

DEVELOPMENT OF A SCHOOL-BASED MANAGEMENT EXCELLENCE MODEL (SBMEM)

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ABSTRACT

In recent decades, School-Based Management (SBM) has emerged as a significant trend globally, with many countries adopting it to enhance educational management, administration and leadership through decentralization and increased autonomy. This study employs a case study methodology with both qualitative approach to examine how a primary school in Hong Kong achieved remarkable improvements in performance over six years under SBM. The findings aim to inform strategies for enhancing school effectiveness in similar contexts. The study utilizes the School-Based Management Excellence Model (SBMEM) to conduct structured interviews with various stakeholders, including: Incorporated Management Committee (IMC), Principal, Vice-Principal, Subject Leaders, Parent Representatives, Sample Students. The qualitative analysis aligns with the six criteria of the SBMEM, demonstrating its applicability across all levels of school stakeholders. The results indicate that the SBMEM serves as an effective tool for measuring the effectiveness of SBM initiatives. In conclusion, the SBMEM can be utilized as a benchmark for assessing the effectiveness of SBM in schools, providing insights for continuous improvement in school performance. This research contributes to the understanding of SBM's role in enhancing educational quality and effectiveness in diverse contexts.

Keywords: School-Based Management, Hong Kong, Educational Effectiveness, Case Study, Stakeholder Engagement

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1. INTRODUCTION

The restructuring of education through School-Based Management (SBM) has gained prominence globally as a strategy for improving school effectiveness and educational quality. In Hong Kong, the journey toward SBM began with the School Management Initiative in 1991, aiming to empower schools to enhance their effectiveness (Education and Manpower Branch & Education Department, 1991). By 2000, all aided schools were mandated to adopt SBM practices (Education Commission, 2019). Recent initiatives by the Education Bureau, including the establishment of a Task Force in 2019, reflect a commitment to refining SBM implementation.

Despite its intended benefits, research by Kwan and Li (2015) suggests that the advantages of SBM in Hong Kong have not been fully realized. Cheng (2022) identified a lack of robust international evidence linking SBM to improved student outcomes. This study employs a qualitative case study approach to investigate how a primary school in Hong Kong achieved notable performance enhancements under SBM. The findings aim to inform strategies for improving school effectiveness in similar educational contexts.

2. LITERATURE REVIEW

2.1. School-based Management (SBM)

Despite SBM theory and practice have been grown worldwide since the turn of the century, contemporary research on this topic still continues. For instance, Smith & Brown (2021) explored the theoretical foundations of SBM and its practical implications in various educational contexts. Johnson & Lee (2022) examined how SBM influences student performance metrics across different demographic settings. Davis & Thompson (2023) investigated the views of teachers, parents, and administrators regarding the effectiveness of SBM practices. Martinez & Green (2020) discussed common challenges faced by schools when implementing SBM and offers potential solutions. Zhang & Foster (2021) provided insights into how the effectiveness of SBM varies between urban and rural educational environments. Nguyen & Kumar (2023) explores how digital tools and platforms can support SBM efforts in schools. Williams (2021) discussed the crucial role that leadership plays in the successful implementation of SBM practices. Chen (2022) analyzed the impact of SBM on student performance and engagement using data from various schools. Patel (2023) explored how SBM affects educational outcomes in different cultural and socioeconomic contexts. Johnson (2020) examined the effectiveness of SBM in various educational systems around the globe.

SBM has evolved globally, with diverse studies examining its implications. Research underscores mixed outcomes regarding its effectiveness, emphasizing the need for a more nuanced understanding of how SBM impacts educational quality across different contexts. SBM has emerged as a significant trend in education reform worldwide, focusing on decentralization and increasing autonomy within schools to enhance educational quality. This approach encourages site-based decision-making, budgeting, and the empowerment of teachers and parents. In the United States, SBM specifically aims to improve educational outcomes by shifting decision-making authority to the school level. Through these initiatives, schools are better positioned to address their unique challenges and needs, ultimately striving for more effective educational practices.

2.2. SBM in Hong Kong

In Hong Kong, SBM emphasizes decentralization and autonomy, fostering collaboration and flexibility in resource allocation. The School Management Initiative established a framework to enhance educational quality through stakeholder involvement and accountability. This literature review highlights the critical role of leadership and stakeholder engagement in implementing SBM effectively. This involves forming school councils that include teachers and parents, thereby fostering collaboration and flexibility in resource allocation (Cheng, 2022).

