



OECS Education Reform Unit (OERU)

and

Ministry and Department of Education
British Virgin Islands

Principals and Senior Management Development
Workshop

Theme: ***Empowerment for leadership, management and
professional development***

Student Services Centre

Tortola, British Virgin Islands,
26-28 April 2005

Facilitator: Dr. Henry Hinds, OERU

Local Organizer: Mrs. Cicely Mallone, Education Officer, BVI

*OERU
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Objectives of the Workshop

Empower principals and senior teachers to interpret Ministry's policy re: implementation of national developmental goals

Discuss dimensions of leadership/management, including the roles of education officers and curriculum supervisors that lead to successful school processes

Identify the role of instructional supervision, teacher appraisal and a code of ethics for teachers in enhancing student achievement

Examine the role of the school (principals and teachers) in setting and implementing shared goals

Establish the role of collaboration and teacher learning in developing dimensions of interdependence within the school

Examine the impact of school leadership on enhancing student support systems

Outputs

Analysis of educational developmental imperatives for the educational system and mechanisms for addressing needs

Guidelines for enhanced school leadership and management

Guidelines for the interactive and supportive roles of principals, senior teachers, education officers and subject coordinators in the educational system

Summary of Opening Remarks by Mr. Angel Smith, Chief Education Officer

In his remarks the Chief Education Officer referred to educational development in the BVI as a continual challenge. Educators must be capable of doing new things, not only repeating past experiences. As a nation, the BVI should be conscious of the changes in the policy landscape in education and of responding to new demands. Educators should emphasize also the importance of education in national development and be ready to use initiative in solving problems.

Remarks by Mrs. Cicely Mallone, Education Officer

Mrs. Mallone also focused on the rapid changes in education in recent times. The emergence of modern electronic technology and practice of both parents working outside the home, at times at more than one job are two influences that have some impact on the educational process. She noted that the Ministry and Department of Education has responded to the varied new demands in the following ways:

Improving and ensuring access of all children to basic education;

- ◇ Adapting educational content and strategies to suit the global environment;
- ◇ Encouraging participatory learning among students and teachers;
- ◇ Grounding the provision of education in a legal framework;
- ◇ Responding to the expectations of citizens for a high quality education.

Mrs. Mallone urged the workshop to study the National Integrated Development Strategy (NIDS) and the Strategic Plan provided to participants. Participants should pay close attention to and evaluate the critical goals. They should then be able to link the strengths of school leaders to the goals through appropriate strategies.

Opening Remarks

Josephine Callwood, Permanent Secretary

26 April 2005

Good day fellow educators! I would like each of us to pause for a moment to replace any negative feelings we may have about this workshop with a positive feeling. Let us tell ourselves that at the end of this workshop that we would have developed some strategies that will make our practices more significant as leaders. The following are significant in our circumstances:

- ? Changes in technology that affords children with information at their finger tips;
- ? Parents that are working several jobs with children being cared for as early as three months by caregivers, whose values might be different from the parents';
- ? Change from National Economy to a Global Economy.

With such rapid change, we know that it cannot be business as usual. As leaders we must be responsible for long term planning in place of the piecemeal plan we employ when a problem arises. The goal of the school is to educate students. Dennis Littky and Samantha Gabrielle in *The big picture*, stated,

"With the focus on end results, too many schools and education policy makers forget how much the process influences how the student takes in knowledge and then uses it."

We as leaders must reflect on our practices to see what leadership style we need to adopt to become more effective.

Honourable Lloyd Black in his address to educators at the beginning of Academic Year 2004/2005 stated that the Mission of the Ministry is to make sure that there is access to quality education and opportunities for the holistic development of a people that are adaptable and capable of functioning effectively in a global environment. The mission was legalized in the Virgin Islands Education Act 2004, p 17(b).

The promotion of the education of a people of the Virgin Islands by the establishment of institutions for the purpose of fostering the spiritual, emotional,

cultural, moral, intellectual, physical, social and economic development of the community

The item calls for us to become collaborative leaders and the six objectives of this workshop set out to do just that. These objectives can only be realized with full cooperation of all participants.

The method being used is participatory learning. Schools will have to become “learning communities”; principals will have to reach out to other persons to aid in developing the goals of education. Leaders must become acquainted with the framework within which we work and lead professional organizations. We must remember that the public has expectations of our schools, for example, (1) to prepare students for life and work, and (2) that schools are well disciplined organizations where children learn what is needed.

I chose these two because if we listen to our local media, we, the educators, are criticized when young people do not have the skills needed for the workplace or when a young person breaks the law.

We must accept that one of the roles of the school is socialization. More and more we will be held accountable for what happens at school. We as leaders must become acquainted with the documents/framework within which we practice education. You have been given copies of the National Integrated Development Strategies (NIDS) and the Ministry’s Strategic Plan. You already possess a copy of the Virgin Islands Education Act, 2004.

As we work through the processes in the next three days, we hope that you would achieve the workshop objectives, develop awareness of the legal framework into which our decisions are made and are motivated to acquire more knowledge to make your practice effective and efficient.

Identification of roles and responsibilities – Strengths and areas for improvement

Individual participants were requested to identify their personal strengths as leaders. They also identified the institutional strengths of the school where they work. Secondly, the task required that each participant should identify areas (personal and institutional) that need improvement.

Assignment 1 (for group work):

Summarize main points from individual exercise where each participant identified personal and organizational/institutional strengths as well as personal and institutional needs for improvement. Two groups summarized work on strengths and two addressed areas that need improvement from individuals' responses randomly selected.

After summarizing the individual responses, the groups were required to demonstrate how the strengths or needs (as the case might be) may address the goals of education as identified in the Ministry's documents. Group I dealt with areas that need improvement.

(Note that when 'principals' is used in this report the term refers to principal or senior teacher in the primary school, or principal/head of department in the secondary school.)

The following summary categorizes these responses in generalized groups, first at the personal level and then at the school/organizational level

Self-improvement

Completion of tasks/ delegation	Professional areas	Emotional areas	Communication/ community	Organization/ records
Performing multiple tasks	Providing appraisal constructively	Patience and tolerance	Interpersonal communication skills	Punctuality
Perseverance to complete tasks	Improving reading strategies	Motivational skills	Parent conferencing	Establishing priorities
Meeting deadlines	Time for training and supervision of teachers	Empathy	Involvement in school-community activities	Documenting problems/record-keeping
Delegating responsibility	Technological awareness	Accepting shortcoming of others	Interaction with staff	Financial management
Time management	Observational skills		Conflict resolution	Filing

Improvement at the organizational level

Professional areas	Emotional areas	Communication/ community	Organization/ records
Team work, cooperative learning	Setting moral standards for students	Bridging school-community gap	Greater collaboration between school and Department of Education
Improvement of curriculum; developing national curriculum	Tolerance and respect for others	Developing staff cohesion	Resources for teachers and students
Support for co-curricular activities	Supporting commitment of teachers	Stimulating parental involvement	Improving, maintaining and securing physical infrastructure
Developing leadership roles	Caring for and challenging students		Consistency in decision-making and timely follow-up
Preparing and administering tests efficiently	Empathy and care (for teachers) from administration		Involvement in policy-making
Maintaining discipline			Availability of resources, including modern technology, and provision of adequate storage
Organizing professional development/in-service for teachers; sharing professional ideas			Build reward/incentive system
Building vision and mission of school			Involvement in staff recruitment
			Attendance and punctuality of teachers
			Student discipline

The second part of the assignment was to indicate the resources and processes required to achieve major goals of the policy documents in education in the BVI. The interaction between competence and potential for achievement of goals formed the main focus of the discussion in groups

Groups One and Three:

Given the areas of improvement (needs), what resources/processes would be required to achieve major goals as indicated in the policy documents?

How should school leaders seek to improve their competence in order to achieve national educational goals?

Try to be specific in terms of needs and policy.

