Shongwe	-	PEO II - Central Region
Mr Tshidiso Mokhosoa	-	PEO I – Management & Training
Ms. Priscilla Sibisibi	-	PEO II – CD&E
Ms. Mable Sekgwa	-	PEO II – CD&E
Mr. Basil Ncaagae	-	Deputy School Head (St Josephs College)
Mr. Frank Semathane	-	School Head (Seepapitso S SS)
Mrs. Oikameng Kelaeng	-	PEO II (G & C) North Region
Mr. Batshedi Tsae	-	School Head (Kelemogile JSS)

The Pastoral Policy was developed over a period of two years, and piloted for one year in thirty (30) secondary schools. The piloting took place in 2007. Termly meetings were held with schools reporting progress. Towards the end of Term 3, the schools were visited by members of the Task Team for purpose of assessing and evaluating how the implementation of the policy had impacted the management of secondary schools.

The policy was launched on the 3 October 2008 by the Honourable Minister of Education and Skills Development Hon. Jacob Nkate.

1.0   INTRODUCTION

Botswana National Vision advocates for an educated, informed nation by 2016. This calls for the Ministry of Education and Skills Development to effectively deliver its mandate.   As a way of improving the quality of education, the Department of Secondary Education introduced the Pastoral Policy in all secondary schools. The Pastoral Policy document covers the following:

- Background
- Rationale
- Definition of Pastoral Care
- Goals of the Pastoral Policy
- Components Of Pastoral Policy
- Implementation Of The Pastoral Policy
- Monitoring Of The Pastoral Programme
- Evaluating The Pastoral Programme
- Legal Standing And Interpretation Of The Pastoral Policy

2.0   BACKGROUND

This policy document will focus on the following aspects:

The management of secondary schools in Botswana has changed significantly in the last fifteen (15) years. During this period, there was massive expansion of Secondary Education Institutions across the country. This period also witnessed the upgrading of all senior secondary schools from a mere fifteen (15) to forty-two (42) streams thus causing management challenges. In spite of innovations such as introduction of the Guidance and Counselling programme, approaches to students' welfare, discipline strategies and teaching and learning methodologies have relatively remained the same. The behaviour of students has generally turned to the worse.

Some school managers still believe that they should plan nearly everything in the schools without much involvement of students and other stakeholders. As a result, this has led to non committal participation on school programmes and poor working relations in schools. In many cases some students do not appreciate their contribution in caring for school property, since they play a minimum role in the school governance.

3.0   RATIONALE

The Department of Secondary Education believes that the time has come for a transformation of the pastoral system in our schools. The policy is intended to empower and equip the youth with skills that promote accountability, responsibility and patriotism. In addition, the policy seeks to give more attention to group and individual students' needs than is the situation currently. The central issue therefore is the involvement of students in school governance and a call for total participation by staff and other stakeholders in the school pastoral programme. There is need to develop and implement realistic strategies that would address indiscipline (e.g. vandalism, truancy, and substance abuse), poor academic performance and moral decadence in our schools **as a matter of urgency.** Strategies need to be put in place to help the students make the right choices and decisions. All institutions should endeavour to develop the concept of Botho (moral character) amongst students more than ever before.

4.0   OBJECTIVES

The objectives of the Pastoral Policy document for secondary schools are to:

- Define the Pastoral System
- Identify strategies and mechanisms to address pastoral issues.
- Develop a common understanding and framework for implementing the Pastoral System
- Emphasize the need to involve all stakeholders in school governance and systematic coordination of school Pastoral System
- Define roles associated with the Pastoral System for all stakeholders
- Define a house in the Pastoral System
- Identify measures for monitoring and evaluating the pastoral system

5.0   DEFINITION OF PASTORAL CARE

From the context of this document, Pastoral Care is concerned with the psycho-social, academic and co-curricular development of the learner.

5.1   Academic

The academic aspect of the policy deals with instructional delivery and reception of the curriculum. Central to the schools existence is the academic performance and measures for good performance should include the concept of **"value addition".** The school's academic programme should promote implementation of a learner-centred curriculum delivery. The school should also be deliberate in catering for children with special needs. The school should consciously promote active monitoring and supervision of its academic programme and institutionalize continuous self-evaluation by both staff and students. The ultimate expectation of its customers is academic excellence.

5.2   Psycho-Social

This aspect of the policy focuses heavily on students' welfare. It deals with issue of Botho, Moral Spiritual, Emotional, Physical well being. Consequently, the Guidance and Counselling Programme forms a major portion of this part of the policy. This portion of the policy i.e. the Guidance and Counselling should aim at giving students knowledge, life skills and motivation to achieve their personal best in life. Life skills are important in preparing students for future employment, social integration and participation in the community.