The School Management Initiative (SMI), introduced by the Education and Manpower Department in 1991, aimed to enhance educational quality through 18 recommendations. This initiative parallels the SBM model implemented in the USA. Since 2000, all aided schools in Hong Kong have adopted SBM, which is grounded in two fundamental principles:

- (a) **Flexibility and Autonomy:** SBM provides schools with the freedom to tailor their operations and resource management to meet the specific needs of their students.
- (b) **Transparency and Accountability:** SBM promotes a participatory decision-making process, ensuring that all key stakeholders are involved in the management of public funds and school operations.

These principles aim to create a more responsive and responsible educational environment (Education Bureau, 2019).

SBM emphasizes several key elements to enhance school effectiveness and student achievement:

- (a) **Defining Responsibilities:** Clearly outlining the roles and responsibilities of all stakeholders, including teachers, administrators, and parents.
- (b) **Widening Participation:** Encouraging broader involvement from the school community, including parents and local organizations, in decision-making processes.
- (c) **Developing Teacher Professionalism:** Fostering continuous professional development for teachers to improve their skills and teaching methods.
- (d) **Financial Flexibility:** Allowing schools greater autonomy in managing their financial resources, enabling them to allocate funds according to specific student needs and school goals.
- (e) **School Development Plans:** Creating tailored plans that address the unique challenges and opportunities of the school, ensuring alignment with student needs.
- (f) **Annual Evaluation:** Implementing regular assessments of school effectiveness to identify areas for improvement and measure progress.
- (g) **Unique School Culture:** Cultivating a distinctive culture and characteristics that reflect the values and needs of the school community.

The ultimate goal of these elements is to improve overall school effectiveness, leading to better academic outcomes for students.

The introduction of the Operating Expenses Block Grant (OEBG) and Capacity Enhancement Grant offers schools greater flexibility in managing financial resources. These grants enable schools to:

- (a) **Contract Services:** Schools can hire external services or additional staff beyond the approved establishment, which helps alleviate teachers' workloads.
- (b) **Focus on Education Reform:** With reduced workloads, teachers can better implement key initiatives such as:
 - Developing school-based curricula
 - Enhancing students' language proficiency
 - Addressing diverse and special learning needs

Additionally, schools can retain any unspent OEBG funds, allowing them to use these resources flexibly for special programs aimed at improving the teaching and learning environment. This approach supports effective school-based management and long-term development planning.

2.3. Transition from SMC to IMC

The transition from School Management Committees (SMC) to Incorporated Management Committees (IMC) illustrates SBM's evolution in Hong Kong. This shift has emphasized decentralized authority while ensuring accountability in decision-making processes.

Here's a summary of the key points regarding the shift from School Management Committees (SMC) to Incorporated Management Committees (IMC) in the context of SBM. SBM Overview:

- (a) **Decentralization with Accountability:** SBM aims to decentralize authority within schools while ensuring accountability in decision-making.
- (b) **Composition of SMC:** The SMC includes: The principal, Teachers, Parents, Alumni, Community representatives, Representatives from the sponsoring body.
- (c) **Role of SMC:** The SMC plays a critical role in: Making decisions on school policies, Budgeting & Staffing

2.4. SBM and School Effectiveness

Your summary of the barriers and mixed results surrounding SBM in enhancing educational quality is insightful. Here's a concise breakdown of the key points:

- (a) **Barriers to Adoption:** Cheng (2022) highlights obstacles in schools adopting SBM, primarily due to a lack of understanding of its complexities, insufficient research, and inadequate capacity for school effectiveness.
- (b) **Autonomy and Learning Outcomes:** The assumption that increased autonomy from SBM leads to improved student learning remains unverified, lacking robust international evidence and a comprehensive supporting framework.
- (c) **Mixed Results in Literature:**
 - **Positive Links:**
 - Arar & Nasra (2020) found a positive relationship between SBM dimensions and school effectiveness among Arab teachers in Israel.
 - Caldwell (2005) reported significant improvements in student learning in Victoria, Australia.
 - **Limited Success:** Amon & Bustami (2021) noted that SBM in Indonesia had limited impact on learning enhancement.
 - **Unvalidated Assumptions:** Kwan & Li (2015) indicated that SBM's positive effects in Hong Kong have yet to be confirmed.
- (d) **Contextual Dependence:** Arar and Nasra (2020) emphasized that the effectiveness of SBM is context-dependent, presenting challenges for local Arab governments.
- (e) **Call for Further Research:** The literature suggests a need for more studies to explore the relationship between SBM measures and student learning outcomes across different educational contexts and implementation strategies.
- (f) **Study Focus:** The current study aims to investigate the effects of SBM features, such as teacher empowerment, decision-making participation, collaboration, and their impact on student achievement in Hong Kong.