Application to Education Act 2004 (Group 1A): Focus on process

Processes that may be used

- ◇ Identify and evaluate the needs to meet/satisfy the rapidly changing demands
- ◇ Determine whether key components exist:
 - Identify the state of existing components
 - Devise economical methods to initiate or further develop key components, depending on existing situations, e. g school modernization up-to-date, regularly maintained computers
- ◇ Comply with Articles 66-78 Draft Education Bill dealing with management for public primary and public secondary schools.
- ◇ Consult with Physical Education teachers, Life Science teachers and other health professionals to determine the specific aspects of health and families that require immediate attention.
- ◇ Reorganize curriculum committee to include mainly individuals who are experts in the various areas, and who will be involved in the implementation process
- ◇ Determine the status of the introduction of the Junior High School system

Organizational improvement (Group One B)

Qualities and products required to implement relevant sections of the Education Act 2004

- ◇ *Cohesiveness*
 - Devise more effective methods to involve staff members in decision-making (to establish ownership of decisions made) e. g. suggestion box, surveys
- ◇ *Tolerance*
 - Establish contingency plans to use when you become caught in the “noose” of tolerance
 - Address the contradiction in Article 154, between 1 and 4: Collective worship and religious education
- ◇ *Resources*
 - After exhausting the writing of proposals, seek private sponsorship
- ◇ *Safety/Security*
 - Establish a contract with a reputable, trained security company that will provide the necessary safety features e. g. cameras, lighting, metal detectors, a system for monitoring the movement of Government’s property.
- ◇ *Maintenance*
 - Provide individual maintenance crew for each school or region.
- ◇ *Incentives*
 - Reinforce articles 54-63: Discipline, suspension and expulsion of pupils

Resources needed by Principal to implement Education Act effectively

Human resource	Learning resources	Financial Support	Physical resources
Qualified teachers Professional support --education officers --truancy officers --guidance officers --counsellors --speech therapist --social welfare workers --special education officers Other support --maintenance workers --janitors	Library and resource centers equipped with up-to-date technology Computer software and CDs Curriculum guides, teachers' manuals and student workbooks	Scholarships for teachers In-house professional development	More classroom space Better lighting and ventilation/cooling systems Access for physically handicapped students Safety equipment and devices Adequate water supply, drainage and sewage disposal

Analysis of the Goals of Education

In addition to the resources identified and in light of the areas identified for improvement both the personal professional level and at the level of the school/organization, one Group (One) has suggested specific steps to be taken to address principals' development. These initiatives all seem to suggest that principals individually or in groups will be at the centre of the innovation.

Policy/goal setting	Leadership	Boundary spanning	Professional development
<p>Be conversant with Education Act, Students' Code of Conduct, Teachers' Handbook, Virgin Islands General Orders</p> <p>Establish specific goals for organization --student performance --student behaviour --co-curricular activities --fund-raising</p> <p>Plan for long term: --leadership succession --programme development --increased performance levels</p> <p>Set reasonable goals for student and teacher discipline in accordance with Education Act and Code of Conduct</p>	<p>Develop variety of approaches to leadership --shared responsibility --transactional leadership --transformational leadership</p> <p>Create strong management teams --open-mindedness, diligence in supervision of teaching and learning</p> <p>Hold regular staff meetings --focus on professional development activities for teachers --sharing experiences in collegial atmosphere --forum for proposing and renewing innovative ideas</p> <p>Examine and evaluate school programmes and their implementation</p> <p>Institute effective supervisory programme and encourage building on student experience</p>	<p>Develop community relationships: --financial support for projects --participation in school activities --agitation for more vibrant policies for youth and education --inter-agency collaboration on social and academic issues --public recognition for student achievement</p> <p>Efficient communication with Department and Ministry: --inform them of needs of school --learn of new policies and educational opportunities --seek to influence decisions on policies, programmes, hiring practices</p> <p>Seek adequate resources for curriculum implementation: --reading material, computers, technical equipment, art/design material</p>	<p>Continued professional development --join professional organization --subscribe to professional journals --establish professional organization --advocate for retraining policy (every 5 years) consisting of academic-based programme</p> <p>--participate in learning sessions on current issues</p>

Group One set out quite clearly the demands being made of principals in a new reformed mode of operation. Each of the four broad categories would require that principals cultivate and maintain a reasonable standard of competence, coupled with a high level of interest. Moreover, the Department of Education has to be able to trust the judgment of principals as on-site leaders in a specific cultural setting.

Groups Two and Four examined a set of goals outlined as integrated aspirations of Government. Education is seen as a vital contributor to overall social and economic development.

Question: *Given the areas of strengths, analyze the new roles of principals and other school leaders in terms of achieving goals set in the policy documents.*

A synthesis has been made to eliminate repetition of work done by separate groups.

Group 3

Legislative Agenda

Financial Resources needed for School Modernization

- ◇ Feasibility study to assess short and long term needs, e.g. growth, teacher-student ratio, class size
- ◇ Prioritize tasks – develop short and long term goals
- ◇ Upgrade facilities – accessibility for disabled etc.
- ◇ National standardized curriculum, support material e.g. texts, tests, resource personnel, website
- ◇ Teachers – ongoing training, refresher courses, workshops developed to target specific needs
- ◇ Recruitment – enforce standards; review as necessary
- ◇ Improve salary to attract more candidates with strong academic skills, (more males also)
- ◇ Offer scholarships specifically for education and education-related fields, e.g. speech therapy
- ◇ Review teacher training, extend practicum, make programmes more rigorous, include more supervision from college personnel (H.L.S.C.C.)

Part 2 Leaders – Training in areas of policy: resource management, budgeting, group dynamics, aspects of law related to education e.g. General Orders, Education Act, Regional and International instruments affecting education.

Group 4

This group examined the components of the legislative agenda for the country as they relate to education. First, the group identified the five key components of the agenda: school modernization, curriculum reform, teacher training, institutional strengthening and early childhood education.

The following chart shows the requirements of principals and organization in order to address these five components

School modernization	Curriculum reform	Teacher training	Institutional strengthening	Early childhood education
Set up effective communication channels Accept challenges of leadership Enhance quality of community involvement Demonstrate and encourage equality of opportunity	Know curriculum content Engage in curriculum renewal activities	Resolve conflict Seek professional development activities for teachers	Foster teamwork Motivate teachers and students Guide students on career paths	Enhance knowledge of child development

Forms of leadership in the school

On the second day the focus of the workshop was on leadership in a professional environment. The first plenary session discussed the basic features of three forms of leadership. Then group members, with the help of resource materials, addressed critical features of leadership as they might be applied in the context of the local situation.

The following plan introduced the concepts:

Early views of leadership

Traditional/patriarchal/paternal

Emphasis on obedience to authority characterized by seniority/age and "wisdom"

Charismatic leadership

Emphasis on personal characteristics; charm

Rational-legal leadership

Authority for leadership based on rational (cause-effect relationship) and laws; concept of bureaucracy developed on this concept

Mid-20th century views of leadership/leadership styles

Authoritarian/ autocratic

Based on imposition of authority without provision for questioning; negative sanctions applied to disobedience;

Authoritative/democratic

Emphasis is on democratic processes; leadership is open to ideas; some decisions are based on consensus;

Laissez-faire/permissive

Much freedom granted to participants; no clear direction is forthcoming; sanctions rarely or inconsistently applied to infraction;

Contingency leadership

A combination of the three styles, dependent on the situation

Recent conceptualizations of leadership forms

Transactional

Transformational/transformational

Distributed

Group assignment

Group 1: Transactional and transformational

Group 2: Transactional and distributive

Group 3: Transformational and distributive

Group 4: Transactional and transformational

Available material for group work, in addition to handouts distributed on Day 1:

Transformational leadership

Educational leadership in the twenty-first century: Integrating three essential perspectives – David Marsh

Entire article

Distributed leadership

Leadership for Inquiry: Building and sustaining capacity for school improvement – Michael Copeland

Pages 376-381

(Entire article)

Distributed leadership in schools: The case of elementary schools adopting comprehensive school models – Eric Camburn, Brian Rowan and James Taylor

(Entire excerpt)

The following question was one of the stimuli used by the groups:

Transactional leadership

How would you develop a teacher's knowledge base and performance through instructional supervision using transactional leadership?

