



Principals and Senior Management
Development Workshop
Antigua and Barbuda

Multi Purpose Cultural Centre,
St. John's, Antigua

12 – 14 January 2005

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

TABLE OF CONTENTS

	<u>PAGE</u>
1.0 Objectives of the Workshop	1
1.1 Participants.....	1
1.2 Methodology and Structure	1
2.0 Description of Sessions	
2.1 Workshop Session 1 – Lead Paper and Interaction	2
2.2 Workshop Session 2 – Overview of Workshop Sessions	2
Activity – Group Activity	3
2.3 Outcomes of First Workshop Session.....	5
2.4 Working Session 2	
Effective School Management	6
Transformational Leadership (Handout 1).....	6
Spicy Group: Instructional Leadership	8
Instructional Leadership (Handout 2)	8
Hibiscus Group: Managerial Leadership	10
Handout 3: Managerial Leadership/Capability	10
Plenary Session	
Group reporting sessions	12
Innovators Group	
Leadership Tree	13
Spicy Group	14
Hibiscus Group	
Transformation of Hibiscus School	16
Principal’s Role	
Hibiscus Group	17
2.5 Working Session	
Attributes of an Effective Principal	18
Group Activity	18
Plenary Session.....	19
Principal’s Role	
Spicy Group	20
Hibiscus Group	21
Profile of a Principal	23
2.6 Workshop Session	
Consensus Reached on Standards of Performance for Principals Managing the School Effectively – Standards of Performance	24
Action Plan for Achieving Standards of Performance	
Innovators Group	27
Hibiscus Group	29
Spicy Group	30
2.7 Workshop Session 5	
4.0 Evaluation of Workshop Session.....	31
4.1 Critique of the Session.....	31

4.2 Response to Questionnaire.....	33
5.0 Conclusions	40
Bibliography.....	41
Appendix 1 – List of Participants	42
Appendix 2	
Template 1	45
Template 2.....	46
Template 3.....	47

Principals and Senior Management Development Workshop
Antigua and Barbuda
National Cultural Development Centre,
St. John's, Antigua
12 – 14 January 2005

Report

Theme: Empowerment for leadership, management and professional development

1.0 Objectives of the Workshop

- 1. Empower principals and senior teachers to interpret Ministry's policy re implementation of national developmental goals*
- 2. Discuss dimensions of leadership/management, including the roles of education officers and curriculum supervisors that lead to successful school processes*
- 3. Identify the role of instructional supervision, teacher appraisal in enhancing student achievement*
- 4. Examine the role of the school (principals and teachers) in setting shared goals*
- 5. Establish the role of collaboration and teacher learning in developing dimensions of interdependence within the school*
- 6. Examine the impact of school leadership on enhancing student support systems*

1.1 Participants

Participants comprised Principal of the Antigua State College, education officers, principals, deputy principals and heads of department of secondary schools, and principals of primary schools. The complete list of participants is found in Appendix 1.

1.2 Methodology & Structure

The consultant used a collaborative and participative approach in the conduct of the sessions, using large group, small group, peer and individual activities, and the each group-teach group principle.

The co-learning approach was also used where the consultant facilitated participants' understanding of the concepts through group discussion using

templates and handouts as stimuli, to stimulate discussion and other related materials that served as reference points.

There were three groups working simultaneously on different leadership concepts, using the code names: ***Innovators, Spicy and Hibiscus***. Through the reporting session of each activity there were knowledge and experience-sharing interactions among the three groups. Noticeable was the sharing of leadership roles at each reporting session.

2.0 Description of Sessions

2.1 Workshop Session 1

Lead Paper and Interaction

To situate the workshop within a conceptual framework, the lead paper was presented by the Chief Education Officer. It comprised excerpts from Quality Public Education, Antigua and Barbuda 2004 and Beyond, Ministry of Education (2003). The presentation was followed by interaction among participants.

2.2 Workshop Session 2

Overview of Workshop Activities and Creating a Workshop Environment:

With the aim of putting participants into a workshop mood, the consultant introduced them to four types of Learners that come into a training session, and invited them to see if each could find himself/herself among them.

An Expert: Some one with experience and expertise they are willing to share.

A Vacationer: Some one here for the fun of it, who wants to keep things light,

A Learner: Some one who wants to know who, what, where, when, why and how.

A Prisoner: Some one who doesn't want to be here but has to be for job reasons

Emanating from the discussion that followed is the significance of this exercise. Many roles are brought to a workshop session. As topics and activities change, individual roles will also change.

Group Activity: Arriving at a consensus of the perceived roles and broad areas of responsibility of Education Managers at the Policy, Administrative and Operational levels.

Diagram 1 shows the major functions of a Ministry of Education

The horizontal bars represent supporting functions whose outputs, facilitate the achievement of the Ministry's mission

The vertical bars are value-adding functions that represent the core of the Ministry's mission.

Diagram 1: Major Functions of a Ministry of Education

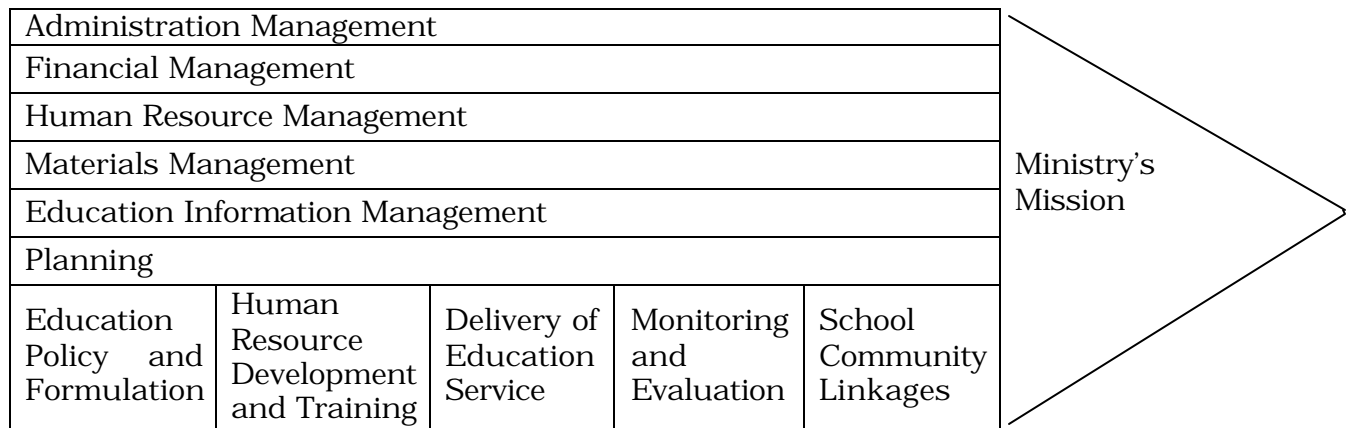
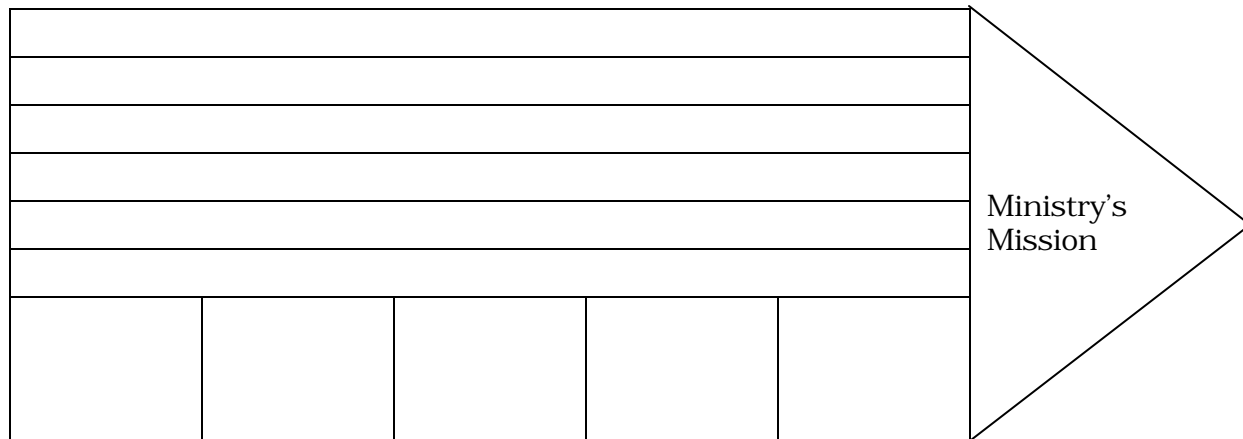