This framework sets a solid foundation for your research, indicating both the complexities and the need for context-sensitive approaches in examining SBM's effectiveness. *The following Theoretical Framework, hereby called **SBM Excellence Model (SBMEM)** as shown in **Fig. 1** is adopted for the achievement of **Education Excellence in Schools** (Chui, 2006):-*

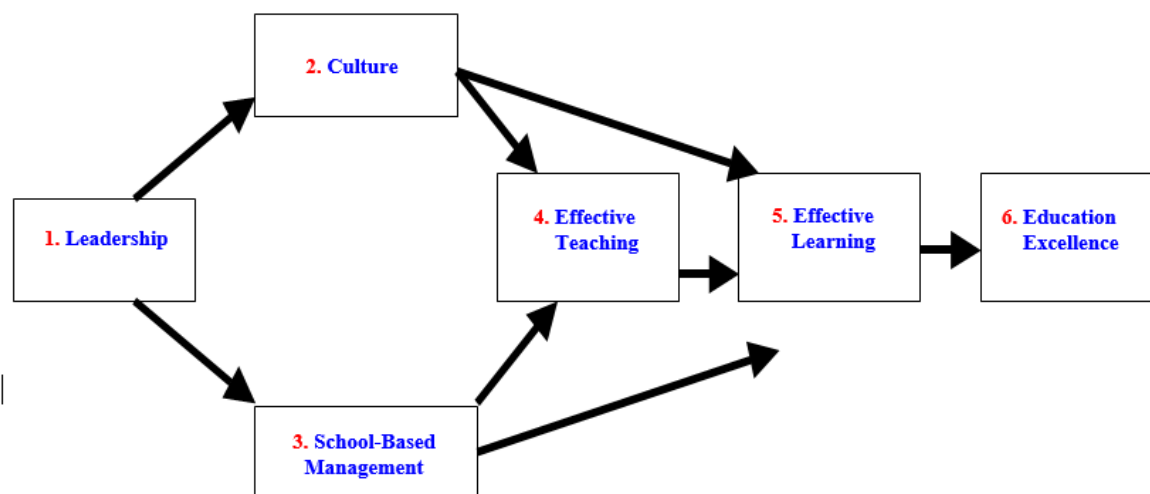


Fig-1: The School-Based Management Excellence Model (SBMEM)

3. RESEARCH METHODOLOGY

Case Study Research is more than simply conducting research on a single individual or situation. This approach has the potential to deal with simple through complex situations. It enables the researcher to answer “how” and “why” type questions, while taking into consideration how a phenomenon is influenced by the context within which it is situated. For the novice research a case study is an excellent opportunity to gain tremendous insight into a case. It enables the researcher to gather data from a variety of sources and to converge the data to illuminate the case (Baxter & Jack, 2008).

Instrumental Case Study is adopted and adapted because it is used to accomplish something other than understanding a particular situation. It provides insight into an issue or helps to refine a theory. The case is of secondary interest; it plays a supportive role, facilitating our understanding of something else. The case is often looked at in depth, its contexts scrutinized, its ordinary activities detailed, and because it helps the researcher pursue the external interest. The case may or may not be seen as typical of other cases (Stake, 1995).

This study employs a case study approach to explore factors contributing to school effectiveness under SBM. The methodology is designed to provide a comprehensive analysis of the relationship between leadership dynamics, stakeholder engagement, and educational outcomes.

3.1. Case Study on School Effectiveness

This case study aimed to explore the role of Integrated Marketing Communication (IMC), leadership from various stakeholders, teacher empowerment, and the effective outcomes of a highly successful primary school operating under SBM. Qualitative method was utilized for a comprehensive analysis.

(a) *Methodology*

Qualitative Methods:

- **Interviews:** Conducted with key stakeholders, including the Supervisor, School Managers, Chairperson of the Parents Association, teachers, and students.
- **Structured Questions:** Some interviews included predefined questions tailored to different interviewees.
- **Free Exchanges:** Opportunities for open dialogue regarding school performance and individual roles.

(b) *Data Collection*

The research involved:

- Visiting various school facilities introduced over the past four years.
- Collecting qualitative data through interviews to understand stakeholders' perspectives.
- Utilizing software for recording and transcribing interviews, ensuring accuracy through verification by the interviewers.

(c) *Goals*

The study sought to identify factors contributing to the school's effectiveness and improvement, ultimately aiming to enhance understanding of stakeholder roles in achieving school success.

3.2. Data Triangulation and Instrument Development

To enhance the validity of findings, the study employed data triangulation from various sources. This approach included feedback from stakeholders and assessments of student learning outcomes through validated open questionnaires, ensuring a comprehensive understanding of the school's effectiveness. Key steps included:

- **Validity Checks:** Some respondents reviewed the interpretations and findings to enhance validity (Creswell, 2009) and credibility (Miles & Huberman, 1984).
- **Discussions with Stakeholders:** Findings and interpretations were discussed with the principal, school managers, and teachers to assess the accuracy and credibility of the information.