Response from one group

From our short period of reading and research activity, it has been suggested that developing a teacher's knowledge base and performance through instructional supervision using transactional leadership may be itemized into five stages.

- 1) *Define all of the components required and mandated by law in order to increase the knowledge base. This definition specifically pertains to the adherence of laws, which relate to the Education Act, school policies and school rules.*
- 2) *Research the most feasible methods of disseminating this information*
 - ? *consultation with the Ministry of Education and/or the Department of Education*
 - ? *consultation with other professionals*
 - ? *literature*

- 3) *Implement appropriate supervisory processes by:*
 - ? *initiating team teaching*
 - ? *demonstrating teaching strategies*
 - ? *providing resources for acquiring content matter*
 - ? *mediating between teacher and department*
 - ? *facilitating educational/professional development opportunities*
- 4) *Evaluate*
 - ? *student performance based on internal and external standards*
 - ? *teacher performance based on student evaluation and job requirements*

Consequences of application of transactional leadership

Rewards Negative Sanctions

Awards

Loss of increment

Recognition (Internal/External)

Negative evaluation

Monetary reward/incentive

Transfer from one school to another

Promotion

Dismissal

Deficiencies

- 1) *May not lead necessarily to innovation; emphasizes conformity*
- 2) *May not promote full participation of staff, thereby reducing opportunity to receive input from teachers*
- 3) *May lead to role overload for principal overloads*
- 4) *Ownership of ideas presented by principal may have a low probability of being accepted by teachers*
- 5) *Because of the focus on external standards, school may lose student-focus*
- 6) *Internal relationships/personal aspects become secondary to other external factors, so teachers may experience some level of dissatisfaction*

A second group, examining transactional leadership provided the following response

Introduction

We saw transactional leadership as:

- ◇ A business arrangement
- ◇ A balance between those persons with much power and authority (the Ministry), and those with less power and authority (students)
- ◇ Limiting to teachers that are competent in n organizational setting
- ◇ Requiring a competent leader so that accountability is ensured

Ways of developing teachers' knowledge through transactional leadership

1. Provide assistance through clinical supervision, information sharing, collaboration:
 - ? *Leader observes lesson, gives feedback*
 - ? *Senior teachers mentor less experienced ones*
 - ? *Leader promotes team teaching to provide professional support for colleagues*
 - ? *Leader implements system of rewards*
2. Know the policies, guidelines, rules, legislations and regulations that govern our behaviour and practices; communicate this knowledge to the teacher and then make necessary internal changes to policies to empower teachers.
3. Provide mediation: The leader must let teachers know that their ideas are valued but that there is a process, which involves compromise.
4. Encourage creativity; sensitize teachers so that there is passion and excitement. Lead by example; the leader must be creative, innovative and exciting so that these qualities may transfer to teachers and students.

This approach may not be preferred in this modern age since there are other dynamic educational perspectives that may be utilized.

A third group examined transactional leader from the following perspective.

Response

In using transactional leadership we attempted to show how teachers' knowledge base and performance may be supported.

Overview of transactional leadership

Transactional leadership is a phenomenon where the leader follows a beaurocratic process where rules and regulations are adhered to, in a systematic manner.

The leader in this case builds a relationship with the staff so that certain routines are carried out on a daily basis:

- ◇ *The leader is responsible to the Ministry and community*
- ◇ *The principal serves only as an agent because of centralization of power, though he/she seeks to use as much power as possible*
- ◇ *External accountability tends to strengthen internal efficiency*
- ◇ *The transactional leadership role is dependent on the satisfaction of the participants in terms of appreciation, rewards and incentives*
- ◇ *Transactional leadership is a low-risk type of leadership which tends to be less innovative. When things go wrong the responsible person can be identified easily.*

Teachers' knowledge base and performance can be supported through

- ◇ Staff development sessions to share policy documents and correspondence, enhancing efficient delivery of the curriculum, methodology, child development
- ◇ Providing up-to-date resources
- ◇ Use of technology
- ◇ Principal modelling
- ◇ Routine visits to classrooms
- ◇ Providing constructive feedback, encouragement, ideas, new methods
- ◇ Liaising with staff and Education Department officials
- ◇ Sharing relevant up-to-date information
- ◇ Leader addressing the needs and concern of teachers and Department
- ◇ Shared decision-making
- ◇ Leader being fair, honest and trustworthy and having the ability to act in a timely manner
- ◇ Leader being resourceful
- ◇ Leader using discretion in maintaining the balance between external and internal stakeholders in terms of decision-making

Transformational leadership

Transformational leadership, another perspective that principals may use, was the focus for two other groups. The specific assignment was to identify ways of supporting teachers' knowledge base and performance through instructional supervision, using transformational leadership.

"Leithwood and Duke (1999) describe transformational leadership as: *power attributed by organizational members to any person within the organization who is able to inspire their commitments to collective aspirations, to build meaning and a sense of mastery over the situation.*" (Hinds 2003)

Response

1. Shared leadership exists where any member of staff who is not a formal leader may take charge and share information to other teachers, according to their individual strengths.
2. Teachers, working in groups, give their ideas of varied teaching strategies to enhance lesson planning
3. Principal delegates responsibility to teachers based on teachers' interest and abilities.
4. Principal allows teachers to observe and work with one another in team/peer teaching and lesson planning
5. Principal encourages individual/small groups of teachers to conduct sessions in professional development.

Advantages of Transformational Leadership

1. Inspires confidence in colleague staff members
2. Boosts the self-confidence of the teacher
3. Helps teachers to commit to personal and organizational achievement
4. Encourages teachers to volunteer to perform tasks
5. Allows for full participation of teachers, thereby encouraging opportunities to make presentations
6. Reduces principal overload
7. Promotes ownership of ideas presented
8. Encourages building skills, bonding among individuals, banking of ideas within the organization, and utilizing these in a professional manner

Expectations of Teachers

Opportunity to adapt and adjust their and principal's actions according to the tasks and technology available in a particular social setting.

Expectations of Principals

1. Teachers will use opportunity provided to reconstruct their knowledge and beliefs.
2. Decision-making on critical issues will be inclusive in order to facilitate all the components of leadership (socio-cultural, technical) and to elicit commitment of teachers to the goals of education
3. Principal and teachers will utilize good judgment

Another group's contribution on transformational leadership follows:

Response

Role of the principal

1. Introduce team teaching
2. Praise and reward achievement
3. Organize staff development programmes to build sharing relationship
4. Mentoring – observe other teachers
5. Using teachers' individual strengths to build community of teacher learning
6. Provide resources to enhance knowledge base
7. Have regular conferences in order to identify ways of improving, such as giving feedback
8. Motivate teachers to keep current; facilitate teachers in obtaining the current material.
9. Offer constructive criticism
10. Utilize teachers' strengths to help colleagues
11. Motivate teachers to move from the position of being supervised to being supervisors.
12. Look for change in student performance.

A third contribution to the group discussion on transformational leadership is set out below:

Response

Transformational Leadership is shared leadership. In this form of leadership the initiative to lead can come from any member who is not the formal leader, but has much to contribute to the organization. The effectiveness of this leadership form depends on the charisma and ability of the leader to stimulate confidence in the group members.