Diagram 2A: Major Functions of the Ministry of Education,
Antigua and Barbuda (Exercise)



Task 1: In Diagram 2, state the functions of the Ministry of Education of Antigua and Barbuda, identifying supporting functions and value-adding functions

Task 2: Upon the completion of Task 1, identify the roles and broad areas of responsibilities of:

- School Principals
- Education Officers
- Curriculum Officers

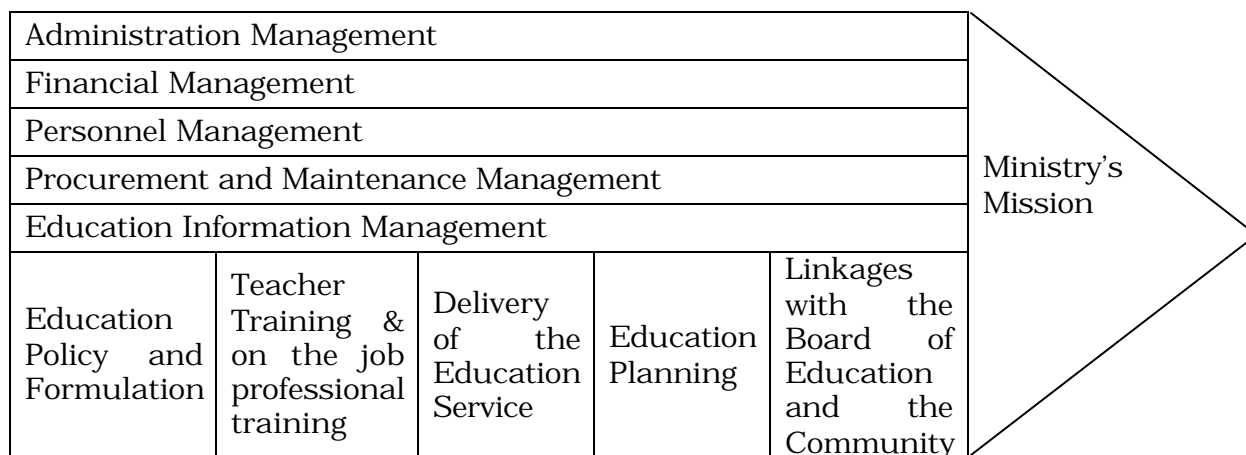
Group Reporting Session:

Arriving at a consensus of the roles and broad areas of responsibility of School Principals vis-a-vis Education Officers and Curriculum Officers:

2.3: Outcomes of First Workshop Session

The outcomes of the workshop session2 comprised the participants' efforts.

Diagram2B: Major Functions of the Ministry of Education, Antigua and Barbuda



Roles of Principals, Education officers and Curriculum Officers

Combined effort of the three groups is outlined below. (See Appendix 2 for individual group efforts)

Role of School Principals

- *Clearly articulate and implement educational policies within the school*
- *Manage the school plant: Supervise, monitor, assess and evaluate teachers and students' performance*
- *Implement and monitor curriculum*
- *Build linkages with all stakeholders*
- *Ensure that policies, rules and regulations are observed*
- *Ensure sound and accurate record-keeping*
- *Provide opportunities for staff development.*

Role of Education Officers

- *Evaluate and appraise principals*
- *Transmit the directives of the Government/Ministry of Education*
- *Ensure that rules and regulations are observed;*
- *Keep sound and accurate records*
- *Provide opportunities for professional development for principals*
- *Liaise between Ministry and schools*
- *Monitor school performance*

Role of Curriculum Officers

- *Assess the relevance of the curriculum; review and amend as appropriate*
- *Monitor and evaluate curriculum implementation*
- *Advise principals and teachers re implementation of curriculum, and train teachers in the use of curriculum*
- *Involve teachers in curriculum development*
- *Liaise with the Institution involved with teacher education*
- *Monitor and evaluate curriculum implementation*

2.4 Working Session 2

Effective School Management

The outcomes of Workshop Session 1 gave directions to this Workshop Session 2. The consultant used the Template: *Transformational, Instructional and Managerial Leadership* as a focal point for the introduction of a selection of key operative terms and concepts associated with effective school management

Group Activity

Each group was set a task that applied one of the conceptions of leadership.

Task 1: (All groups) Using the template as a focal point, write a story on the inter-relatedness of the three leadership styles.

Task 2: **Innovation Group: Transformational Leadership**

Discuss the term, *Transformational Leadership*, using Handout 1 and Templates 2 and 3 as stimuli.

Transformational Leadership (Handout 1)

During the 1970s, James Mc Gregor Burns in his book **Leadership** sought to define behaviours used by leaders to motivate or influence followers. He identified *transformational leadership* as a process whereby leaders and followers can raise each other to higher levels of motivation and morality. At the heart of this process is the leader's desire and ability to raise the consciousness of others by appealing to powerful moral values and ideals.

Bernard Bass in expanding on Burns' ideas defined transformational leadership in terms of the leader's motivational effect on followers who are motivated to serve and achieve more than they were originally expected. This type of leadership provides others with a sense of purpose that goes beyond a simple exchange of rewards for effort provided. Followers are inspired to achieve *higher order* needs and are made more aware of the organizational needs for their unique skills and talents.

In the management of the school, where there is transformational leadership, attempts are made to optimize not just performance but development as well, where teachers have opportunities for both professional and personal development, and are able to participate in the decision-making process, and work in an environment that is supportive, collaborative and caring. The outcomes of such leadership are the empowerment of others to take more initiative in their work, and to be more committed.

Attributes of Transformational Leadership

Providing Vision: Behaviour on the part of the leader aimed at identifying new opportunities for his or her school and developing articulating and inspiring others with his/her vision of the future

Modelling Behaviour: Behaviour on the part of the leader that sets an example for staff members to follow, consistent with the values the leader displays

Fostering Commitment: Behaviour on the part of the leader aimed at promoting cooperation among staff members and assisting them to work together toward achieving common goals

Providing Individualized Support: Behaviour on the part of the leader that indicates respect for staff members and concern about their personal feelings and needs

Providing Intellectual Stimulation: Behaviour on the part of the leader that challenges staff members to re-examine some of their assumptions about their work and rethink how it may be performed

Establishing High Performance Expectations: Behaviour that demonstrates the leader's expectations for excellence, quality, and high performance by staff

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Task 3: Transformational leadership is a process whereby the leader takes action to try to increase the awareness of what is right and important, and motivates commitment to the job. Inherent in this process are three fundamental goals:

- ? the structure and development of a collaborative climate;
- ? continuous professional development, and
- ? an expanded school's problem-solving capacity.

In the light of the outcomes of workshop sessions so far identify new/additional roles you envisage for principals, teachers and education and curriculum officers?

Task 4 As principals, list the things that you can do to enhance your transformational leadership quality?

Spicy Group: Instructional Leadership

Discuss the term, *Instructional Leadership*, using Handout 2 and Templates 2 and 3.