3.3. Outcomes Measured

(a) **Self-Confidence:**

- **Objective:** To assess students' self-confidence, a key focus identified by stakeholders.
- **Scale Used:** A well-validated self-esteem scale, with items adopted for this study. This is crucial for students from low-income backgrounds.

(b) **Perceived Satisfaction of Learning:**

- **Objective:** To evaluate satisfaction with the learning process, a key indicator of school effectiveness.
- **Scale Used:** A six-item scale previously validated by the researchers.

(c) **Aspiration for Further Study:**

- **Objective:** To capture students' aspirations to continue education in prestigious secondary schools, reflecting perceived learning effectiveness.
- **Scale Developed:** Four items measured this aspiration, such as: "I stand a good chance to continue my study in a good secondary school of my choice."

3.4. Development of Instruments

The process for developing the assessment instruments included several stages:

- (a) **Literature Review:** Examining existing literature and previously developed instruments.
- (b) **Construct Proposals:** Defining constructs relevant to the study.
- (c) **Instrument Development:** Creating instruments tailored to the study's constructs and context.
- (d) **Expert Feedback:** Seeking feedback from focus groups and professionals to refine the instruments.
- (e) **Validation Data Collection:** Gathering data to validate the instruments.

This structured approach aimed to ensure the reliability and relevance of the measurement tools used in the study, ultimately contributing to a comprehensive understanding of the factors influencing school effectiveness.

4. ANALYSES AND RESULTS (PLEASE SEE RAW DATA COLLECTED IN [APP. 1-5](#))

Case Study: Leadership and School Effectiveness

Overview

This case study examines the leadership dynamics and management practices at a primary school under SBM. Key interviews with the Supervisor, School Manager, Principal, teachers, and other stakeholders reveal insights into the school's innovative approaches to education and its impact on student outcomes.

Key Findings

(a) **Supervisor's Leadership**

- **Background:** The Supervisor, a former Bishop, has a wealth of experience in education and leadership. He has been in the position for four years and emphasizes a vision of quality education.
- **Educational Philosophy:** He advocates for student development based on individual talents, contrasting with the prevalent focus on academic achievements in Hong Kong. His approach aligns with modern educational theories.
- **Problem-Solving:** Upon joining, he encountered significant complaints from senior teachers regarding leadership. He addressed these issues by collaborating with the IMC, fostering a shared vision and implementing initiatives to improve school performance.

(b) Principal's Role

- **Leadership Style:** The Principal, who has been with the school for six years, describes his leadership as hands-on, working closely with staff to foster innovation.
- **School Expansion:** Under his leadership, the staff increased from 25 to 90 due to the expansion of the school's facilities, accommodating more students from a low-income district.
- **Facility Improvements:** The Principal guided the development of new educational spaces, enhancing the learning environment through projects like the Chinese Education Centre and the English Learning Centre.

(c) Teacher Perspectives

- **Enthusiasm and Ownership:** Teachers expressed high levels of enthusiasm for their roles and active participation in innovative teaching approaches.
- **Supportive Environment:** They highlighted strong support from the Principal and colleagues, contributing to a collaborative culture.
- **Workload and Professional Development:** While teachers noted heavy workloads, they felt motivated to engage in professional development and innovative practices.

(d) Challenges and Adaptations

- **Cultural Shifts:** The Vice-Principal noted that rapid changes necessitated shifts in mindset among some staff. Despite challenges, the shared vision and positive outcomes encouraged commitment from the team.
- **Innovative Teaching:** Teachers adapted to new methodologies, including team teaching and the integration of technology during COVID-19, enhancing student engagement and learning outcomes.

The case study illustrates how effective leadership, a shared vision, and a commitment to innovation can transform a school environment. The collaborative efforts of the Supervisor, Principal, and staff have led to significant improvements in educational quality and student outcomes, fostering a culture of continuous professional development and responsiveness to community needs.

5. CONCLUSION

This study utilized a case study approach qualitative method to investigate the exceptional improvement in school performance at a primary school in Hong Kong over six years under SBM. The findings can inform strategies to enhance school effectiveness for primary schools operating under SBM. The SBMEM was crucial for conducting structured interviews with stakeholders, including the IMC, Principal, Vice-Principal, Subject Leaders, Parent Representatives, and sample students. An intensive and extensive qualitative analysis was aligned with the six criteria of the SBMEM, as detailed in Appendix 1. The results indicate that the model is applicable to all levels of stakeholders involved in a school's operations, promoting excellence. Consequently, the SBMEM serves as a benchmark for measuring its own effectiveness.