Response

1. Shared Leadership – commitment to collective aspirations of principal, teachers, parents, students to build meaning and a sense of mastery over a situation
2. Marsh's (2000) conceptualization of transformational leadership consists of three components-
 - a. Building: Fostering empowerment in members
 - b. Bonding: Collaborative team-teaching; involves the technique for using moral commitment of organizational members to emphasize the importance of organizational goals and purposes
 - c. Banking: Refers to institutionalization of changes and improvements into routines
3. Bass & Avolio's (1994) idea of transformational leadership suggests promoting organizational cohesiveness and shared goal-setting that in turn may lead to internal organizational efficiency.

Transformational leadership may be used in the following way:

To support teachers' knowledge base and performance through instructional supervision; since this type of leadership would involve the leader in genuinely caring for the teachers, and respect the teachers' needs and right to disagree on issues. Teachers will be able to bring their ideas while the principal gives the teachers the freedom and her support to do so.

The third form of leadership examined by groups was *distributed leadership*

Participants were required to respond to the following:

Ways of supporting teachers' knowledge base and performance through instructional supervision, using the distributive leadership perspective

Response

Distributed Leadership

Definition: *Shared responsibility among staff; this type of leadership has*

flexibility to be reconfigured according to the present needs of the organization.

In any institution, there are persons with various skills, talents and strengths. In this model of leadership we identify and utilize these persons to the maximum.

It must be noted that the formal leader is not always in charge of all the activities that go on in the school. Other competent actors are given the opportunity to take on that role.

In this mode of leadership, the formal leader will be faced with a number of challenges. He will be faced with a greater number of concepts and ideas from the various leaders. He will have to decide how to incorporate these new ideas with the original school goals.

Therefore, we need to develop an environment of collaboration and accountability. The leader needs to trust the teachers. The leader needs to know that the teacher's professional learning is accurate. (e. g. in mathematics, what you are doing is correct).

These are the strategies that will be put in place so that our teachers would share in distributed leadership activities:

- ◇ Provide a forum where teachers can share ideas, solve problems, and express concerns on solutions. Emphases will be placed on respect and acceptance of others' opinions.
- ◇ Teachers should be commended for effort/contributions publicly.
- ◇ Teachers should be given the opportunity to participate in decision-making on school activities and policies and also identify problems which the school may face. These same groups would come up with solutions and should be given full support by formal leader, education department etc. This will help build their morale and commitment to the institution.

- ◇ Develop a community of practice among teachers or other groups where they may share their expertise, team-teach and evaluate their peers.
- ◇ Teachers must be made aware of the importance of parental involvement because parent teachers group may develop strategies that will lead to a greater support system for student achievement.
- ◇ Having put leaders in place, a time frame should be put in place to examine the school's overall progress according to the goals set.

Another group's contribution to the application of distributed leadership follows:

Response

Distributed leadership

Assign duties/responsibilities for tasks based on strengths – e. g. Curriculum, setting tests, subject areas and rotate these duties

Develop senior management teams comprising year heads, department heads, and other senior teachers to share strategies and knowledge and to support development in subject areas generally.

Some practical ways are:

- ◇ Demonstrate lessons.
- ◇ Role play classroom scenarios; others offer solutions.
- ◇ Teach skills across subject areas.
- ◇ Bring in resource persons to provide expertise in specific fields, e. g. psychologists.
- ◇ Encourage attendance at professional workshops.
- ◇ Join professional organizations and subscribe to journals.
- ◇ Encourage pooled interdependence, that is, collaboration at same grade level.
- ◇ Encourage sequential interdependence, that is, collaboration at sequential grade levels (Grades 1 and 2, for example).
- ◇ Encourage reciprocal or whole-school interdependence among teachers.
- ◇ Involve teachers in decision making.

Question: Given the areas of strengths, analyze the new roles of Principals and other school leaders in terms of achieving goals set in the policy documents.

Goal #1 Build a world-class education system to create a trained human resources base that is employable, easily retainable and adaptable to the rapidly changing demands.

Goal #2 Ensure that the education agenda focuses on five key components, school modernization, curriculum reform, teacher training, institutional strengthening and early childhood education.

Discussion on teacher development products developed by the OERU

One plenary session was devoted to a panel discussion on the generic OECS Teacher Appraisal Scheme, OECS Teachers Code of Conduct and the OECS Guidance and Counsellors Handbook. Generally principals displayed keen interest in these products and hoped the Department will adopt their use as early as possible.

Code of Ethics

The discussion conceptualized a code of ethics as a framework of values, morals and beliefs. The code should influence the way teachers conduct themselves and may be used to distinguish professionals from non-professionals.

A teacher is an active participant in shaping change. A code of ethics is the vehicle for guiding the direction of the change.

A code will enhance the public image of teachers and teaching.

Other issues raised in the discussion surrounded a dress code for teachers and the need to strengthen national pride.

Teacher Appraisal Scheme

The discussion raised the following issues:

Teachers do not always trust supervisors' appraisal; appraiser needs to be fair and honest.

The appraisal scheme should be used to award incentives, provide data for consideration for promotion and to identify teachers for professional development in selected areas.

Pre- and post-conferences are essential to the process.

Should teachers see the percentage gained after the first appraisal? There is the danger of the appraisal increasing the ratings if the total score obtained is lower (or higher) than the subjective evaluation of the appraiser.

Guidance and Counselling Handbook

The following issues were discussed.

- ◇ Students tend to perceive counselling and counsellors in a negative light.
- ◇ The school administration looks to counsellors for help, especially in cases of student indiscipline.
- ◇ Parents tend to expect counsellors to effect a transformation in their children.
- ◇ The programme is based on students' needs and their personal development and the goals of education.
- ◇ Is the counsellor being effective, given the large number of students?
- ◇ What is the nature of training/preparation for counsellors?

Teacher Learning and Decision-making

The focus of the third day was to provide practical exposure to decision-making and to allow participants to develop situations that would demonstrate and enhance teacher learning.

The assignment for the teacher learning groups follows:

Group Activity: Building a learning community

Describe in detail one school-based project you will implement in order to build a learning community within your department or school.

State clearly the specific purpose of the learning community, and why it is a necessary intervention

Suggested resources:

Hinds, H. (2003). Igniting a passion: Teacher learning in a professional community. (Entire article)

Marsh, D. Educational leadership for the twenty-first century: Integrating the three perspectives. (pp. 130-131, at least)

Decision-making in schools

Select one issue that in your opinion lends itself to participative decision-making at the school or department level.

State the intended purpose of the decision, that is, what is the problem to be solved.

Identify the players/actors you will involve and set out in point form the stages you will take in the decision-making process.

How will you attempt to ensure that the decision is implemented?

Hinds, H. (2003). The dynamics of school leadership. (pp. 7-10)

Weiss, c. & Cambone, J. (). Principals, shared decision-making, and school reform. (pp.382-386).

Each group will subdivide into two; each sub-group will attempt one activity. Use the suggested readings as a background for your intervention.

One group developed the following response surrounding this theme.

Theme: Building a Learning Community – Our Enhanced Learning Environment

Purpose:

- ◇ Provide teachers with enriched information
- ◇ Make staff development more relevant
- ◇ Provide information using various types of technology
- ◇ Improve instructional strategies

Technology

- ◇ Video conferencing
- ◇ Projector
- ◇ DVD
- ◇ VCR
- ◇ TV
- ◇ Bulletin board
- ◇ PA system
- ◇ Computer/LCD projector
- ◇ Photocopier
- ◇ Scanner
- ◇ Radio/Stereo

Literature

- ◇ Journals
- ◇ Articles
- ◇ Brochures/Pamphlets
- ◇ Newsletters
- ◇ Government notices00

Live presentations

- ◇ Colleagues
- ◇ Guests
- ◇ Principals
- ◇ Students

Moderator's comment

This group has outlined the basic purpose and furnishings of a teachers' resource centre. However, while the idea is commendable, the major issue of a strategy for the development of the centre has not been addressed. It is possible that this concept may be integrated with those of the other groups.

A second group provided the following response.

