



OERU School/Institutional Management:

Country Workshop

on Supervisory Skills for Principals and

Education Supervisory Personnel

**Workshop Report**

*St. Vincent and the Grenadines*

*20-22 January 2004*

*OERU*  
*April 2005*

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Reviewed and Edited by Dr. Henry Hinds, OERU*

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## **REPORT**

### **1.0 Background**

Embedded in the OERU Strategic Plan 2001 –2010 is the belief that education reform is achievable and sustainable through the using a participatory and iterative approach in the formulation of sub-regional plans, and when the beneficiaries perceive them to be responsive to their development needs.

Ownership of the educational reform process will be enhanced when there is emphasis on:

- Placing the key elements of the decision-making process in the sphere of the beneficiaries of the reform
- Enabling beneficiaries to develop the skill and will to sustain the process;
- Granting flexibility to the planning process; and
- Establishing response programming to ensure success and impact learning.

It is within this context that Technical Advisory Committees (TACs) were established as mechanisms to facilitate stakeholder ownership of educational reforms, and to enhance the sustainability of the reform process.

The school management TAC is one such mechanism established. At its second meeting, agreement was reached on the following in country-level activities, for enhancing the quality of school management:

- Strategic management and instruction supervision;
- Human resource development issues;
- Legal issues; and
- Financial management and budgeting.

## 2.0 In-country Workshop (St. Vincent and the Grenadines)

Under the theme, *Establishing Sustainable Training Systems for Educational Leaders and Managers*, OERU held a three-day school management workshop designed for principals and other educational supervisory personnel in St Vincent and the Grenadines.

### **2.1 Objectives**

The objectives were that school administrators would:

- ? *Identify and discuss critical issues in school supervision and leadership;*
- ? *Share experiences that have the potential to enhance supervisory and leadership performance within schools and districts in St Vincent and the Grenadines; and*
- ? *Arrive at a consensus on strategies and mechanisms that will facilitate a holistic approach to effective school supervision;*
- ? *Participate in relevant activities that would enhance their supervisory capacity within their schools and districts.*

### **2.2 Content.**

The main components of the programme included:

- ? Introduction to and explication of the concepts: *Guided, Instructional and Clinical supervision and school Inspection;*
- ? Clarification of roles and functions of supervisory personnel within the educational system;
- ? Operational planning and organizational tasks.
- ? Interactive communication skills;
- ? Identification of barriers to effective communication;
- ? Acquisition of skills for coaching and counselling; and
- ? Skills in creating and maintaining supportive relationships.

### **2.3 Methodology**

The consultant used a co-learning strategy with a variety of modalities in order to facilitate sharing of experiences and managing new learning experiences. (See *Appendix 1 for details of programme and list of participants.*)

## 2.4 Workshop Activities

### 2.4.1 Arriving at a Consensus on the Concept and Nature of *Supervision*

#### Principals' Perception of Supervision

In order to set the stage for the workshop activities the consultant elicited a general picture of participants' interpretation of school supervision. As shown in Appendix 11, their responses reflected the various roles of supervision which included monitoring, administrative, intermediate, pastoral, supportive, planning and evaluation, and served as a spring board for introducing the concepts: *Guided*, *Instructional* and *Clinical supervision* and *School inspection* based on the following statements:

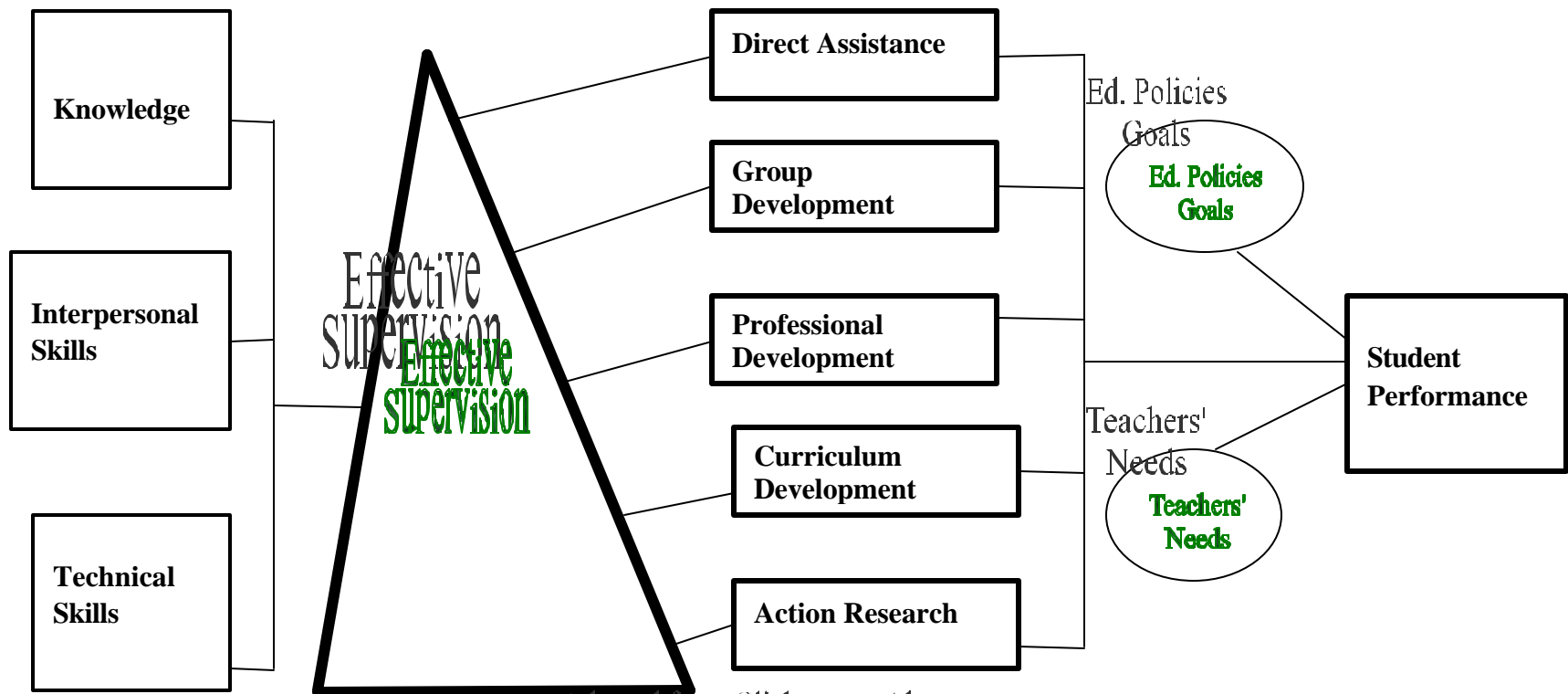
- ***Generally supervision refers to activities related to instructional improvement and teacher growth occurring within the broad concept of Schooling.*** It is concerned with:
  - School organizational pattern & climates;
  - Educational programme development;
  - Instructional leadership;
  - Quality control; and
  - Professional development.
- *Guided Supervision* is supportive in nature with the purpose of building institutional capability among principals, enabling them to manage effectively the delivery of quality education. The key phrase here is Quality Control. At the end of the supervision post-conferencing should take place.
- *Clinical supervision* involves teacher & supervisor together evaluating the latter's performance. Emphasis is on professional development with the primary goal being to help the teacher to improve his/her instructional performance. Teacher and supervisor participate in a feedback conference.

- *School Inspection* is about measuring school performance in the light of articulated policies and goals. It is about evaluating impact of school programmes and involves all aspects of the school plant. Post conferencing takes place immediately after the inspection.

In the workshop Interaction was then focused on the inputs for Effective Supervision using Figure 1 as a stimulus



**Figure 1**  
**Inputs for Effective Supervision**



Adapted from Glickman et Al  
2001

Adapted from Glickman et Al  
2001



Having reached agreement on the main roles of supervision, participants used the format presented in Appendix 111 to state their role and level within the educational system. The results and discussions that followed indicated that principals performed the function as managers at the implemental level of the educational system. However, as managers of the school plant, their roles cut across policy interpretation, administration and implementation

#### **2.4.2 Gap Between What a supervisor does and what he/she will like to do**

The gap between what the supervisor does and what he or she would like to do was identified through participants individually and in the groups responding to two activities, presented in Appendices 1V and V.

Appendix 1V as shown in the document was targeted towards Education Officers. At this workshop, education officers were not participants. The supervisory roles stated in this Appendix were used as reference points to their perception (Appendix 11) , and served as a background for further clarification and interpretation of roles.