The findings illustrate that effective leadership, a shared vision, and stakeholder engagement are crucial for transforming school environments under SBM. The SBMEM serves as a benchmark for measuring the effectiveness of SBM initiatives, aligning educational practices with community needs.

The insights gained from this study can inform strategies for educational leaders and policymakers aiming to enhance SBM implementation in diverse contexts. Emphasis on stakeholder engagement and collaborative decision-making can significantly impact educational quality.

6. FURTHER WORK & RECOMMENDATION

In the second stage of this research, two questionnaire surveys will be conducted targeting both staff and students. The data collected will be utilized to validate the efficacy of the SBMEM. Alongside basic statistical techniques, more rigorous methods such as Confirmatory Factor Analyses and Structural Equation Modeling will be deployed as validating instruments. Once validated, the SBMEM can serve as a benchmark for measuring other government-funded schools in the HKSAR. Additionally, the insights gained from this school will provide valuable guidance for other institutions aiming to achieve excellence in the operational environment of Hong Kong schools.

=== **END OF MAIN CONTENT** ===

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App-1: Qualitative Analysis from the Field Interview with various Stake-holders according to the Theoretical Frame (see Fig. 1)

A. Interview with Principal POON Chi-Wing (on 2024-7-4)

1. Leadership

- 1.1 6-years as Principal.
- 1.2 Challenge of 3-years to closing down.
- 1.3 Expanding from 25 to 90 staff.

2. Culture

- 2.1 Innovation / suitable use of AI.
- 2.2 1st School 60-years. 2nd School 6+3 year → have to integrate the old with the new cultures.
- 2.3 School Motto: (**Talent & Virtuous ~ Diverse Experience ~ Joyful Campus**) 才德兼全 ~ 經歷多元 ~ 快樂校園

3. **Management**

- 3.1 Flexible SBM.
- 3.2 Direction & Problems resolved at IMC (see **App-1**).
- 3.3 Provide the contemporary needs of stake-holders.
- 3.4 Need to have good deployment of fund.
- 3.5 2024-1-19 Opening (prepared 3 years ago) -- Developmental Education Centre.
- 3.6 QEF (\$2m) + M&R (Maintenance & Repair = \$2m) + Block Grant = Total = \$10m p.a.
- 3.7 TEAM: Together Everyone Achieves More.

4. **Effective Teaching**

- 4.1 Value-added.
- 4.2 During Covid-19, online is effective.

5. **Effective Learning**

- 5.1 Brought pupils to Oxbridge during Summer.
- 5.2 NSL role model for Primary School.
- 5.3 Chinese Culture.
- 5.4 Aeronautical learning from the Zhuzai Central Government Exhibition Hall.
- 5.5 The school premise is providing an effective learning environment to show the Motto.
- 5.6 Parents paid \$10,000+ to get pupils to go UK.

6. **Education Excellence** *(from Prof. Chui)*

- 6.1 Leadership
- 6.2 Good element
- 6.3 Staff development & achievement
- 6.4 Vice-Principal + Teacher + Parent + IMC
- 6.5 IMC → CPA (audit deployment of fund) + PhD + People Congress Committee + AOB
- 6.6 Shared leadership
- 6.7 Fencing Champion

B. **Interview with Vice-Principal CHAN** *(on 2024-7-4)*

1. **Leadership**

- 1.1 6 years here. Before English Panel (2-year) and Curriculum Officer (2-year).
- 1.2 Factors of success:
 - Principal's leadership
 - Creative thinking
 - Active participation

- Shared vision & goal
- Transparency
- Kind-heartedness

1.3 OT needed. 3-hr/day

2. **Culture**

2.1 It was a traditional school and have start from sketch.

2.2 Some difficulty to change the mindset of some staff.

3. **Management**

3.1 Need a lot of efforts to develop.

3.2 Way above the other peer-schools in HK.

3.3 During Covid-19, can do a lot more MR as the school venue is free.

3.4 Off: Not easy to recruit short-term staff, especially when school has to be trimmed down in 3 years' time. Those staff left behind will continue.

4. **Effective Teaching**

4.1 Value-added.

4.2 Covid-19: Online teaching started before Covid. Good for online English Teaching – Google Form & Zoom. Teach mothers as well. Turn from Weakness to Strength. Turn Threat into Opportunity. Encourage parents to participate.

5. **Effective Learning**

5.1 NET + ELTA

5.2 Fencing Room at School #1

6. **Education Excellence**

6.1 Good outcome → going to become a top-tier school; no problem to recruit P-1 pupils.

C. **Interview with Subject Leader (English) & Teacher (Chinese) (on 2024-7-4)**

1. **Leadership**

1.1 7 days x 24 hours devoted to the School.