Instructional Leadership (Handout 2)

Three aspects of principal behaviour serve to measure instructional leadership: promoting school wide professional development, monitoring and providing feedback on the teaching and learning process, and developing and communicating shared goals.

Principals who demonstrate good instructional leadership role are characterized by frequent observation of and/or participation in classroom instructions, clear communication to staff of expectations relative to instructional programme, central involvement in decision-making relative to the instructional programme. These principals also actively participate in planning and evaluating the instructional programme and in demonstrating high expectations for the instructional programme.

There is also considerable evidence to suggest that although principals know that instructional leadership is a key role in a school and that they are largely responsible for it, principals tend to leave this responsibility to others or neglect it altogether. An examination of principals' work time indicates that most principals spend their time on administrative behaviour.

Four Main Qualities of an Instructional Leader

Resource Provider:

Behaviour that demonstrates the principal's effective use of time and resources, skill as a change agent, the ability to motivate staff members, and knowledge of staff members' strengths and weakness in order to provide instructional resources that may be helpful to them.

Instructional Provider:

Behaviour that demonstrates the principal's ability to evaluate and reinforce appropriate and effective strategies; instructional provider behaviour includes supervising teachers with a focus on instructional improvement and utilizing student outcome information directly related to instructional issues.

Communicator:

Behaviour that demonstrates the principal's ability to evaluate and deal effectively with staff, speak and write clearly and concisely, and to facilitate groups in selecting courses of action through problem-solving techniques; communicator behaviour includes mediation in conflict situations, use of a variety of group process skills in interaction with teachers, parents and students, and use of skill as a team member.

Visible Presence:

Behaviour that demonstrates the principal's ability to work cooperatively with teachers and the community, and to be visible to the staff, students and parents

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Task 1: Select a colleague within your group and identify behaviours/activities that demonstrate Instructional Leadership. Discuss responses with other members within the group.

Task 2: As a group, describe, giving examples, the impact of an enhanced instructional leadership on:

- ? Principal-teacher relationship
- ? The teaching learning environment
- ? Principal-education officer relationship

Hibiscus Group: Managerial Leadership

The group examined Managerial Leadership within the context of resource management, and managerial capability in terms of those skills that would bring about achievement of the school's mission. The group discussed concepts such as planning, monitoring and evaluation, accountability; communication and feedback, and school culture.

The group was required then to discuss the attributes of managerial leadership, using Handout 3 and Templates 2 and 3.

Handout 3: Managerial Leadership/Capability

Managerial Leadership

Managerial leadership in this context refers to supporting implementation through resource management and includes those factors that under gird the principal's ability to implement practices that establish and maintain a caring and supportive teaching-learning environment. This type of leadership may be done through the development of positive interpersonal relationships among members of the organization and effective day-to-day operational procedures for the school. These factors include:

Teacher relations: The principal develops effective working relationships with teachers through appropriate communication skills, sensitivity to needs, appropriate support and reinforcement.

Student relations: The principal develops effective working relationships with students through appropriate communication skills, encouragement, support and high visibility.

Interactive processes: The principal organizes tasks and personnel for the effective day-to-day management of the school, including providing appropriate information to teachers and students, developing appropriate rules and procedures and setting the overall tone for discipline in the school.

Affective processes: The principal encourages the expression of feelings, opinions, pride and loyalty through team management, sensitivity, humour and personal example.

Managerial Capability

With reference to the above mentioned factors, the principal should have the managerial capability to bring about the desirable level of school performance. Managerial capability is a complex set of interlocking attributes that result in the effective application of the principal's management skills, abilities and knowledge.

Some key managerial attributes and associated definitions are listed below:

People Leadership: A dynamic relationship based on mutual influence and common purpose between leader and subordinate(s) in which both are moved to higher levels of motivation, productivity and discipline as they effect real, intended change

Strategic and Operational Planning

Strategic Planning is a continuous process in planning with all main stakeholders for the achievement of the Ministry's policies and goals. It includes the process of establishing and clarifying goals, deciding on the main objectives, and determining the major means and strategies through which these objectives will be pursued.

Operational Planning is translating a strategic plan into plans of action. For principals and education officers operational planning may be seen as translating national education policies into teaching and learning objectives, programme activities and targets. The process reflects how the objective is achieved, by when, at what cost and the responsibility for completion of each action.

Performance Appraisal: A structured formal interaction between supervisor and subordinate in which the work performance of the subordinate is examined and discussed with a view to identifying weaknesses and strengths, as well as opportunities for improvement and skill development.

Financial Management: The process of managing the financial resources of the school, including accounting and financial reporting.

Communication: The process of facilitating communication (both oral and written) with significant stakeholders, keeping staff informed of goals, plans, and strategies, and "listening" to what they have to say.

Supervision encompasses basic management skills (decision-making, problem-solving, planning, monitoring and evaluation, delegation etc.), organizing teams, noticing the need for and designing new job roles in the group, training new employees, employee performance management (setting goals, observing and giving feedback, addressing performance issues, disciplining employees, etc.) and ensuring conformity to personnel policies and other internal regulations.

Asset Management: The process whereby an organization collects and maintains a comprehensive list of the items it owns, such as hardware and software; furniture, text books etc.

Task 1: Draw a picture to represent a typical day in the life of a School Principal

Task 2: The Work Sheet gives you a developmental outlook of Principals as Managers.

Identify where you are as a group at present and write up a profile accordingly.

Is there room for improvement/growth? If so, state how this change may be achieved.