Responses as shown in Appendix V suggest that in the main principals' time seemed to be taken up mostly in 'putting out fires'-type activities, overseeing non-teaching staff and resolving conflicts. However, as reported, they preferred to

- Be more supportive to their teachers by
  - *Conducting teacher development sessions;*
  - *Doing demonstration lessons in the classroom;*
  - *Observing teachers teaching;*
  - *Conducting on-the-job training for new and inexperienced teachers*
  - *Monitor the delivery of education in their schools through monitoring curriculum implementation and teacher methodology and leadership training;*
  - *Organizing Guidance and Counselling activities for parents.*

## Skills and Strategies for Enhancing Supervision

Table 1 shows the skills and strategies identified by principals for enhancing supervision. This activity was done first as an individual exercise after which participants worked in their groups to arrive at a consensus. An examination of responses, and the interaction that followed indicated that irrespective of the various supervisory roles, effective performance of these roles is contingent on principals' acquisition of skills and strategies in communication, coaching and counselling, planning and evaluation, and problem-solving.

**Table 1: Identifying Skills & Strategies That Will Enable Effective Supervision**

Supervisory Role	Skills/strategies Identified	Supervisory Role	Skills Identified
Monitoring	Observation	Intermediary	Listening
	Communication		Counselling
	Listening		Reasoning
	Coaching		Being objective
	Interviewing		Interpersonal
	Motivating		Coaching
	Analytical		Mentoring
	Deductive		Empowering
	Perceptual		Decision making
Supportive	Counselling	Administrative	Leadership
	Problem solving		Time management
	Diagnosing		Listening
	Planning		
	Interpersonal		Problem solving
	Coaching		Research
	Listening		Investigative
	Mentoring		Writing
	Feedback		Conducting Meetings
	Conducting meetings		Delegating
	Motivating		Planning
	Reinforcement		
Evaluative	Interviewing	Pastoral	Listening
	Observation		Problem solving
	Writing		Interviewing
	Reviewing		Counselling
	Critiquing		Planning
	Measuring		Reporting
	Assessment		Reviewing
	Analytical		
	Listening		
	Reporting		
	Planning		
	Interpretation		

#### **2.4.4 Operational Planning and Organizational Skills**

This session was designed help participants to acquire/reinforce skills in operational planning, and to establish a process for managing and controlling the achievement of targeted outcomes. The consultant presented a brief lecture on ***strategic and operational planning*** focusing on the basic concepts of each type.

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

Then participants were introduced to Formats A & B where the salient features of an operational plan were identified and discussed.

**Format A**  
**Guide for Preparation of Work Plan**

Main Activities	Objectives	Time Frame		Expected Outcomes	Indicators
		From	To		

**Format B**  
**Guide for Preparation of a Work Plan**

Main Activities	Tasks	Responsibility	Modality	Time Frame		Expected Outcomes	Estimated Cost
				From	To		

In groups participants commenced the process of developing a work plan for improving school supervision. Upon examination of the groups' work from time to time, the consultant decided to abandon this exercise and concentrated on the participants' understanding of, and the writing of specific objectives, fundamental prerequisites for operational planning.

**Format C**  
**Mechanism for Monitoring Implementation of Plan**

Main Activities	Tasks Set	Tasks Achieved	Analysis of success/failure	Necessary. Follow-up Action
1				
2				

Format C was used as a guide for monitoring a work plan. It was designed to keep the accountable manager informed of progress made toward objectives, and to take the necessary remedial action as necessary.

#### **2.4.5 Selected Interactive Communication Skills**

In this session emphasis was placed on the development of interactive communication skills and the setting of goals. Participants discussed these skills within the following categories: listening, interviewing, coaching, counselling, and barriers to communication.

Participants were introduced to an activity, *The Read-and-Do Test*, that demonstrated the importance of listening and following instructions, and *The I's Have It* which highlighted a common barrier to effective communication.

All groups interfaced in the plenary session. The theme for the discussion, *The Truth about Listening*, emphasized that listening with understanding is the key to communication. That is, when the speaker sees an issue from the listener's context, and through listening readiness, receptivity on the part of the listener will be created. In this way a speaker facilitates the listener arriving at his/her own conclusion. It does not make sense to evaluate/make a judgment before listening to what the other has to say.

Interaction in the plenary focused on:

- Identifying rules for being a good listener;
- How to listen attentively;
- Listening for the other person's main ideas;
- The use of feedback;
- Becoming a better listener;
- Why questions are asked.

To reinforce the importance of *Barriers to Communication*, participants were introduced to two activities; one activity dealt with the use of simple language, *Elegance is Simplicity*, reflecting the importance of simple language in communication. One of the statements presented to participant for rapid decipher quickly was:

*Singular specimen of the scientific class of avis contained within the boundaries of the upper prehensile, is equivalently valuable as a doubled inventory of that item located in a low-spreading thicket.*

Volunteers were asked to provide the correct interpretation for the class. Interaction centred on barriers and misunderstandings that are created when such language was used.