2. **Culture**

2.1 Partnering with stake-holders.

- 2.2 Always remember the original ethos of the founders

3. **Management**

- 3.1 Good supports in various aspects of teaching.
3.2 Work hard, but rewarding, especially for the new immigrants from Mainland.

4. **Effective Teaching**

- 4.1 Many facilities to help teaching.

5. **Effective Learning**

- 5.1 English Discovery + Music Room → pupils like them.
5.2 “My Favourite Place” → 60th Anniversary Competition

6. **Education Excellence**

- 6.1 Innovation Centre → Invite Kindergartens to visit.
6.2 Share our fruit with other schools.

D. **Interview with Parent Representative – LAM Ka-Pik, since 2017 (on 2024-7-12)**

1. **Leadership**

- 1.1 The BIG improvement is the coming of the new Principal – He is young, can he make change readily. Have seen great improvements in the school ever since.
1.2 The Principal is energetic. He is totally committed. He is very friendly and exercise Management By Walking Around (MBWA).
1.3 He is a good leader – can influence teachers to do additional work.
1.4 When asked to rate the former Principal vs. the present one on a 10-point scale, I would give **6 vs. 9** points.

2. **Culture**

- 2.1 My father was a graduate in 1950's
2.2 I was a graduate and moved onto the Tak Ching Secondary School nearby
2.3 My elder son was graduated 3 years ago and moved onto Heep Tung Secondary School. My younger son is now at P-4.

3. Management

- 3.1 I am involved in the IMC because I want to know in-depth about the management of the school. After I gather the feedback from the parents, the Principal is positive to improve. E.g.: After school tuition.
- 3.2 In terms of strategy, we are not too much involved.
- 3.3 The IMC meet up every two months. Have influence on decision-making.
- 3.4 Teachers are committed and no complain I heard.
- 3.5 Change of teachers due to new principal arriving. Good chances for promotion of new teachers.
- 3.6 It is a pity that School #2 is going to close down.

4. Effective Teaching

- 4.1 Under SBM, the Block-grant by the EDB has been used very effectively for the improvement of Teaching & Learning.
- 4.2 Some teachers left, no regret – If not dynamic enough to follow the new Principal, they left.

5. Effective Learning

- 5.1 English teaching at the English Discovery Centre is very effective.
- 5.2 Change from 4 to 3 tests/year. It is better for the both students and parents.

6. Education Excellence

- 6.1 My son had a scholarship of \$20k from the.
- 6.2 School #1 has renovated dramatically – attracted more local parents to send their pupils.
- 6.3 Over the years, I witness more of our graduates moving onto Band-1 secondary schools.

E. Interview with Pupil Rep. #1 -- Girl 5-D: LAU Hau-Yi, Haley (on 2024-7-12)

1. Leadership

- 1.1 The Principal is a very kind & nice person.

2. Culture

- 2.1 Apart from the nominal curriculum, every student have to take up at least one PE & one Art class. This will encourage the development of the traditional Chinese 5-Education Principle, i.e.: Morality, Intelligence, Fitness, Societal & Artistic.
- 2.2 I have taken up basketball, badminton & paining.

3. Management

- 3.1 Our Principal exercise Management By Walking around. I like to meet and talk to him frequently.

4. Effective Teaching

- 4.1 I like Aero-space models and enjoy visiting the Zhuhai space centre.
- 4.2 I think I am confident and expressive. That's why I have been chosen for this interview.

5. Effective Learning

- 5.1 I want to become a professional chef and singer. I am learning these skills at my School now.
- 5.2 I went to Ox-bridge Tour last month. Taken many photos. Like to go there again.

6. Education Excellence

- 6.1 I like to progress to Mary-Rose or Ming-Yin Secondary School.
- 6.2 I expect my result will be in Band-1.

F. Interview with Pupil Rep. #2 -- Boy 5-ED: LUO Rong-Kai (2018 Immigrant) --
(on 2024-7-12)

1. Leadership

- 1.1 We have a very caring Principal

2. Culture

- 2.1 My Sister studied here before. Now she is 13.

3. Management

- 3.1 School organize many outing and overseas visiting for us.

4. Effective Teaching

- 4.1 Many activities – STEM
- 4.2 I like cooking, and want to become a chef.

5. Effective Learning

- 5.1 Can use English to introduce myself, family & hobby. I have already gone to BJ. BJ food is very Yummy.
- 5.2 Through activities, we learn. For instance, I like Peking Opera masking.