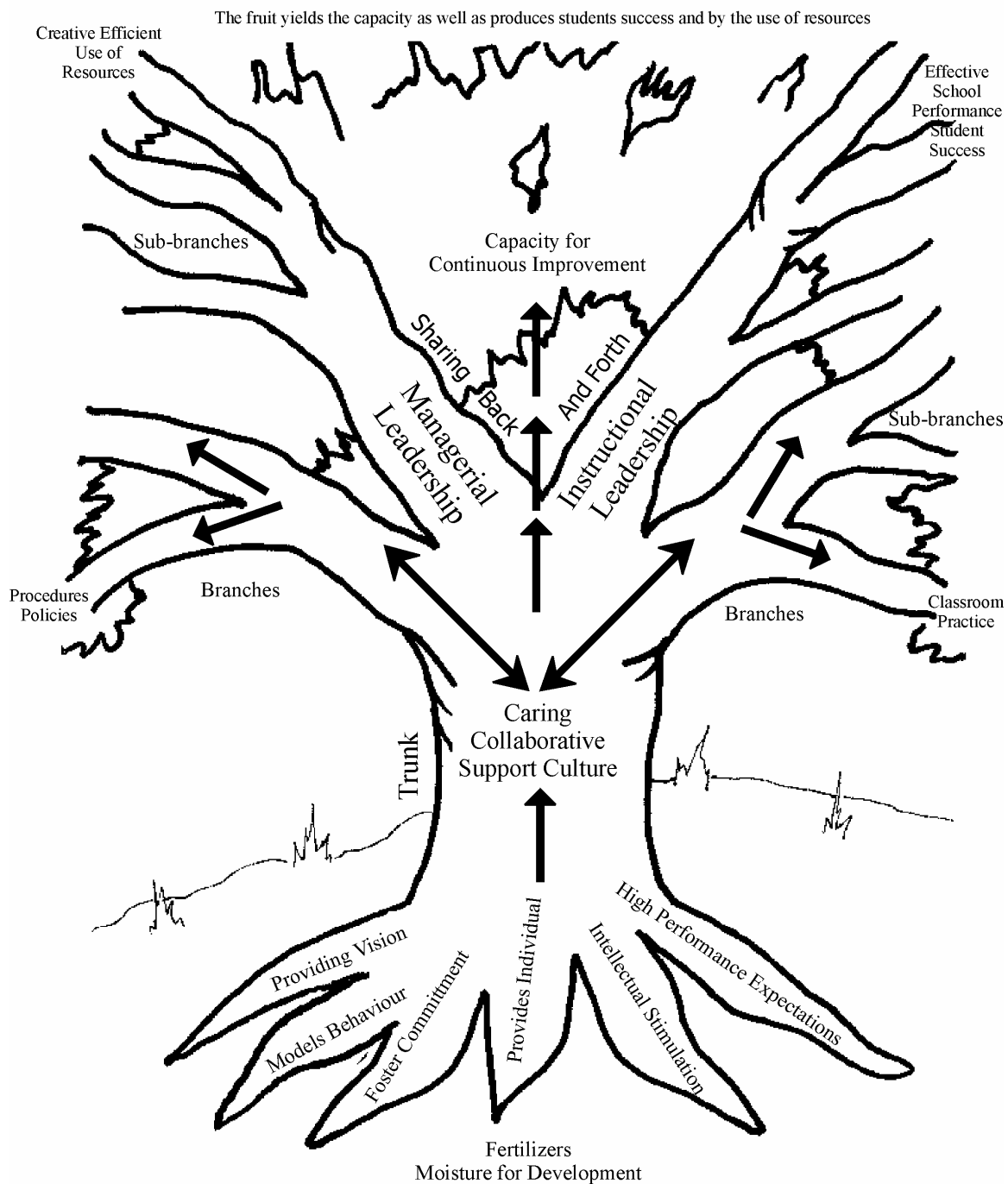
Plenary Session

Group reporting sessions

Story : The Relatedness of the Three Leadership Styles:- Transformational, Instructional and Managerial.

Innovators Group

Leadership Tree



The “Leadership Tree” tells its Story

I am the Leadership Tree. I grow in the soil of *Continuous Improvement*. I was planted by some great minds to bring success especially to all teachers in charge because I love education.

My root is called *Transformational Leadership*. It is constantly moistened (fed) with fertilizers that provide the nutrients to develop the *direction of the school*. The nutrients that I receive are *vision, modelled behaviour, commitment, individual support, intellectual stimulation; high performance expectations*.

The nutrients enable me to hold/carry a strong (firm) trunk, which has an impact upon my existence to establish a *Caring, Collaborative* and *Supportive Culture* for all of the stakeholders. It holds me upright.

I have two main supporting branches which are *Managerial Leadership* and *Instructional Leadership*. These branches are kept strong, enabling them to nurture the *supervision, facilitation* and *implementation* of my leaves of *procedures* and *policies* in order to *promote* the growth of my attractive flowers with petals labelled *effective classroom practices* and *efficient use of resources*; the outcome of which are my healthy fruits of *Effective School Performance* and *Student Success*.

If you want to be an effective leader, read my story. Good Luck – Great Leader!!

Spicy Group

The situation made the headline news in the newspaper: **“Parents and Teachers angered by the actions of Principal”**. As the Minister of Education read the story he thought that this incident could not have happened at a worse time.

With the upcoming elections, this situation only made it more difficult for the party, especially since so many of the persons involved were residents of his constituency.

The matter was resolved by offering the principal early retirement with immediate effect and benefits. A new Principal was appointed.

The principal was not without experience. She had been recognized for bringing a school out of low morale to a school of excellence. This she did by setting up of a *management team* within the school. She also gave parents the opportunity to actively participate in the school's functions.

On arrival at the school, she met with the teachers and elicited their concerns. By the end of the meeting, the staff was assured that many of their concerns would be addressed as the school moved in a new direction.

The *shared vision* was clearly articulated with assurance of support for *changes and policy implementation*. Teachers were wary at first but grew *in trust and respect* for their new principal.

Early in her appointment the new principal met with the parents and encouraged them to form an active PTA which would contribute to the shared vision of the school.

As the term continued it was very evident that the school was developing a *caring, collaborative and supportive culture*. This in itself fostered the *capacity for continuous improvement*.

Teachers were *empowered* to take on *leadership roles* and to take on *responsibilities*, in areas of their strength. For instance, persons who tended to show managerial leadership were encouraged by involving them in the management of the resources. Others were involved in supporting the instructional programme in the school.

Of interest, is the role of the PTA. The school involved the PTA on days when they themselves were involved in *professional development activities*

Hibiscus Group

Transformation of Hibiscus School

Ms. Springfield has been appointed as the new principal of the Hibiscus Primary School, which had a very negative reputation. She has a vision of developing a *caring collaborative supportive culture* where teachers are *united in purpose*, and have the support of the PTA. The principal and teachers create a *strong positive environment*

She not only *models the expected behaviour patterns*, but also fosters *commitment and provides intellectual stimulation and individual support* to her teachers, students and parents.

She uses different types of leadership skills to achieve these goals. Ms. Springfield *supervises and guides the school's curricula*, and *implements efficient procedures and policies* through *effective management of resources*. This promotes *effective classroom practices* and results in *positive school's performance and students' success*. Hibiscus Primary School achieved a **ninety-five percent (95%)** success rate. Every parent wants his/her child to go there now.

Principal's Role

Hibiscus Group

A Typical Day in the Life of a Principal

The typical principal starts the day with a sense of hope that the school will be full of positive experiences. Especially in primary schools, principals are met by some students, who are eager to share an 'exciting' or 'interesting' experience. A little gift of flower or candy offered by tiny hands or even a smile suffices.

(The ship is ready to sail in fair weather in the sea of stakeholders: the Ministry, teachers, students, parents and community).

The morning is further enhanced by morning prayers more often than not, led by the Principal.

(The water becomes choppier).

The Principal makes a round of the school plant, supervising teachers, checking on absenteeism and tardiness. A typical day includes meetings with teachers, parents, Ministry officials and other members of the community.

(On occasion, storm clouds appear on the horizon and the ship is tossed on the waves).

There may be upheavals during the day which upset the normal, routine operations. Such upheavals include problems with discipline, natural phenomena, accidents etc. These events erode the time and energy that should be spent on instructional and transformational leadership.

Nearing the end of the day, the principal involves himself/herself with record-keeping and correspondence.

By the end of the school day, the principal is usually one of the last to leave the school grounds. He/she is tired but there is again, that sense of hope that the following day will be '**smooth sailing**'.

2.5: Working Session

Attributes of an Effective Principal

Stimulus

Effective school principals must meet several standards of personal performance and ensure that the people and programme that make up the school work together to bring about desired results. They must ensure that school programmes, procedures and practices focus on learning and achievement of all students including the social and emotional development necessary for students to attain academic success.

Group Activity

Task 1: Stated in the Work Sheet are some standards of performance.

Discuss them, amending where appropriate and add to the list as appropriate.

Group reporting sessions designed to arrive at consensus and amend standards as appropriate

Task 2: Select two of the three standards and suggest strategies for achieving same. Identify the expected outcomes.

Task 3: Use the format provided. Choose one standard and develop an action plan for meeting the standard.

Plenary Session

Reporting session and synergy of efforts followed.

Principals' Role

Innovators Group

Expected Roles of Principals in the light of Transformational Leadership

Empowering Teachers

- involve everyone in the decision-making process
- delegate responsibilities to all members of staff
- supervise/observe for improvement
- develop/promote self-confidence

Motivating Teachers

- validate/reward performance
- be fair/no favouritism nor partiality
- be a friend to all teachers; develop team spirit
- encourage innovation and creativity

Creating a Favourable Working Environment

Provide for the general needs of the teacher (physical, social, pastoral)

Expected Roles of Education Officers in light of Transformational Leadership

- Identify ways to motivate principal and teachers to generate productivity
- Play a supportive role to principals;
- Provide opportunities for professional development of principals;
- Encourage innovation and creativity;
- Facilitate networking among principals.

Principal's Role

Spicy Group

Synopsis of Handout on Management

What is Managerial Leadership?