The Pastoral programme will not be effective if schools are to work in isolation. There are several groups and organizations in Botswana, which promote youth welfare, empowerment and accountability with which schools can cooperate.

The effectiveness of the school's implementation of policy will be judged by the extent to which schools have utilized available resources to promote Botho among students as well as physical, emotional, moral and spiritual development and instilling of life skills.

5.3   Co-Curricular

This aspect of the policy improves and contributes to the mental, social and physical development of individuals. It also promotes respect for law and order as well as acceptance of the principles of fairness, equality and good moral values which is part of character building.

6.0   KEY RESULTS AREAS

- Improved school discipline
- Improved effectiveness and efficiency in leadership and management of schools.
- Improved academic performance
- Increase stakeholder involvement

7.0   KEY COMPONENTS OF PASTORAL SYSTEM

There are six (6) key components that make the Pastoral Policy in schools to be effective. When implementing the six components, what is required is action and innovativeness to get the best student academic performance and discipline. Such components include:

7.1   LEADERSHIP AND MANAGEMENT

In order to have a successful, effective and result-oriented Pastoral Programme, robust leadership and management of resources is critical. An effective Pastoral Policy leader has the skill to coordinate, supervise, monitor the program, record and analyse the results and generally pull the program together. The leader must be skilled in involving and enlisting other people to do things.

Also school administrators must be efficient manager of resources. All resources of the school human, financial and other wise should be managed for maximum use.

Some of the factors that are indicative of effective leadership and management are;

- School Relations
- Physical Environment

7.3   School Relations

Where leadership is effective, the relationship among staff members, teaching, non teaching, students and parents should be cordial, characterized by mutual respect and understanding.

7.4   Physical Environment

School environment should be clean and aesthetical.

8.0   SCHOOL DISCIPLINE

Where leadership is sound among other things the schools' approach to disciplining students should reflect programmes that aim at character building. Discipline should be viewed as a process of attaining self mastery and self control. It is important for the school to make a clear distinction between punishment and discipline. Students who have learnt to be accountable for their actions are much more likely to be well behaved.

9.0   STUDENTS ACADEMIC PERFORMANCE

In a school setting, teaching and learning processes are the core business. Therefore, teachers and students should be motivated, zealous and have a business-oriented approach to teaching and learning. They should show motivation towards academic. In order to achieve this, teachers have to use methodologies, which are student – centred or student oriented. This helps to encourage a culture of self-discovery, which involves the student in his/her own learning. The teacher also gains a sense of satisfaction and fulfilment in observing and facilitating the growth of students.

10.0   GUIDANCE AND COUNSELLING

This component of the policy is a life-skills programme aiming at empowering young people for life. It is a holistic and developmental programme covering four areas that is personal, social, educational and vocational. In these programmes individuals are helped to understand, accept and use their abilities, aptitudes, interests and attitudinal patterns in relation to different life situations. The guidance part of the programme is pro-active, preventative and developmental whereas counselling is remedial in nature because it empowers the individual to cope with life challenges.

An effective Guidance and Counselling Program is responsive in nature, addressing specific needs of the school community. Guidance services form a comprehensive part of Guidance and Counselling programme in the school. For Guidance and Counselling to be effective and more functional it is important to fully implement a Programme Development, Career Development and Psycho-Social Packages

11.0 STAKEHOLDER INVOLVEMENT IN SCHOOL GOVERNANCE

The management of secondary schools has changed drastically in recent years. Irrespective of the size, managing secondary schools has become more complex and involving than ever before.

For any institution or organization to achieve its set goals and objectives, all stakeholders in the school should be involved in the planning, implementation and evaluation of the strategies. The success of the Pastoral Programme depends on the maximum involvement of all stakeholders at all levels.

11.1 Students

Students' involvement in school governance is an integral part of an effective Pastoral Programme because a school exists for students. They are the key customers and should be involved in decision making in order to enhance ownership, accountability and responsibility. Students' representations in School Pastoral Council (SPC), various committees and the existence of both within the school are essential. The policy advocates for involvement of students in 70% of the committees.

11.2 Staff (Teaching and non-teaching)

Staff involvement in the formulation, execution and monitoring of school policies is a must. This approach promotes ownership of programmes by the general staff and thus leveraging success. The policy therefore advocates for full involvement and participation of all staff members.

11.3 Parents

One attribute of an effective school is parental/community involvement. It is a historical fact that Batswana considered a child to be a responsibility of every member of the community and for the child to be accountable to every adult. While we may not turn back the hands of time, the lessons drawn from that is, it takes more than one party to raise up a child effectively. In recognition of these the policy advocates for involvement and active participation of parents in school governance and the education of their children.