6. Education Excellence

- 6.1 I may not get entry to Ming-yin. If not, I shall try TWHG (also Band-1)

G. Interview with the IMC -- School Governor YEUNG Yau-Chi + School Director TSUI Shu-Yan + Principal POON Chi-Wing (on 2024-7-22)

1. Leadership

- 1.1 The Principal, vested by the IMC is brave enough to maximise the deployment of available of the Operating Expenses Block Grant (OEBG), Quality Education Fund (QEF) and Church Donations as and when necessary. This is particular true when the School has to expand from 12 to 20 classes despite a short life-span as has been planned by the EDB.
- 1.2 Examples of leadership from the LSK Secondary School in 1970s, the Principal was pioneering in using the Education Department's "Major Repair" funding to build up a swimming pool, language lab, computer lab, air-con at the Hall, despite it was an "Housing Estate School".
- 1.3 The Principal is exercising 'Management by Walking Around (MBWA)' Apart from class walk-round, he also involved himself in the 10 major construction work and auditing the progress and outcome of most hardware and software.

2. Culture

- 2.1 Opening up the Schools to the public by replacing the traditional bar-iron at the circumference to more conducive architectural design for our #1 school.
- 2.2 The School exercise Empowerment to the right staff to do the right job with high degree of freedom and resources support.

3. Management

- 3.1 SBM is very important and we have done pretty well.
- 3.2 One very important criterion is the effective deployment of fund, mainly from the EDB.
- 3.3 As the Principal cannot be an expert in all aspects, the IMC should therefore compose of directors from related sectors. This will ensure that the Principal will be guided towards successful use of funds available, without worry of off-tracking from the School Principles.
- 3.4 The Principal has fight a battle successful against the 'Old-school' and inertness of old-staff who were reluctant to change, and to the extend to report to EDB/ICAC to complain about the changes that are 'off-tracked'. However, with bravery and determination to change for the better, the Principal has won this battle beautifully.

4. Effective Teaching

- 4.1 The various centres of excellence have greatly help the staff to exercise effective teaching at various corners of the School.
- 4.2 SBM is about how to provide a supportive environment in order that all teaching staff can exercise their best effects to enhance teaching excellence.

5. Effective Learning

- 5.1** During the Covid, the School has made use of the opportunity to establish, renovate and develop various learning centres. This has helped a lot in improving effective learning when students return to campus after Covid.
- 5.2** Effective learning is about how the School can encourage the students to develop their talents -- be it in academic, sports, design, music, STEM and so on as all discipline of learning can be developed into their future successful career.

6. Education Excellence

- 6.1** The various funding of HK\$5m over the past 3 years has been very effective in promoting education excellence by the setting up of focus centres like China Study, English Corner, Library, Music Room, PE equipment, Overseas Study Tour, etc. (now known as the 10 major construction for the School.
- 6.2** When the School excels, all staff working in it will have great satisfaction.

App-2: Summary of School Site-walk Finding on 2024-7-4 ~ #1-48

- #1: Student & School Trophy – Remind everyone of the school achievements.
- #2: School History Storyboard – Not to forget the ethos of the founders (無忘教育初心).
- #3: Over 68 years history – Hard work of ancestors to make up today's achievement.
- #4: The Key Contributors – Hall of Diligence, Endurance & Fame.
- #5: Walk-the-Talk – To remind students about their objectives step-by-step.
- #6: Spacious rooms for pupil activities – Excellent support from the EDB.
- #7: 60-year old wooden benches – Renovation by staff-students efforts as earmark.
- #8: Garden-like Campus – Gratitude to the HKSAR Government.
- #9: Amazing Grace – Graceful to the Lord.
- #10: Street-Art even at Hand-wash Basins – Teach pupils to make life beautiful.
- #11: Boardroom for IMC and SMT meeting – Show respect to the IMC.
- #12: Artistic Decors even at Toilets – To remind pupils about the beauty of life.
- #13: Happy Campus – Remind pupils to enjoy their schooling.
- #14: Make learning English like Fun-fair – Learning is Fun.
- #15: Beauty everywhere – Can hardly believe that this Campus is 60+ years old.
- #16: GREEN Campus – With donation from the HKJC Charity Fund.
- #17: HKGBC: BEAM+ -- An honour worth endorsing.
- #18: Amazing MR Support from the EDB – Sky is the limit.
- #19: Exercise for body-building – Good to see the instructors have the same dress-code.
- #20: School Motto #1–Talented and Virtuous