Project: Teachers' Resource Centre – Breakfast Club

Resources to assist teachers – e. g computers with Internet access, books, journals, charts, worksheets, manipulatives, arranged by subject in designated areas

Centre will be furnished by contributions from the business community and P.T.A.

Responsibility for centre will be rotated.

There is need to ensure material is replaced or returned. Material is expensive, teacher's resource are limited. Inexperienced teachers need support in the use of materials, developing collegiality and enhancing personal growth.

After Centre is set up there will be a Breakfast Club meeting twice per month from 8.00 am.- 9.00 am., supported by school funds. Morning has been chosen as being more beneficial because teachers are not tired and frustrated. Also, the meeting will be a good way to start the day - informal, enjoyable, relaxed atmosphere.

Every meeting will discuss different topics, come up with possible solutions, and when possible invite motivational speakers.

In order to assist one another in specific areas, meetings may be scheduled as necessary, including after school in the afternoon.

Moderator's comment

This group's effort is somewhat more precise, with source of funding and a hint of the purpose and mode of operation stated. As in the case of Group 2, there is the need to plan the intervention in a more systematic manner.

A third group looked at the benefit of establishing a professional development centre.

Establish a "Professional Centre"

Purpose/Objectives

- 1) Keep abreast of current trends in education.
- 2) Develop a reservoir of resources
- 3) Share techniques/strategies in various educational issues
- 4) Build a support base for teachers
- 5) Assist in providing an on-going in-house training/professional development.

Resources

- ◇ ? Computers (Internet available)
- ◇ ? Copy Machine, laminating machine, overhead projectors etc

Operation

Teachers will meet at a specified time to examine current, relevant issues in education

The centre will be manned by a teacher daily at recess and in the afternoon after school; teachers with different skills will be rotated.

Content areas

Mentorship

Teaching strategy

Classroom management

Creating instructional aids

Computer skills

A fourth group also considered the establishment of a school-based resource centre as a useful project

Resource Centre – School Based Project

Purpose(s)

- 1) To attract teachers to a learning milieu that engenders connectedness and collaboration
- 2) To create an ethos where teachers would become comfortable with utilizing technology to enhance teaching strategies and student learning.

Activities

For stimulating interest

- 1) Technology fair
 - ◊ Companies displaying technology-related products

Set Up Procedures

- ◊ Prepare a room with various technological devices that visually orients teachers about technology
- ◊ Use existing professional expertise within the school as facilitator

Moderator's comments

The interventions suggested in these four cases seem to all be based on a single-school operation. A more feasible option may be to think of clusters of schools developing resource centers that serve each cluster. Some room should be made for initiatives from the Ministry/Department to provide legitimacy and some level of resources. However, as suggested by the groups, teachers and principals should be the main decision-makers for the professional component of the activity.

This second cluster of activities identifies a pervasive issue in the school environment and organizes a decision-making activity to suggest a solution. Then suggested implementation procedures follow to test the quality of the decision and the decision-making process. Each group attempted to use decision-making skills to solve a specific problem/issue in a particular school environment setting.

Assignment

Decision-making in schools

Select one issue that in your opinion lends itself to participative decision-making at the school or department level.

State the intended purpose of the decision, that is, what is the problem to be solved.

Identify the players/actors you will involve and set out in point form the stages you will take in the decision-making process.

How will you attempt to ensure that the decision is implemented?

Readings

Hinds, H. (2003). The dynamics of school leadership. (pp. 7-10)

Weiss, C. & Cambone, J. (). Principals, shared decision-making, and school reform. (pp.382-386).

Response

Topic:

Eat Right

Target:

Getting children to eat healthy food.

Players:

Teachers, parents, students, vendors, nutritionist, school health nurse, doctor

Process:

- 1) Hold staff meeting
- 2) Collect data on students from doctor, nurse and dentist
- 3) Invite guest speaker (nutritionist) to PTA
- 4) Meet with PTA executive, vendors, principal and teachers
- 5) Hold workshop with nutritionist and vendors
- 6) Organize sessions for target groups: parents and students with health problems.

To ensure implementation of the decision (ensuring the children eat right):

- 1) Monitor what students eat
- 2) Create bulletin boards with flyers and posters
- 3) Spread information on media – Virgin Islands TV, newspaper, radio
- 4) Distribute follow-up newsletters to parents
- 5) Hold Health Fair
- 6) Sell healthy snacks at the school
- 7) Infuse the healthy lifestyle emphasis in all subject areas
- 8) Make recommendations to supermarkets for selling healthy snacks
- 9) Prepare booklet on healthy lifestyle – puzzle, recipes, word search, illustration, comic strips, etc.

Moderator's comment

This case demonstrates the concern that teachers and principals show for the link between nutrition, good health and learning. The broad stakeholder involvement is commendable. Also of note is the assignment of tasks to the relevant competent player. In addition, there is need for continual cooperation as the plans unfold. However, the role of the Department of Education has not been specified clearly.

A second group chose a different issue, still keeping decision-making in focus.

Purpose:

We want to bring all students up to their reading level.

Activity:

Introduce a new reading programme in school.

- ◇ The Players: Principal, teachers, students, parents, education department/ministry and the community (businesses)
- ◇ Stages to be taken:
 - ? Individual class teacher discusses problems faced in reading.
The school is made aware of the importance of students being able to read and the benefit to be derived from it.
 - ? Sensitize parents as well; let them know they need to play a role.
- ◇ Cultural (bottom-up) Decision-Making:
 - Discuss/decide the way forward and necessary actions to be taken about the material presented.
 - Inform Department of Education about issue concerning reading and some of the innovation to be put in place
 - Ask for suggestion and input.
 - Sensitize the PTA about the reading issue.
 - Practice team teaching as part of the way forward.
 - Invite parents to assist at home.
 - Modify/restructure time table to get more reading sessions, more staff development sessions to motivate teachers; also, motivate more students.

Moderator's comment

This group has identified a real issue and has put forward suggestions for ameliorating the situation. The key to the issue is the involvement of a wide stakeholder group in the decision-making process. This matter should be followed through with discussions between the Department of Education and those teachers who have a passion and the skills for teaching reading.

A third group addressed the issue of behaviour modification in students.

Assignment

Purpose

Bring about behaviour modification of the child
Change in attitude of the teacher to reinstate the student

Issue:

Teacher refuses to teach student with deviant behaviour – student is being removed constantly from class.

Problem behaviour:

Student behaviour demonstrated – bullying; behaving violently; not completing assignments; not bringing tools to class; reluctant to respond to instructions given; defiant; verbally abusive to teacher and students, frequently late for class.

Players: Teacher, student, principal, counsellor, senior teachers/head of department, peers, parents

Prior Action taken by teacher:

The teacher has spoken to the student, parents, principal, counsellor and senior teacher/department head with a view towards modifying student's behaviour. The student comes from a "dysfunctional" home environment; has skill potential but no interest; always has lunch but never/seldom has his tools. (Teacher sometimes gives student tools). The teacher is always prepared for her lessons, and has the students' interest at heart. All interventions had been fruitless.

Procedure:

1. School conference with the teacher, principal and counsellor to find the cause of problem and help teacher to be willing to reinstate student;
2. Conference with student, principal, counsellor to continue analyzing the problem;
3. Finding source and a solution to the problem with all the players, including parents;
4. Reinstating student; parent and student will sign contract.

Terms of contract

- ◇ Student will adhere to class rules and school rules.

- ◇ Parents will give the child what he needs to do his work; if student break rules parents agree to the consequences laid down by the school.
- ◇ School gives regular reports to parents on student progress.
- ◇ Principal, teacher and counsellor meet with student at regular intervals, daily for 2 weeks, for feedback on his progress.

Moderator's comment

This is a good response from the group. The case demonstrates that principals and teachers have clear ideas about dealing with behavioural situations in schools. Although the Department is brought in, the school retains control of the situation. This is a good example of decentralized decision-making, followed by actions that are agreed on by all the participants in the decision-making process.