It is facilitating implementation through

R E S O U R C E M A N A G E M E N T

HUMAN ----- MATERIAL ----- FINANCIAL

In order to

Establish and Maintain a Caring Supportive Working Teaching/Learning Environment

How?

Through development of effective relationships

Principal – teacher/staff

Principal – student

Parents

Community

Ministry and other stakeholders

How to create these relationships?

Through development of

Effective communication

Sensitivity to needs

Support and high visibility

Encouragement

Interactive processors – rules and regulations

Active processes – encouraging feelings, emotions

Hibiscus Group

Synopsis of an Instructional Leadership

An Instructional leader should:-

- be a person of action
- be well organized
- promote professional development for staff

Qualities

Resource Provider:

- use human and other resources effectively, e. g. delegating responsibilities based on skills/aptitude

Instructional Provider:

- evaluate teaching strategies, perform constant supervision, assess student outcomes and make suggestions for changes or improvement in the teaching/learning/assessment process

Communicator:

- be clear and decisive – be positive
- settles cases fairly and professionally

How to enhance Instructional Leadership

- communicate expectations
- deploy teachers based on observation
- be knowledgeable and capable
- observe carefully; this is crucial
- promote healthy relationship with staff
- demonstrate objectives impartiality
- have teachers plan together
- give feedback
- provide opportunities for professional development

Visibility:

- Have a high level of visibility to teachers, students and parents

The Impact of Instructional Leadership

It can enhance

Principal-teacher relationship:

- improved interpersonal relationships
- improved flow of communication

The Teaching/Learning Environment

- effective classroom management
- improved student learning
- maximization of quality contact time with students
- improved physical condition of schools and classrooms

Principal-Education Officer Relationship

development of mutual trust

better understanding and collaboration

creation of a pleasant working environment

maintaining continuous flow of information

PROFILE OF A PRINCIPAL

Spicy Group

Student Conduct	Work Plan	Supervision of Personnel	Regulations and Policy	Time Management
In collaboration with staff and students, develops school policies and rules and ensures that parents are informed of them	Involves teachers in setting up priorities for work plan NB <i>There is room for improvement in the monitoring and evaluation of plan implemented</i>	Monitors teachers' performance NB <i>There is room for improvement by Working in collaboration with senior teachers;</i> Creates opportunities for teacher involvement in professional development	Demonstrates an understanding of educational policies and ensures that they are reflected in school-based policies. NB <i>There is room for improvement by Ministry of Education making available a copy of the regulations and policies in all schools;</i> Exposes all newly appointed principals to an orientation workshop	In collaboration with senior teachers, develops management plan, to facilitates effective operation of the school . NB <i>There is room for improvement if senior teachers involve staff at the preliminary level, before meeting with the principals.</i>

2.6: Workshop Session

Consensus Reached on Standards of Performance for Principals

Managing the School Effectively – Standards of Performance

Standards	Strategies for Meeting Standards	Expected Outcomes
1. Effective principals being aware of factors that have an impact on student learning and achievement, seek to develop and implement a systematic coherent approach to bring about the desired results	<ul style="list-style-type: none"> - Do a SWOT analysis; - Develop shared vision with all stake holders; - Restructure where necessary to institute and maintain a systematic approach; - Formulate concise plans to implement instructional and assessment procedure; - Monitor class preparation, testing and classroom instruction; - Reflect and evaluate and make changes where necessary; - Conduct in-service training on methodologies and approaches; - Establish environment conducive to creativity, expression of ideas and opinions. 	<ul style="list-style-type: none"> - Unity of purpose achieved; - Sense of ownership shown; - Student performance improved; - Teacher and student confidence improved; - Independent thinking developed; - An atmosphere for continuous improvement in all aspects established and maintained; - Collaboration with teachers and stakeholders heightened.
2. Effective principals recognizing the importance of assessing, developing and maintaining a school culture conducive to the success of all students, facilitate and sustain a culture of	<ul style="list-style-type: none"> - Provide opportunities for professional staff development; - Give awards in all areas: academics, sports punctuality, leadership etc.; - Organize educational tours; 	<ul style="list-style-type: none"> - Academic performance improved; - Teacher knowledge base, confidence and performance enhanced; - Effective classroom practice demonstrated;

Standards	Strategies for Meeting Standards	Expected Outcomes
learning for staff that is consistent with student learning goals and other school goals	<ul style="list-style-type: none"> - Regularly assess and evaluate the teaching/learning process and amend as appropriate; - provide facilities for research e. g school library, computers, resource persons, well equipped laboratories. 	- Goals set achieved.
3. Effective school principals recognize that instructional leadership is critical to the accomplishment of desired student outcomes. They therefore lead a systematic programme of student assessment and programme evaluation	Put into place clear guidelines for the supervision, guidance and continuous monitoring of the delivery of the school's curriculum.	Teacher delivery and school performance improved
4. Effective school principals have an impact on student learning and achievement. They therefore develop and sustain a unified instructional team.	<ul style="list-style-type: none"> - Develop a vision and mission; - Foster collegiality; - Establish a team approach. 	<ul style="list-style-type: none"> - Ideas shared; -Team approach to problem solving established; - Leadership shared; - Continuous improvement in attitude and performance.
5. Effective school principals recognize that a positive learning environment maximizes opportunities for student success.	<ul style="list-style-type: none"> - Focus the daily operations of the school on student learning; - Establish a caring supportive and collaborative school culture. 	Student success maximized
6. Effective school principals facilitate learning and teaching through the effective management of	<ul style="list-style-type: none"> - Regular monitoring of all resources; - Validate all stakeholders; 	<ul style="list-style-type: none"> - Satisfied happy and committed staff members; - Interpersonal relationships improved;

Standards	Strategies for Meeting Standards	Expected Outcomes
building, financial and material resources	<ul style="list-style-type: none"> - Delegate responsibilities; - Manage data collection and ensure proper record keeping. 	<ul style="list-style-type: none"> - Greater accountability established; - Greater cooperation and collaboration among stakeholders observed
7. Effective school principals establish and maintain strong relationship with parents, community and all other stakeholders	<ul style="list-style-type: none"> - Publicly recognize the contributions of parents ancillary staff and other stakeholders; - Encourage businesses to provide work experiences for students; - Establish a mentoring programme between present and past students; - Maintain a vibrant PTA 	<p>Higher levels of cooperation and performance achieved</p> <p>Strong work ethics developed</p> <p>Students have positive role models emulated</p> <p>Higher levels of school performance and student success attained</p>
8. Effective school principals seek opportunities for professional personal development	<ul style="list-style-type: none"> - Form principals association; - Join existing professional associations; - Attend workshops and seminars; - Subscribe to educational journals and magazines; - Network with other colleagues; - Conduct research; - Share experiences and knowledge with other principals; 	<ul style="list-style-type: none"> - More effective managerial and instructional leadership practised. - Managerial skills sharpened; - New knowledge of trends in education acquired.

Standards	Strategies for Meeting Standards	Expected Outcomes
9. Effective principals seek to establish and maintain a happy and inviting school atmosphere	<ul style="list-style-type: none"> - Celebrate success of students teachers and parents; - Plan social activities, parties, pleasure and field trips; - Mobilize forces to ensure cleanliness and safety, order and beauty - Communicate effectively; - Foster good interpersonal relationships 	<ul style="list-style-type: none"> - Attendance improved; - Stress situations reduced; - Conflict situations reduced; - Better cooperation observed; - Greater commitment to school demonstrated; - Happy school atmosphere observed.