Another activity emphasized the importance of shifting paradigms, and to avoid allowing a mind-set to hamper the perception of a situation from more than one angle.

#### **2.4.6 Coaching and Counselling**

Participants in their respective groups, after reading and discussing the handout on *Coaching and Counselling*, planned a role play session using prescribed situations. The objective was to practise counselling and coaching techniques and critiquing skills. For each assignment the group worked on a plan for conducting the role play exercise and arrived at a consensus.

In each group, a member volunteered to be the Education Officer and another, the Principal. The remaining members observed the interview session and critiqued at the end of the session.

An example of one situation is given below.

School Principal B is asking for help in building good relationships between her and staff. Devise a plan stating how you will go about counselling her.

Emanating from this exercise was the importance of:

- Planning;
- Creating a non-threatening environment for conducting such a session;
- Listening with understanding;
- Avoiding emotional words;
- Having a sincere interest in the individual inspiring confidentiality;
- Showing empathy; and
- Offering alternative solutions when a critique is made

#### **2.4.7 Creating and Maintaining Supportive Working Relationships**

This exercise was not done in its entirety because of time constraints. Participants, however, participated in a practical exercise that aimed at showing them how honest, positive reinforcement may enhance the socio-emotional climate of the environment. Participants worked in the same groups throughout the workshop sessions. Each person was given approximately five minutes to write as many positive compliments that are honest to everyone in the group. The sender was anonymous; the note was folded and the receiver's name printed and placed in a box. Everyone opened the notes at the same time and a happy feeling pervaded the exercise as they read their 'sugar grams'. The facilitator led the discussion commenting on the general mood and feelings of the participants, and emphasized the impact of positive reinforcement on performance.

### **3.0 Evaluation of the Workshop**

After a participant-led review of the workshop session, principals responded to a questionnaire (Appendix VIII)

### **3.1 Overview of Questionnaire**

Item 1 was developed with the assumption that participants brought knowledge and experience pertaining to the supervision of schools.

Items 2 and 3 sought to find out what change in behaviour (if any) occurred. Specifically,

- Did the participants perceive their supervisory role in a different light?
- Was something new added to their repertoire of knowledge?

In view of the fact that participants are expected to apply new knowledge and skills in the work situation Items 4 and 5 aimed at their perception of facilitating and hindering factors affecting such a task, and consequently how in the future they may go about enhancing their supervisory strategies.

### **3.2 Analysis of Responses**

#### **3.2.1 Item 1: Identify something in the workshop activities that squared with what you already knew**

Thirty one (31) principals responded.

Most principals were aware of their supervisory roles and the importance of using effective communication. Their responses were as follows:

- *Importance of communication (13)*
- *Aspects of supervision (12)*
- *Preparation of work plan (2)*
- *Effect of group work (2)*
- *The Role of the Education Officer (1)*
- *How to make teachers open up to me (1)*



Note however only two (2) participants referred to work plan preparation.

### **3.2.2 Item 2: When you look back at the various activities and discussions on school supervision, what did you see from a new angle?**

One of the objectives of this workshop was to broaden the participants' perception of supervision from a one-person show to that of an all-group one. Emanating from the responses given is that participants saw supervision in a new light.

Of those principals who spoke to supervision they referred mainly to:

- *The new approach to supervision;*
- *Range of supervision skills and competencies to be acquired;*
- *The importance of not being self-centred but always try to work together as a team;*
- *A supervisor's role, though fraught with work, should be interesting and enjoyable once he/she has the necessary skills;*
- *Seeing supervision as being not a narrow activity but involving a wider spectrum of activities;*
- *The various skills that are needed for effective supervision;*
- *The role of a supervisor as being all inclusive, not a dictatorial one.*

Very important to effective supervision is the preparation of realistic work plans and review of same. Crucial, too, is the breaking-down of main activities into tasks/actions where there are definable outcomes. Ten participants saw the preparation of work plans in a new light. Their comments included:

- *Having a clear focus on preparing a work plan;*
- *Planning is important for enhancing supervision;*
- *Learning to set out a realistic plan that can be achieved within a specific time.*

Principals perceived the role of communication as an effective tool to improve supervision. Some spoke of:

- *Barriers to effective communication;*
- *Coaching and counselling;*
- *The importance of communicating with staff members;*
- *How one can listen with a more meaningful purpose;*
- *Avoiding the “I” syndrome;*

Other comments referred to:

Delegation of authority;

Involvement of all teachers, “To help me to arrive at a consensus;”

How to arrive at consensus on varying opinions and viewpoints.