The fourth group attempted solution to the problem of social promotion within the school system

Topic: Social Promotion - Students being promoted to the next higher grade without demonstrating competence in core curriculum areas in present grade level

Problem:
Should Social Promotion be continued in schools?

Players:
Principal and teachers
Parents
Guidance Counsellor
Ministry/Department of Education and Culture
External Stake holders
Students

Decision: (Involvement of stakeholders) Students should not be socially promoted in the primary school

Step 1: Consensus agreement among the teachers through staff meeting
Step 2: PTA meeting – Encourage parents of Pre-school students to attend
Step 3: Questionnaire to some business persons and students
Step 4: Arrange meeting with education officials

Attempting a solution:

1. Identification of students with learning problems at an early age
2. Identify intervention strategies
 - a. Pull out system
 - b. Team teaching
 - c. Equip teachers to work with small groups within their classrooms
 - d. Provide innovative resources, e.g. reading programmes on CD-ROMS.
 - e. In-house training in Remedial Reading for teachers

To ensure decision is implemented

1. Inform students of decision in general assembly
2. Allow up to one year grace period before implementation
3. Supervise teachers to ensure that plans are carried out
4. Provide incentives to motivate students to work harder
5. Organize a reading programme within the school

Moderator's comment

This case is another example of principals identifying an issue that they consider problematic. They have suggested a solution. What is necessary in this case is that the Department of Education should make clear its policy on promotion in relation to student achievement and to open discussion on the costs and benefits in the immediate and long-term range of the policy implementation.

Workshop Evaluation

Evaluation of the workshop processes and content consisted of open-ended statements by respondents reflecting their personal views as well as their views of the work of the group in which they participated. Following are samples of individual responses.

Evaluation of Work in the Group: Individual Members Evaluation of Work in the Groups

It was a wonderful experience, being able to sit and explore with the group. The wisdom I have I will always remember.

Group activities were very interesting and helpful. This cohesiveness generated much discussion and positive information.

- ◊ Worked very well together, ideas were shared, reviewed and incorporated as much as possible.
- ◊ Keen attempts to understand and interpret concepts well.
- ◊ Diligent efforts
- ◊ I feel that this was a great experience with positive , progressive teachers.

Group work was very interesting, providing for brainstorming and the sharing of experiences. Reporting or presentation shed light on areas sometimes not utilized for some time.

In some instances time was too short. Very good team. Everyone participated.

The group interaction was very stimulating. Persons were allowed to state their various opinions and then the group came to a consensus. It was a good learning experience. A refresher is always good and welcome.

- ◊ Enlightening with the discussion as varied ideas were brought forward
- ◊ New/different ways/experience were learnt
- ◊ Some of the experiences and exchange of ideas were quite good

Everyone participated and opinions were respected by all. The different styles of leadership and the decision-making process were experienced in the group.

I enjoyed working with my group very much. Everyone was very co-operative and willing to share. We had full participation of all group members. It was evident that we learned much from each other.

An excellent group; very interactive, warm and intelligent persons;

Each person's opinion was respected, carried and used. The group that I had the opportunity to work with was one that I enjoyed. Everyone made a contribution to whatever assignment we had to do. I enjoyed the rapport and the sharing of ideas.

I enjoyed working in my group. Decisions taken were based on respect for all group members, even though first suggestions were not necessarily taken. Much rigorous discussion was done, based on papers presented and previous knowledge. I have a high level of respect for my peers and would like to see us have more opportunities to demonstrate our skills on a more public level.

Overall Evaluation of group work

The sessions were well planned and well taught. I gained a great amount of knowledge. The workshop was very informative with plenty of materials. Quite a lot of reading was required, but most of it was very useful. There was broad exposure to current issues. Facilitator is knowledgeable and practical and made the group work sessions beneficial to our continuing practice.

Not enough time for the comprehensive reading that was necessary; very interesting workshop;

Left me motivated to utilize many of the concepts learnt. Plan to monitor and make specific efforts to implement different strategies, including other teachers from department or school.

Very good; information is a lot, but necessary; will read most of it later. I think it was a very good idea to bring these stakeholders together at this time. I hope to see a better working relationship in the school.

The OERU/OECS is standardizing the Caribbean. This is vital as we all have a common goal. The Code of Ethics and Teacher Appraisal are comprehensive. I like the evaluation especially. It is a very tall order to be a good leader. I like the contingency form of leadership. The facilitator made many vital points, e.g. it does not matter how long you are a principal or qualifications, how you deal with people is important.

Such sessions are greatly needed

- ◇ Refreshed one's ideas on leadership
- ◇ Acquainted one with new ideas, ways and strategies
- ◇ Confirmed one's practices to be either progressive or not (workable or not)

Overall very good level of work and most informative

The workshop was very informative, interactive and enjoyable. It was one of the best workshops I attended. The idea of coming together as a group on regular basis, to

discuss matters as they relate to education, is a very good one. We do realize that we share similar problems, and in these groups we will learn different strategies to solve them from one another.

This is the best workshop I've attended in the past five years. The workshop was presented in a very innovative dynamic way. There was not a boring or dull moment throughout the three days. The workshop is very eye-opening and has changed my views of workshops in the territory. It would be beneficial to have more workshops of this type. I am pleased to say I've learned a great deal. The group was excellent as well. Personally I have learnt a lot of new ideas and strategies. I look forward to implementing many new ideas to the school where I work.

The workshop was very interesting and informative. I have gained a wealth of knowledge. I am looking forward to another workshop like this one. I was intellectually stimulated. I enjoyed the practical approach of the workshop.

Excellent workshop. I admire the high level (wealth) of knowledge, experience, expertise and comfortableness with which Dr. Hinds conducted himself. He has ensured me to keep on in this difficult career. The education officers did an excellent job both in facilitating this exercise and in their respectful and cooperative attitude towards the teacher. They are actually very nice people. My issue is that teachers have no real power, especially since corporal punishment has been taken out of the schools. Students are difficult but I do not feel truly empowered and supported. I do not have a clear picture of who is backing me and to what degree.

Evaluation of Work in the Group:
Individual Members' Evaluation of Work in Groups

Group 1

The group discussions were very interesting and stimulating. It's always good to hear how colleagues handle situations; gives us another perspective. Each member cooperated and contributed.

Good argument and discussion in the group. Willing to work as a team; we were able to arrive at unified decisions.

Female-dominated
Shared leadership among group members
Good rapport within group
Good utilization of personal expressions
High level of enthusiasm and cooperation
Shared decision-making
High level of respect for colleagues' opinions

Very productive, sharing of ideas, excellent
Fruitful dialogue
Members had a wealth of ideas and experience

I enjoyed working with this group, although we were usually divided in two sub-groups. We had strong arguments and lively discussions and we came up with excellent reports that covered everyone's view.

- ◊ Very intellectual
- ◊ Appreciative of others' opinion
- ◊ A vast array of ideas and experiences

Group 2

I learned the benefit of working in a group. This process enabled us to share ideas, tasks and make contributions. How great it was to interact with others in and out of a group!

The group activities were quite beneficial. I was able to sit with colleagues from various sectors of the school system. The sharing and reporting was quite good. I would have loved for us at some time in the programme to have set out an action plan for improving our management approach, with the view to evaluating ourselves at a particular point or a period after.

The group work involved sharing ideas. Everyone in my group was given an opportunity to share views and ideas. It broadened my mind about things that could be done using our strengths to improve my school and also ways of personally improving my weaknesses. Things that did not come to my mind were expressed by others, which showed me that I am thinking too narrowly, and that I need to widen my scope of thought.

The group work was helpful because ideas were shared tolerantly. It was interesting to hear others sharing similar joys and sorrows. You were able to learn much from your fellow participant.