12.0 CO-CURRICULAR

This part of the Pastoral Policy deals with Sports, Clubs and Recreation and Entertainment activities.

12.1 Sports

This aspect of the policy is important because;

Sports address social problems facing the society and present an opportunity through which the youth can be reached and motivated. The programme also may act as a career path for the students.

A comprehensive sports programme should provide for all sports code and prescribed by Botswana Integrated Sports Association and caters for all students.

12.2 Clubs

Clubs like sports enhance students learning and development of character. Through participation in various clubs students acquire business and entrepreneur, assertiveness, communication, interpersonal and critical thinking skills.

12.3 Students' Recreation and Entertainment

Recreational and entertainment activities should compliment learning processes in the school and also re-energize students rather than drain their energy.

13.0 SCHOOL PASTORAL COUNCIL

All schools must have a School Pastoral Council that will drive the Pastoral Programme. This in an advisory body that should be made up of representatives of all stakeholders as shown below:

13.1 Mandate of School Pastoral Council.

The School Pastoral Council is an advisory body. It oversees the general progress made by the school particularly on matters of academic performance and student welfare. The council would set operational parameters and evaluate progress. The Pastoral Council may not act contrary to existing statutes. Since this is an advisory body which guides the processes in the school at a fairly high level its meeting should at most be three in a year.

The committee should comprise of strategic community members with the school offering secretariat functions, and having the following representatives:

- Students' Representatives
- Staff Representatives
- Parents Representatives

14.0 IMPLEMENTATION OF THE PASTORAL POLICY

Pastoral Policy initiative is a Performance Management System approach. Therefore it is to be implemented within the existing structures of Performance Management System. The Pastoral Policy implementation requires planning, setting of goals and measures and frequent reviews.

Implementation is a fundamental process which will determine the success of the Pastoral Policy in a school. There are various implementation strategies that can be employed, however, this policy advocates for the House System. The increase in size and responsibilities in schools calls for the division of schools into smaller and manageable units which are called houses, comprising 350 – 400 students. Each house should be across year groups headed by a Head of House. Staff members should be distributed equitably across houses balancing the numbers of Senior Teacher 1, Senior Teacher Grade II, Teachers, Assistant Teachers, Members of Non-Teaching Staff, Students and Parents. To facilitate effective implementation of the Pastoral Programme, the Regional Cluster and school pastoral structures must be put in place. With the policy place, Education Officers and School Managers have a responsibility and are accountable for the outcomes of the policy. Effectiveness of the programme requires the commitment and determination of the school management team, especially the School Head.

15.0 MONITORING OF THE PASTORAL PROGRAMME

In order for the Pastoral Programme to determine the success and worthiness of the Pastoral Programme, it needs to be monitored regularly through data collection, collation and interpretation for purposes of appropriate feedback. Listed in the Appendices are tools that must be used to collect data, monitor and evaluate different aspects of the programme and report to relevant stakeholders.

The following key result areas and key performance indicators will be used to track effectiveness of the pastoral programme. Quarterly reports will be made to both Regional Offices and the Department of Secondary Headquarters.

KEY PERFORMANCE AREAS	KEY PERFORAMANCE INDICATORS
Students Academic Performance	Pass Rate Quality Passes
Improve School Discipline	Expulsion Rate Suspension Rate Vandalism
Leadership and Management (Improve Resource Management)	Expenditure Cost Sharing Inventory Payment of Suppliers
Stakeholder Involvement	Rate of Involvement of teachers, students and other organizations.

16.0 EVALUATING THE PASTORAL PROGRAMME

The school Pastoral Programme should be holistically evaluated termly and annually to check its strength and the weaknesses in order to attain quality results. The involvement of both staff and students in this exercise is of paramount importance.

Such an evaluation could further trigger adoption of new strategies to strengthen the pastoral system.

17.0 LEGAL STANDING AND INTERPRETATION OF THE POLICY

The interpretation and application of this policy should be read in conjunction with existing statutes and directives. Should any conflict or contradiction exist between the provisions and procedures detailed in this policy, applicable legislation, some of which are listed below should take precedence.

(a)   Education Act
(b)   Teaching Service Act
(c)   Public Service Act
(d)   Children's Act
(e)   Regulations in Terms of Education Act
(f)   National School Health Policy
(g)   Code of Regulations for teachers.

18.0 CONCLUSION

Effective implementation of the Pastoral Policy will result in schools being run effectively and efficiently. This will necessarily result in disciplined students and good academic results as students' psycho-social, academic and co-curricular needs would be met. In so doing the Department of Secondary Education will be making its meaningful contribution towards having an educated and informed nation.

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