### **3.2.3 Item 3: What did you learn that was new that contributes toward completing your circle of knowledge in school supervision?**

The majority (80%) referred to acquiring new skills in communication, establishing supportive work environment, and planning. Comments included:

- *Coaching, counselling and critiquing skills;*
- *Importance of shifting paradigms;*
- *Overcoming barriers to communication;*
- *Being tactful, fair, critical, open and trustworthy;*
- *Always try to make your colleagues to be comfortable whenever you are dealing with critical situations;*
- *Look at each person as an individual with different needs/attitudes;*
- *The process for developing a work plan was seen from a new angle;*
- *Involving all in the preparation of work plans.*

Collective responsibility of supervision emerged as reflected in the following statements:

- *Supervision is not a self-centred task; it is more of a wider calling;*
- *Sharing key responsibilities with seniors will make work lighter and add to efficiency;*
- *Delegation of tasks;*
- *Involving all in the preparation of work plans;*

- *The principal is not a man unto himself.*

#### **3.2.4 Item 4. To enhance your own performance as a principal, what are the facilitating factors? What are the barriers?**

In preparing principals for the monitoring of their own performance, they were asked about facilitating and hindering factors.

#### **Facilitating Factors**

Facilitating factors centred around:

- Knowledge gained at the workshop  
Information gained at this workshop and willingness to use such information;
- Supportive Work Environment  
Working in an environment where the majority of staff members are supportive, and involving all in the preparation of work plan  
Collegiality among staff.
- Leadership style  
Participatory leadership

#### **Hindering Factors**

Barriers focused mainly on:

- Inadequate financial and material resources (14);
- Behavioural attitudes of teachers (15);
  - Not trusting teachers;
  - Uncooperative staff members;
  - Conflict between the staff and the community;
  - Tense atmosphere in relationship among teachers;
- Insufficient support from Education Officers (2);

- School size population and physical setting and work load;
  - Not enough time to supervise teachers because of size of the school;
  - Lack of time because of the work load at times and school size;

### **3.2.5 Item 5      What action will you now take to enhance your school supervision?**

Most of the participants cited teacher attitudes and lack of resources as barriers to improving school supervision, but there were only two responses that targeted teacher attitude for remedial action.

- Set up a plan to deal with persistent problems and improve interpersonal relationship among staff;
- Impart to my colleagues innovative ways of planning and working together as a team.

Principals spoke of:

- Preparing work plans, e.g.
  - Pay greater attention to planning
  - Go back to school and develop good work plans for enhancing performance
  - Develop an action plan
- Using communication techniques acquired, e.g.
  - Concentrating on coaching and counselling techniques
  - Break down barriers
  - Creating and maintaining supportive relationships
  - Communicate more with staff
- Working with staff as a team and delegating more
  - Involve teachers in the decision-making process;

- Planning and organizing to make use of communication skills acquired;
  - Hold a briefing session to share the information with senior staff and plan a workshop to share with remainder of staff;
  - Plan with teachers and give constant feedback;
  - Include everyone as much as possible in decision-making.
- Reinforcing what they have learnt
    - I will try to ensure that my cycle is completed
    - Get more familiar with the whole process of supervision
    - Using the knowledge we have gained here with what is already there to diagnose problems and plan strategies
    - Plan more effectively and practise supervisory skills learnt

### **3.2.6. Follow-up Activities**

Activities suggested for follow-up are

- Conflict Resolution;
- More on Operational planning;
- Counselling and coaching;
- Leadership styles;
- Testing and Evaluation; and
- Preparing case study.

## **4.0 Conclusions**

The outcome of this review suggests that the workshop sessions provided stimuli for sharpening the principals' knowledge on school supervision strategies. They provided the environment for a participative approach to problem-solving; also, the activities indicated ways in which principals might improve their supervisory skills through creating non-threatening supportive environments.

The planning and organization skills of principals need to be reinforced further. The concept of *planning* and *reviewing a plan* seemed to have been a new experience for most of the participants, and extended time was spent on this particular topic. Participants having been aware of their weakness in this topic requested more involvement in operational planning as shown in 3.2.5.