- #21: School Motto #2 – Diverse Experiences
- #22: School Motto #3 – Joyful Campus
- #23: Modern Staff-room – Provided with good facilities.
- #24: Joyful Campus – Beautify every corner, even non-accessible area.
- #25: History of China – Good use of visual effect to make learning easy.
- #26: The Tsun-tomb Model – Bringing history to live.
- #27: The Great-wall of China – No need to see it from Satellite.
- #28: The Mini-Museum of China – Developing pupils’ interest about the art of China.
- #29: The late-history of China – Reminding pupils about the history of HK.
- #30: The Aerospace achievement of China – Arousing the pupils interest in ITEM.
- #31: The Rocket development of China – Being the first nation inventing rocket science.
- #32: The magnificent Launcher #5 with related books – Sky is the limit.
- #33: OBOR Sea-route – Initiative spearhead by China for development of global economy.
- #34: Great-Bay Area – That we are an important part of it.
- #35: Historical books related to HK – An important part of NS education.
- #36: The Grand-church – Absolutely amazed by all Christians attending.
- #37: Kindergarten kids – Developing their musical talents.
- #38: The Great History of China – That all pupils should be aware and develop pride.
- #39: School #2 – Security to ensure safety custody of pupils once they arrive.
- #40: Spots playground – Multi-purposes for better resources utilization.

- #41: Music Room facilities – taught by volunteer professional teachers.
- #42: Clear Signage & Direction – with interesting clipart to bring life to the campus.
- #43: Graduation Rehearsal – to ensure smooth running.
- #44: Snap-shot of student activities – developing a dynamic environment.
- #45: School Principal & the Principal Researcher.
- #46: Principal, Research Team and the 2 Teachers interviewed.
- #47: Photo with the Parent Rep. on 2024-7-12
- #48: Photo with the Student Rep. from P-5 on 2024-7-12
- #49: Interview with the IMC Chairman & Director on 2024-7-22 ~
School Governor YEUNG Yau-Chi (IMC Chair) + School Director TSUI Shu-Yan

App-3 (Sample 1-6/49): School Site-walk Finding on 2024-7-4 ~ #1-6 :



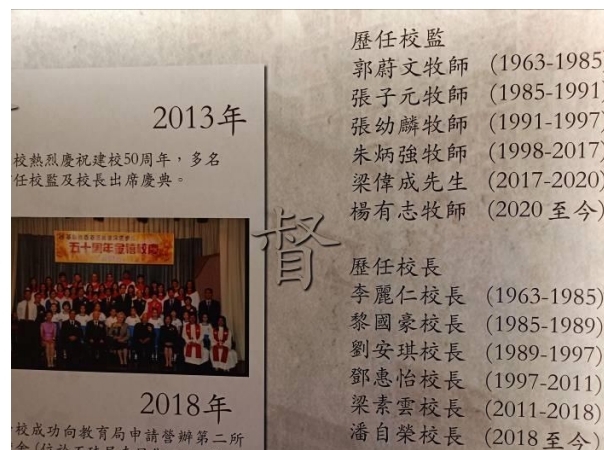
#1: Student & School Trophy – Remind everyone of the school achievements.



#2: School History Storyboard – Not to forget the ethos of the founders (無忘教育初心).



#3: Over 68 years history – Hard work of ancestors to make up today's achievement.



#4: The Key Contributors – Hall of Diligence, Endurance & Fame.



#5: Walk-the-Talk – To remind students about their objectives step-by-step.



#6: Spacious rooms for pupil activities – *Excellent support from the EDB.*

App-4: Summary of www.fls.edu.hk Download ~ #1-14

www.fls.edu.hk Download ~ # 1 -- Study Tour to UK

www.fls.edu.hk Download ~ # 2 -- Study Tour to Cambridge U.

www.fls.edu.hk Download ~ # 3 -- Study Tour to Oxford U.

www.fls.edu.hk Download ~ # 4 -- Study Tour to Tsinghua U.

www.fls.edu.hk Download ~ # 5 – 60th Sports Day

www.fls.edu.hk Download ~ # 6 – China Education Centre Opening

www.fls.edu.hk Download ~ # 7 -- Study Tour to Beijing

www.fls.edu.hk Download ~ # 8 -- Study Tour to Beijing Exp. School

www.fls.edu.hk Download ~ # 9 -- Study Tour to Zhuhai Space Centre

www.fls.edu.hk Download ~ # 10 – China Historical Figures' Nomination

www.fls.edu.hk Download ~ # 11 – HK Lutheran Inter-School Best Student

www.fls.edu.hk Download ~ # 12 – School-Wall Creative Graffiti work

www.fls.edu.hk Download ~ # 13 – Fencing Training

www.fls.edu.hk Download ~ # 14 – National-Flag Raising Competition

App-5 (Sample – 1/14): www.fls.edu.hk Download ~ # 1 -- Study Tour to UK



www.fls.edu.hk Download ~ # 2 -- Study Tour to Cambridge U.



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CONFLICTS OF INTEREST

The author declares NO conflict of interest. There are no other third parties in the design of the study, in the collection, analyses, or interpretation of data, in the writing of the manuscript, or in the decision to publish the results.

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