Action Plan for Achieving Standards of Performance

Innovators Group

Standard of Performance: Effective school principals facilitate learning through effective management of the school plant, financial and human resources

Objective: Provide the appropriate learning environment for facilitating learning

Overall Expected Outcome: Improved Institution which leads to greater commitment from all stakeholders

Action Plan

List Tasks To be Done	Modality (How each Task be Done)	Time Frame	Expected Outcome	Performance Indicator
Ensure that all staff know their duties and responsibilities	Distribution of job responsibilities and discussion of same.	Beginning of each school term	Staff knowledge of duties and responsibilities demonstrated	Staff performance Improved (measured)
Establish rules and regulations and ensure that all concerned are oriented to same	Meetings and discussions	Beginning of each school term	Rules and regulations established	Adherence to rules observed
Delegate responsibility	Finding out strengths and capabilities of staff and discuss tasks to be delegated	As the occasion arises	Responsibilities delegated based on staff capability	Successful completion of task delegated; Shared governance; Organizational inter-dependence
Validate performance	Social committees Staff retreat Acknowledgement of good work done	On going	A caring supportive school culture	Positive work climate Absenteeism reduced
Monitor performance	Staff meetings Observation Conferencing Proper record keeping	ongoing	Strengths and deficiencies identified	Adjustments made on a timely basis
Manage data base	Set up data base	On going	Proper records kept	Accurate retrieval of information on

List Tasks To be Done	Modality (How will each Task be Done)	Time Frame	Expected Outcome	Performance Indicator
	Keep hard copies Reconcile differences			a timely basis

Hibiscus Group

Standard of Performance: Effective school principals establish and maintain strong relationship with parents, community and all other stakeholders.

Objective: School productivity through partnership with all stakeholders promoted.

Overall Expected Outcome: Level of cooperation and achievement among all stakeholders strengthened.

Action Plan

List Tasks To be Done	Modality (How will each Task be Done)	Time Frame		Expected Outcome	Performance Indicator
		From	To		
Establish PTA	Send letters of invitation Establish PTA Structure	Sept	Oct	PTA established	Chairperson secretary and executive members elected; Meetings convened as expected
Share vision and mission of school	Series of meetings with discussions	Sept	Oct.	Vision and mission of school shared	High visibility of parents
Recognize parents' contribution	Letters of appreciation	Throughout the school year		Parents' contribution to school activities	Parental involvement increased

	Public recognition at meetings		recognized/reinforced	
Invite businesses to adopt school	Hold discussions with proprietors Send letters of invitation	Throughout the school year	Business enterprises adopt schools	Students involved in work experience

Spicy Group

Standard of

Performance : Effective principals seek to establish and maintain a happy and inviting school atmosphere

Objective: To establish a happy and inviting school atmosphere

Overall Expected

Outcome: Parents, teachers and students see the school as a happy place in which to work/attend.

Action Plan

List Tasks To be Done	Modality (How will each Task be Done)	Time Frame		Expected Outcome	Performance Indicator
		From	To		
Celebrate success and achievement	Establish teams Raise funds Public Appreciation for good work done	On-going		Success and achievement celebrated	Greater interaction Attendance improved Behaviour and attitude to work improved
Mobilize forces to ensure cleanliness, safety, order and beauty	Establish teams and beautification committee Establish rules etc.	On-going		Forces mobilized to ensure cleanliness, order and beauty	Visual impact Positive comments made Minimal litter observed
Advocate	Signs, slogans			Awareness	More compliments

effectively	Place garbage bins at strategic places Posters, essays jingles, poems	On-going	awakened	Litter reduced Students actively involved in beautifying surroundings
Foster good interpersonal relationships	Speak with each other Social events Utilize strengths and strengthen weaknesses Always give feedback Avoid favouritism	On-going	Good relations fostered	Courteous behaviour practised Warm and supportive environment established Mutual trust evident Cooperation and participation increased

2.7: Workshop Session 5

Review of Past Sessions & Evaluation

Task 1: Group Critique of the workshop sessions

Task 2: Individual response to an Evaluation Questionnaire

4.0 Evaluation of Workshop Session

Evaluation of the workshop sessions comprised two sections.

- Critique of the Sessions; and
- Individual Response to a Questionnaire.

4.1 Critique of the Sessions

A critique of the session given by each representative of the three groups is summarized under the following headings:

- Notification of Workshop;
- Achievement of Objectives;
- Timeliness of Workshop;
- Composition of Participants;
- Relevance of Content;
- Structure and Methodology; and
- Well being of the Participants.

Notification of Workshop

Participants felt that they should have been notified of workshop earlier to allow principals more time to put their 'house in order'. Also, they would have been better prepared if they had an agenda before the workshop in order to know what to expect.

Achievement of Objectives

All of the objectives were achieved except the one related to the interpretation of Ministry's goal-

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

Participants felt that the lead paper as presented could have been more informative. They did not seem to grasp the expected policy framework within which the sessions were to be situated. Participants expected to hear more about education policies of the Ministry of Education and the role and functions of OERU. They recommended that the lead paper and main documents should be disseminated prior to the opening of a workshop.

Timeliness of Workshop

The timeliness of the workshop was excellent in that the principals had access to professional development at the beginning of the term.

Composition of Participants

The grouping strategy used in the workshop focused relevant groups with the responsibility to implement policies; participants felt that grouping could have been representative, for example, greater representation of secondary schools and deputy principals.

Relevance of Content

The content of the workshop was appropriate and relevant in terms of roles and responsibilities of participants. Content and layout were easily accessible and understood. Participants reported that it was a successful blend along the dimensions of school leadership.

Structure and Methodology

The way in which the workshop was structured gave participants the opportunity to participate. Participants liked the idea of the group approach which they stated caused shy ones to make valuable contributions in small group settings that they probably they would not have done at plenary sessions.

The structure of the workshops facilitated practical applications of knowledge, cross fertilization of ideas, and learning from one another.

Instructions and expectations were clearly communicated except in those cases where there were changes in the planned modality and form of sessions.

The consultant used a facilitative, rather an instructive one. The co-learning approach encouraged participants to be creative in their approach to the tasks, and to become more self-directed in the completion of their tasks.

Well-being of the Participants

They thanked the organizer of the workshop for the efficient secretarial services provided and were very appreciative of the excellent meals being served on a timely basis.

4.2 Response to Questionnaire

The questionnaire reflected the co-learning approach taken by the consultant in the conduct of the workshop sessions where the assumption was that participants brought to the sessions a wealth of experience and knowledge which they would share with one another, and that they were at different stages of professional development as principals and senior teachers.

The questionnaire consisted of four items:

Item 1 was directed at what the participants already knew and their reaffirmation of their prior knowledge.

Items 2 and 3 aimed at ascertaining if there was a change in behaviour attributable to the workshop

**Did they perceive the principal's role in a new light?
Did they acquire any new knowledge?**

Item 4 aimed at finding out the extent to which principals would apply what they learnt in functional situations.

Analysis of Responses

The thirty-one responses to each item of the questionnaire are summarized and statements reflecting the participants' perception are highlighted.

Item 1: Identify Something in the Workshop Activities that Squared with what You Know

Participants' responses fell mainly into three broad areas: *Roles and responsibilities of managers at the different echelons of the educational system, some dimensions of school leadership styles, and strategies for achieving effective school management*

Roles and responsibilities of managers at the different echelons of the educational system

About a third of the participants stated:

- *Function of the Ministry of Education;*
- *Roles of the Education and Curriculum Officers;*
- *Roles and responsibilities of the principal;*
- *Accountability of school principals to all stakeholders for the performance of their schools;*
- *Principals as effective and accountable managers*

Some dimensions of school leadership styles

Another third of the participants spoke to:

- *Leadership being the key to the development of effective school performance and student success;*
- *The adoption of different leadership styles for managing schools effectively;*
- *The different leadership styles, and principals should employ one or more or all in different situations;*
- *[The fact that] Leadership demands a mastery of many skills;*
- *Qualities of an instructional leader;*

Strategies for achieving effective school management

The remaining third spoke about

Working together as a team;

- *The visibility of principals to maintain discipline;*
- *Empowering of teachers by encouraging them to become more committed and self confident;*
- *The need to delegate responsibilities and involvement of stakeholders;*
- *The importance of maintaining a school culture that will facilitate learning; and*
- *Once goals are set the performance of schools will thrive.*

Item 2: Looking back at the various activities and discussions in which you participated, what did you see from a new angle?