Group 3

Though we were picked at random 1, 2, 3, 4 and all the 1s, 2s etc. were in a group it was overwhelming how we worked together. Everyone seemed to be thinking very deeply and showing interest in all of the topics. We learnt much from each other since we were a high school and primary school combination. It was enjoyable.

Group work was enjoyable. It afforded the opportunity to learn and share and also to become more familiar with co-workers. It would be ideal if we were able to keep (up) in contact (via email maybe) after we return to our respective schools.

This is one of the few times that I understood the objectives of the group tasks. The topics were easy and the discussion was fun. Most importantly it gave me the opportunity to learn about the concerns faced by others in this profession.

I enjoyed working with Group 3. The members were co-operative, considerate and understanding. We shared, we discussed everything. I learnt quite a lot. I will be willing to work with these members again.

I enjoyed the group sessions immensely. It was an opportunity to get to know your colleagues. I learned more about their philosophies with respect to teaching, the issues raised and their personal lives. I also gained some new insights and strategies that seemed workable and could help to make daily practice less challenging.

I have found the group work to be more enjoyable. You socialize more and get to know others. You increase your knowledge from discussions, by sharing ideas. You get a different perspective about things.

- ◇ Renew acquaintances
- ◇ Import/share knowledge and experiences with colleagues
- ◇ Get a forehand knowledge of who I will, in reality, will like to work with
- ◇ Cooperative
- ◇ Team spirit
- ◇ Very good
- ◇ Become acquainted with my colleagues in education, primary schools especially
- ◇ Sharing ideas showed that there are similar thoughts at both levels of the system

It was a pleasure to work in Group 3. I learnt a lot from the many interesting fun-filled and intellectual discussions. The group experiences exemplified shared decision-making, team spirit and shared responsibilities.

Group 4

Shared ideas brought about the similarities and differences that teachers face within our school environments. Cooperation was great. Each person participated fully in order to be effective in producing group work-assignments.

I think group 4 was an excellent group in which each voice was heard and ideas and input respected.

Individual Participants' Evaluation of Group Work Processes

Group 1

The entire workshop was excellent. Sorry that I missed the first day but it was unavoidable. It's always a pleasure to be in the company of Dr. Hinds. It will be great when the instruments debated move past the DRAFT stage and get into the schools.

Very informative. The approach provided for great involvement by each participant.

The workshop was very informative. The facilitator of the workshop is quite knowledgeable about issues in education and how to conduct workshops; as a result that contributed to the success of the workshop.

This workshop was long overdue for principals, year heads, subject heads, senior teachers and guidance officers. It was very informative, enlightening and stimulating. It should be continued during professional days in August 2005. Lots of resource materials were available and the facilitator possesses a wide range of experience which he very willingly shared with us. I am able to go back to school and share some ideas for implementation.

- ◇ Lots of food for thought
- ◇ Hand outs will come in handy
- ◇ Stimulating

Group activities were worthwhile. Although reading materials were plentiful they were quite enlightening. Topics and issues presented provided a lot of food for thought. The entire workshop I think serves as a springboard for new things to happen with our education system.

The workshop was a great learning experience. Although many things were not new the terminology was. Dr. Hinds' presentation was practical, interesting and extremely informative. Thanks Doc! Come again.

Group 2

- ◇ Extremely productive and useful
- ◇ Used information that pertain to our Caribbean communities
- ◇ Provided participants with pertinent information
- ◇ OECS usually hosts superb workshops

I learned how to enhance strengths and how to improve my weaknesses. I learned how to identify the different types of leadership and how to use the best suitable one to attain a specific goal. Finally, this workshop has helped me to be more observant to what goes on in education. To this end this workshop was very informative and beneficial.

The three-day workshop was time well spent. The idea of providing such a workshop was and is quite noble. The objectives were quite welcome. Plenty of information was given and much discussion – skimming the surface – took place. Much sharing of ideas and interaction among pairs and colleagues provided an opportunity that we rarely get to do. It was quite interesting to note that the education department has made an effort to produce a strategic development plan. We would have liked to review this document before it has been made policy. Dr. Hinds is a well-abled facilitator and as such he did an excellent job. The education department is commended on a job well done. Please next time pay close attention to space as it relates to number of person(s).

As a teacher that is new to a position of leadership, I found the workshop extremely beneficial. It was an excellent learning experience. I learned about modern modes of leadership and how to integrate these modes in order to improve my work personally, my level at the BVI High School, and the school as a whole. I think that in the future all principals and senior teachers would benefit from a similar workshop.

This course was a refresher for me as I recently participated in the Masters in Education Administration at the University of the Virgin Islands. All the topics were quite familiar to me. I enjoyed the interaction with my peers. I think that information shared was timely and useful. I hope that the information shared will not be left in the folders but it will be practiced.

Group 3

This workshop was definitely necessary. It was rewarding and fulfilling. Although we knew some of the things before, some of them appeared in new light with new and modern terminologies. This was enlightening and I am very sure that I benefited greatly. What was learnt will be implemented therefore the learning goes. The room was a bit cramped but the benefits of this workshop outweighed any difficulty that we had. Thanks, Dr. Hinds!

This was a good workshop – as an assistant principal caused one to re-think strategies. Venue was poor but the benefits of the workshop outweighed its shortcomings. Grateful for the wealth of resource/reading material.

The topics were relevant. I enjoyed the interaction and views expressed though the panel discussion. The presenter was down to earth and his real, but funny examples

made me take a deeper look, a very real and pressing concerns. The presenter was a great choice.

At first I did not want to come to this workshop but after the first day I was gratified. I especially appreciated the way how the workshop was done, not too many lectures. A very interesting workshop, I especially liked the debates. Most importantly, there are lots and lots of room for improvement with the venue. Teachers deserve the best

Workshop was beneficial. Very interesting and informative despite the cramped conditions.

The workshop was very informative and interesting except for the location (too crowded).

- ◇ Workshop well organized
- ◇ Materials and information were relevant
- ◇ Presenter shares his sense of humor with his knowledge of the subject thus making the workshop meaningful and applicable

- ◇ Very informative and stimulating
- ◇ Very good refresher course
- ◇ However, as usual, there is always information but the way forward is often not followed.
- ◇ How can we really bring change to move the education system forward.
- ◇ I suggest that an itemized outline showing a step by step approach to move us from where we are to where we need to go.

It was a learning experience that I would not have wanted to miss for anything. The venue was a bit cramped. The food was delicious. The social atmosphere was commendable.

Group 4

Great information, however, the information identified issues/problems and ideas that we should be aware of, but I feel that we need to have more practical/ hands on experiences to assist teachers with specific problems e.g. what can be done to assist slow learners and develop their skills to bring them up to a certain level.

The workshop was very informative a lot of knowledge was gained that will be demonstrated and shared with staff members.

Appendix

Agenda

Day 1

9 00 am. – 9.30 a.m. Opening Ceremony

Working Session 1

9.30 am – 10.15 am. **Plenary:**
Lead policy paper and discussion – Senior
Education Department Official

10.15 am – 10.30 am. Break

10.30 am. – 12.30 pm. **Group Work:**
Identification of roles and responsibilities
Strengths and areas for improvement

12.30 pm – 1.30 pm. Lunch

Working Session 2

1.30 pm. – 2.00 pm. **Plenary:**
Analysis of goals of education
Introduction to goal orientation

2.00 pm. – 3.15 pm. **Group work**
Specific assignments:
*Increase student achievement in school by
10% by goal setting: Specificity, complexity
and conflict;
Improving communication effectiveness within
the school*

3.15 pm. – 4.15 pm. **Plenary**
Group reporting on goal setting

Day 2

Working Session 3

8.30am. – 9.30 am.

Plenary:

Leadership in schools:

Transactional for routine tasks;
transformational for change; distributed for
sharing responsibility

9.30 am. – 11.00 am.

Group work:

Assignment: Support teachers' knowledge base and performance through instructional supervision, using the three modes: Transactional, transformational and distributed leadership

11.00 am. – 11.15 am.