Effective School Performance Depends on Principal Leadership

- 1 A common thread through fifty percent (50%) of participants' responses was the idea that the leadership of the principal had significant impact on school performance. Leadership is teamwork and that

transformational, instructional and managerial leadership roles adopted by principals would be instrumental in making them become effective and efficient principals. For example, they saw from a new angle:

- *The role of school principals not just as managers but possessing various qualities of leaderships in order to have effective school performance and student success;*
- *Integration of the different leadership skills;*
- *How important it is that a principal should be an effective instructional leader;*
- *The way a principal approaches leadership will determine his or her rate of success;*
- *The different types of leadership types, especially transformational leadership;*
- *The expected role of the principal in the light of transformative leadership.*

2 Planning and Measuring Outcomes

Planning and measuring outcomes were seen as collaborative processes which involved the significant stakeholders. About a third of the participants wrote of the importance of proper record-keeping and the importance of measuring outcomes in order to maintain sustainability of efforts. Some responses were:

- *How to plan step by step so that outcomes are measurable;*
- *Proper record keeping is very important so that accurate evaluation can be done;*
- *Ways to effectively implement strategies to reach the desired outcomes;*
- *The measurement of school performance and the ability to sustain;*
- *Developing an action plan;*
- *The need to have more staff members share in the stating of performance indicators for our several tasks;*
- *The recognition that leadership is teamwork.*

Item 3: What did you learn that was new that would contribute toward your circle of knowledge in school management?

A large proportion of participants' responses referred to seeing that leadership was not necessarily a one-person action or event, but that it was teamwork. Participants also recognized the importance of establishing and maintaining an environment that would encourage collaboration and cooperation among stake holders. One person reported that the use of a small group approach would allow shy members the opportunity to make contributions.

Participants reported that:

- *School management was a collaborative effort;*
- *Effective principal should establish and maintain a happy and inviting school atmosphere;*
- *[There are] ways and means to enhance the environment in which one works;*

In this light they also saw the role of the Ministry of Education as supportive. They reported that:

- *Support from the MOE plays an integral part in facilitating effective school performance;*
- *The desired school culture - caring collaborative and supportive - will be achieved and continuously improved when all stakeholders: MOE, principals, staff, community and Government work together.*

Encouraging was the change of one participant's perception of principals' capabilities, as observed in this statement:

- *I have learnt to regard the views and capabilities of principals in a different light.*

Item 4: What did you learn that was new that would contribute toward completing your circle of knowledge in school management?

Participants reported that they learnt about

- 1 The impact of transformational, managerial and instructional leadership on school performance

Participants' responses indicate not only their understanding of the powerful effect of transformational, managerial and instructional leadership on improving school management, but that such leadership styles are also oriented toward the achievement of one goal – school effectiveness and efficiency. About 60% spoke about:

- *The balancing of transformational, managerial and instructional leadership is the key to success;*
- *The need to integrate different leadership approaches to reap greater rewards;*
- *Transformational leadership which can be effected at all levels throughout the organization and that it should be encouraged;*
- *A more caring collaborative and supportive school culture;*
- *All teachers are managers.*

2 Creating a supportive working environment

Participants learnt that by creating a supportive working environment the capacity for continuous improvement and effective school performance would be enhanced. About 30% of the statements referred to the:

- *Importance of collaboration and feedback;*
- *Encouragement of co learning strategies;*
- *Use of different strategies for empowering and motivating teachers;*
- *Development of partnerships and relationships and working together;*
- *Various factors that contribute to developing an environment that would lead to improved performance;*

3 Developing Work Plans

Another new area of information was the process used in developing an action plan and in identifying performance indicators to measure outcomes of the plan. Inherent in this new knowledge attained is the ability to self-evaluate performance. Highlighted are the following statements:

- *Developing an effective action plan for successful management;*
- *The importance and necessity of setting goals;*
- *The necessity of developing clear performance indicators to assess and evaluate the progress of the school;*
- *Action plan encourages collaborative efforts among staff;*
- *The importance of measuring the achievement of standards through the development of indicators.*

One participant wrote of having a clearer understanding of the role of the Education and Curriculum Officers vis-a-vis the roles of the principals

Item 5: What action will you now take to strengthen the management of your school?

What help would be needed?

From whom would you seek support?

A perusal of the responses to this question suggests that all thirty-one participants were motivated to apply what they had learnt in functional situations. They focused on five main areas:

Producing a multiplier effect through:

- *Professional development sessions seminars with staff members on what was learnt in this session;*
- *Sharing of knowledge acquired.*

Concentrating More on Transformational Leadership Skills by:

- *Applying with more vigour the transformational leadership approach;*
- *Striving for better communication with stakeholders;*
- *Instituting measures to establish and maintain a caring, supportive learning environment;*
- *Practising leadership styles based on the needs of the school.*

Encouraging More Collaboration with Staff and Significant Stakeholders through

- *Collaborating more with staff, parents and community;*
- *Encouraging full participation in the life of the school; and*
- *Encouraging all stakeholders to come on board to get the school on a higher plane.*

Involving teacher participation in the decision-making process through:

- *Involving staff more for maximum participation and ownership;*
- *Full engagement of all members of staff in the decision-making process;*

One participant echoed the sentiments of most of the principals who wanted to know more about the role and functions of the OERU by requesting:

- *Exposure to some of the OERU seminars abroad.*

Help and Support Needed

The most recorded help needed was guidance and support from the Education Officers and Curriculum Officers, other principals, senior staff members and teachers, parents and community members.

Earlier it was reported that principals saw the Ministry's role in a new light, that of being more supportive and facilitative. In this context they have reinforced their perception when the majority of responses cited *Chief Education Officer*, and *colleagues from the Ministry of Education* as sources of moral support and guidance. For example, a statement in response to help needed was:

- *Someone to guide me along the process to keep me focused*

The source of support recorded was:

- *MOE, colleagues and Education Officer*

Interesting too, is the embracement of practice of collaboration and cooperation not only within the precincts of their schools but across schools. This could be the embryo for networking among school principals and sharing of strengths in conducting staff development sessions.

Of interest is the movement away from dependence on the Ministry of Education for financial help to strengthen management capacity. Participants indicated that they were looking more towards:

*their own school funds;
present and past PTA members; and
the local business community.*

5.0: Conclusions

The coverage of the workshop sessions, including participants' frank responses to the evaluation exercise, indicates that the workshop was a success. The participants were very responsive and active throughout all the sessions. Their creative responses and their willingness as expressed in item 5 to carry through a cascading effect by organizing further mini-workshop sessions is heartening.

Principals' new perception of the Ministry's officials, especially education officers, will be an asset in the endeavour to improve their effectiveness as leaders. Noteworthy, too, is the change of perception of one education officer who stated, "I have learnt to regard the views and capabilities of principals in a different light".

Una M Paul
Consultant
February 7, 2005

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Appendix 1

List of Participants

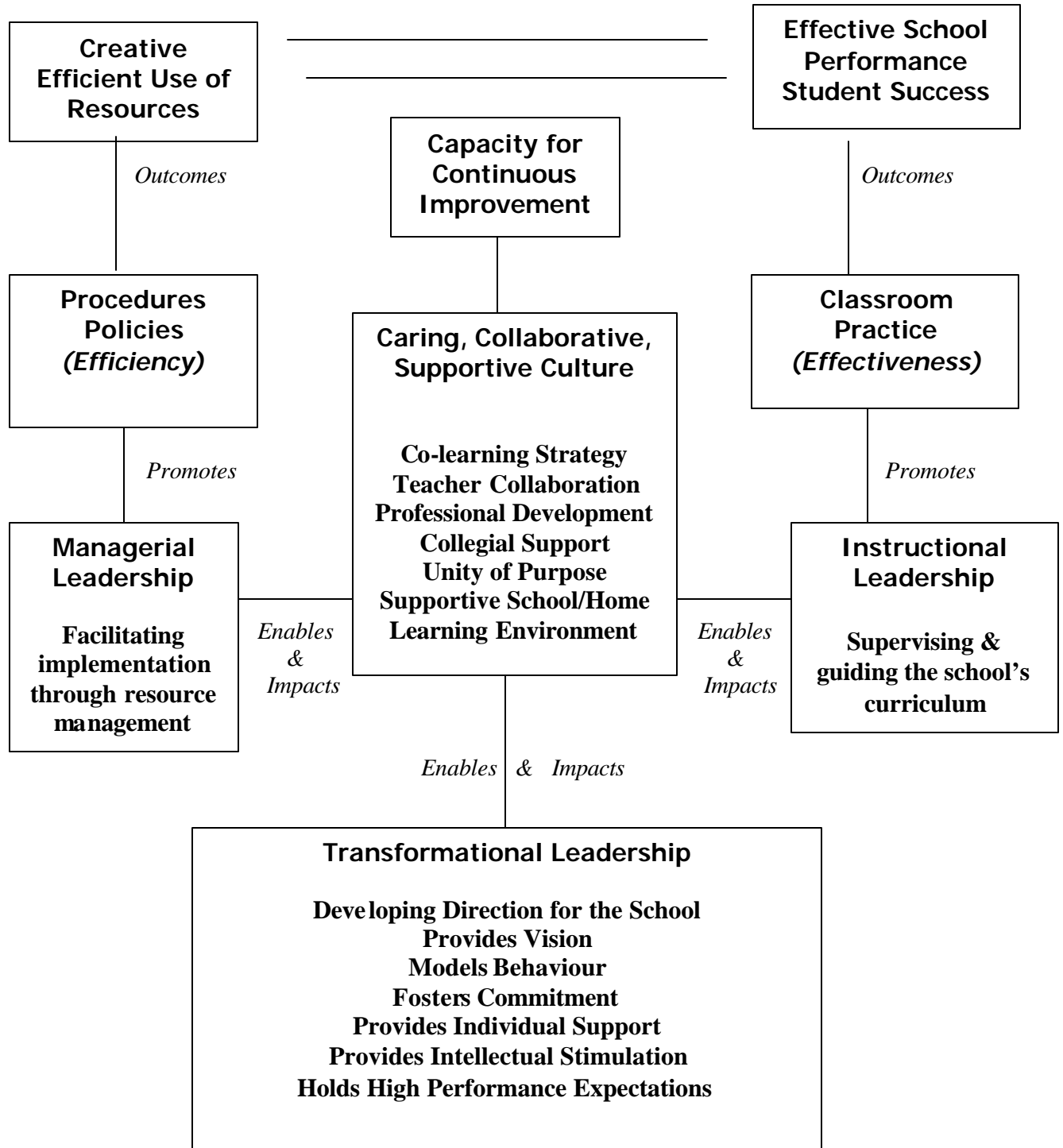
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30. Jennette Browne	Principal	Pares Primary	463-6078		
31. Lorraine Dublin-Samuel	Principal	Newfield Primary	460-4320		
32. Jules T. Benjamin	Deputy Principal	Villa Primary	462-4137		

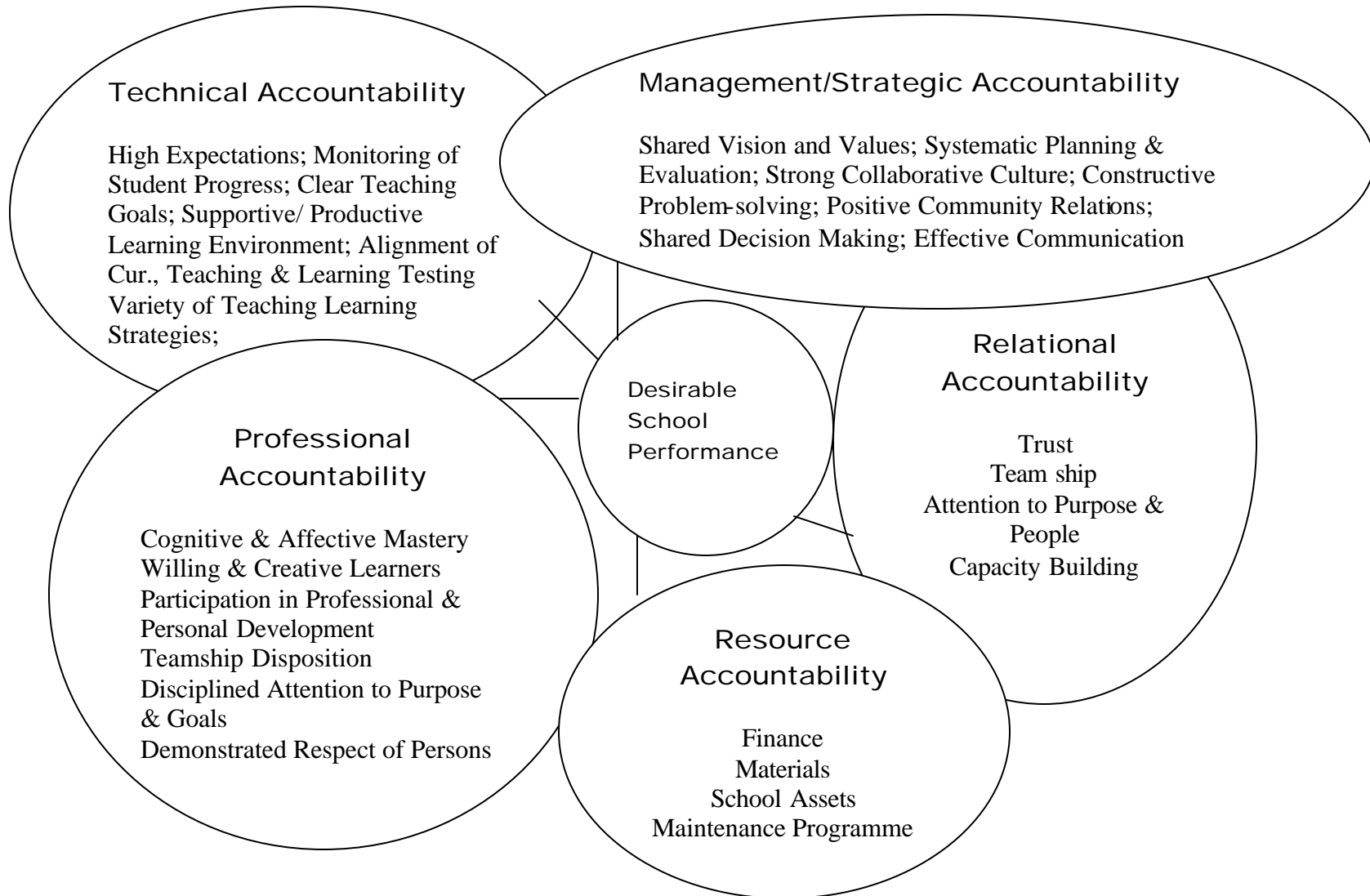
33. Pauline Samuel	Principal	Cobbs Cross Primary	460-3401		
34. Judith Peters	Principal	Jennings Primary	461-3162		
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Appendix 2

Template 1: Transformational, Instructional & Management Leadership



Template 2: Accountability



Template 3

Establishing a Supportive Working Environment
Elements of a Communication and Feedback Mechanism