Break

11.15 am. – 12.30 pm.

Plenary:

Group reporting on leadership

12.30 pm. – 1.30 pm

Lunch

Working Session 4

1.30 pm. - 2.00 pm.

Plenary:

Decision-making in school leadership:
Rational, political and cultural (shared)

2.00 pm. – 3.15 pm.

Group work:

Assignment: Develop and alternative timetabling scheme for your school, using each of the decision-making paradigms

3.15 pm. – 4.15 pm.

Plenary:

Group reporting on decision-making

Day 3

Working Session 5

8.30 am. – 10.45 am.

Panel discussion:

Panel comprising four principals will lead discussion on learning support systems in school; teacher appraisal, learning and professional development; code of conduct for teachers; protecting and linking the school

10.45 am. – 11.00 am

Break

11.00 am. – 12.30 pm.

Plenary:

Re-assessing strengths and needs: What have we learnt?

12.30 pm. – 1.30 pm.

Lunch

Working Session 6

1.30 pm. – 3.30 pm.

Plenary:

The way forward in educational/school leadership

Evaluation and closing remarks

Opening Remarks

Henry Hinds, Officer in Charge, OERU

26-28 April 2005

Theme: Empowerment for leadership, management and professional development

The theme of this workshop is empowerment for leadership, management and professional development. This is the third in a series of OERU-sponsored workshops intended to engage principals and other education leaders in discussions on ways in which as professionals we may enhance the quality of formal education for our youth. I have decided to facilitate this (BVI) exercise in the hope that I may have a chance to stimulate some thinking and rethinking the essential role of leadership in education.

The OECS Education Reform Unit (OERU) is an arm of the OECS Secretariat. The main objective of this Unit is to stimulate education reform activities in OECS countries. Education officials including teachers from the BVI have participated in various activities that involved work on curriculum harmonization, ICT, school management, among others. Of special note is the model Education Bill that has formed the core of all recent Education Acts. So far, six OECS countries, including the BVI, have implemented legislation based on the model Bill. Also, the OERU facilitates the annual meeting of OECS Ministers of Education. During October last year, Hon. Minister Lloyd Black and the Chief Education Officer, Mr. Angel Smith, attended and participated in the 16th Meeting of OECS Ministers of Education held in St. Vincent and the Grenadines.

With more specific reference to this three-day workshop, permit me to state that I have every confidence in the ability of our educational leaders to lead in our schools. However, it is necessary from time to time to confront new and not so new ideas, and, as a group, examine strategies and techniques we have used in our professional work. I trust that the objectives set out in the programme for the three days have captured

this perspective. You will notice also that each of the objectives begins with an action word, implying that there will be opportunity for much interaction during this workshop. Take note also of the outputs. I would hope that by the end of the third day we would all be a bit wiser and a bit more conscious of the responsibility that society has placed on us as educators for imagining and designing a future for our citizens.

The first objective and the first output of the workshop are worthy of special note. The Ministry and Department have distilled and will present a set of imperatives anchored in the National Integrated Development Strategy (NIDS), the newly promulgated BVI Education Act and the Strategic Plan (2004-2008). I read the section on the promotion of culture in the NIDS document with great interest. I would venture an opinion that culture embodies all our hopes, intentions, potential success and even fears. Since students, teachers, parents and the entire community are intertwined in “webs of significance” it is important that principals and others who lead in education understand in great depth the powerful influence of culture on the way we think, act and react

It is essential that the responsibilities, power and authority of principals and senior teachers have grounding in the national goals, aspirations and proposed social, economic and educational plans that would lead this nation into greater enlightenment. Permit me to congratulate the Ministry and Department for spending valuable time to propose such a solid base for education in times of rapid change in the global scenario. For this reason the particular professional input from the senior levels of the Ministry and Department in this workshop is critical to the success of this professional development venture for principals.

In light of this strategic foundation that will be provided for this workshop we then shall have a basis for examining our individual and collective responsibility for playing a meaningful role in the movement toward true nationhood. We shall assess our areas of strength in educational leadership and suggest how we may coordinate our various abilities and skill in striving toward a higher level of progress.

Our journey takes us through an examination of the broad goals of education, and encourages us to decide how we would pursue goal setting in our own schools taking into account the various policy initiatives of the Ministry and Department. What is required in our exercise is the desire to continually modify perspectives until we reach consensus. Education is a path toward discovery, a trail that is sometimes clear, at other times complex, but more often than not strewn with conflict. Our task is to recognize these perspectives and to make each one work for us. Goals that emerge at the school level ought to be consensual, though the process may be tortuous.

One of the stated goals in the Strategic Plan is improvement in leadership at the school level. This workshop will contribute to that goal through examining three perspectives on leadership in schools and in going through some practical exercises to demonstrate applicability of each perspective. One paradigm of leadership is traditional and has been practiced by school leaders frequently. This mode – transactional leadership – emphasizes adherence to instructions and offers incentives for compliance. However, the other two modes are not as clear-cut. Particularly, one of the views on leadership in schools puts direct emphasis on sharing responsibility and authority. This specific viewpoint becomes important when we consider inclusiveness in school leadership as well as initial training practice for succession to the position of principal or head of department.

Article 148 (1) of the BVI Education Act (2004) consists of the A – Z in the role of the principalship. Each of the actions to be performed involves some level of decision-making. In an organization every decision taken has a consequence, some a bit more serious than others; some decisions lead to results in the immediate future or in the longer term. The opportunity provided in this workshop will give insight into the complexity of decision-making, especially in the realms of negotiation and compromise and inclusivity. Whereas a development plan may emphasize a central focus to which decisions should contribute, there is room for discretionary authority, that is, the opportunity for the school site to become the locus for a great number of decisions that relate to the technical core of the enterprise – teaching and learning.

After experiencing work in goal setting, leadership paradigms and decision-making earlier in the workshop, school leaders will have a chance to become engaged in issues that have a direct bearing on their day-to-day work. Four of these critical areas will be explicated in a panel discussion led by four principals. The first area of interest is guidance and counselling and other learning and emotional support systems that add value to the school. Another area of interest is the mechanism that exists for supervising instruction and for appraising the work of teachers.

Third, there is the need for the establishment and implementation of a code of conduct for teachers. A fourth area is the role of principals in linking the school with resources in the community while at the same time protecting the technical core from interference from outside.

The OERU has done much groundwork in these areas. Teachers and other educators from the BVI have participated in the formulation of policy guidelines and generic principles in each of these four areas. The discussion in this workshop will provide the opening for participants to become acquainted more intimately with this work, with the option of adopting or adapting to suit the specific environment of this nation.

After the panel presentation and discussion we need to take stock of what we would have achieved and what new ideas would have been integrated into our existing repertoire. We would also need to take stock of how much our colleagues would have influenced our thinking and views, and how our strengths have made an impact on our colleagues. In other words, we should be able to describe in a variety of ways how we have been empowered, whether it will be in decision-making, leadership, goal formulation or teacher supervision and appraisal.

Of interest to us should be building a plan to articulate how we would like to move forward in professional development of ourselves as principals and senior teachers, and how we may lead through professional development of our teachers. One interesting component of our deliberations ought to be our consideration of appropriate modes of learning for principals. As leaders in the educational system, not only do we have an organizational responsibility to be accountable for the

resources that we manage, we have to be able to project a high degree of moral responsibility toward our teachers, students and parents. It is by opening lines of communication among us, as well as between us and our stakeholders, that we may build meaningful partnerships to lead to educational development. That new position will be one of true empowerment.

I would like to express gratitude to the Ministry and Department of education in the British Virgin Islands for organizing this exercise. That you, the participants, have decided to come to be part of this process suggests in part that you are interested in being part of a “public square”. I hope this workshop turns out to be exciting and interesting, and that it would encourage you to continue the quest for learning and also for sharing.

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