Noteworthy was the enthusiasm principals displayed and their willingness to share experiences and learn from one another. The candour and positive attitude they brought to the workshop sessions helped to create and establish a supportive learning environment that facilitated the work of the consultant.

#### **4.1 Recommendations**

The scheduling of workshop activities was handicapped by the time constraints under which the consultant worked. Each day was curtailed by an hour. In addition participants reported that reinforcement of skills acquired required an additional day.

*Recommended is a four -day workshop, the duration of each working day being six hours*

The absence of secretarial services at the workshop hampered to some extent the efficient conduct of the sessions.

*Recommended as part of the receiving country's contribution to the in -country workshop is the provision of secretarial services.*

As observed from the principals' responses (Appendices 1V & V), much time is being taken up in resolving conflicts, to the detriment of the other supervisory roles.

***Recommendation is that a special effort should be made to help principals acquire skills in conflict resolution.***

Only thirty principals (a small proportion of the total number in the country) were selected to participate in the workshop sessions. Discussions were held with the Senior Education Officer (the local coordinator) at the close of the session to identify ways of achieving a cascading effect and strengthening sustainability of effort.

***Recommendation is that some of these principals may be used as facilitators for orienting the remaining principals. Ten were identified.***

***It is further recommended that a plan of action be developed for the ten principals to work with the remaining principals and that an application be made for funding from the Response Fund to carry through with the activity.***

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## Appendix 1

### List of Participants

<u>Name</u>	<u>School</u>
Henry Davy	New Prospect Primary
Urias King	Bel Air Governmentt
Virginia Liverpool	Kingstown Preparatory
Clyde Robinson	Spring Village Methodist
Chiefton Charles	Brighton Methodist
Erene Richardson	Marriaqua Government
Peggy McMillan	Lauders Primary
Bethel Alexander	Lowman's Anglican
Artis Robinson	Buccament Government
Neil Henry	Georgetown Government
Loretta James	Stephanie Brown
St. Clair Dasantes	North Union Secondary
Deanah Haywood	Troumaca Government
Elna Michael	Fancy Government
Ethel King	Clare Valley
Arella Robar	Curriculum Unit
C. Murphy	Belmont
Wendy Rodney	Petit Bordel Secondary
Hugh Thomas	Carapan Secondary
Calvin Herbert	Troumaca Secondary
Bertina Sandy	Canouan Government
Lucy Stephenson	Dorsetshire Hill Government
Sheila King	Kingstown Anglican
Kim Childs	Owia Primary
Edmie Charles	Chateaubelair Methodist
Rolston McDowell	
Sharon Charles	Langley Park Primary
Yvette Browne	Gomea Methodist
Viola Stephens	Park Hill Government
Samuel Gordon	Curriculum Unit
Godson Browne	L. L. A. S
Henry Peters	Richland Primary

## **Appendix 11**

### **Principals' Perception of Supervision**

***Supervision is:***

1. Having control on all the facets of school: teachers, students and facilities;
2. Managing the overall day-to-day activities of your school, including staff and students;
3. The process whereby all the activities of an institution are monitored and managed by an administrator;
4. The management of resources (human and financial) to achieve excellence;
5. The management of the pupils and staff on a day-to-day basis;
6. Managing and helping to sustain all the facets that will build the capacity of the school to achieve better student performance;
7. The ability to manage and give leadership to enhance the performance of teachers and students;
8. The management of the day-to-day activity of the schools so as to produce effective results;
9. Planning school activities, organizing school programmes and supervising teachers;
10. Overseeing and managing effectively and efficiently the school's resources to achieve maximum success in education;
11. Managing the school's resources: teachers, time and instruction for effective outcomes;
12. Overseeing the daily operations of the school and knowing the factors that contribute to all the school phenomena;
13. Managing the teachers and students in a way makes for successful running of the school;
14. Overall management of the school;
15. Overseeing the functioning of the plant, the teachers and the students;
16. Being able to manage staff, students and available resources for the development of the community;
17. Establishing that teachers know what their role is and ensuring that the students and teachers' needs are met to carry out their everyday activities;

- 18 Ensuring that the school is following the policies of the Ministry and being able to use the available resources to bring about the best in student performance
- 19 Organizing and planning activities for pupils;
- 20 Proper management of resources, monitoring teachers, organizing and planning activities for students;
- 21 Oversee the complete running and management of the resources of the school as effectively as possible;
- 22 Effective management of the school so that the desired objectives are met;
- 23 Setting clear goals and directions as to what should be done, how and when it should be done to have effective and efficient management of the school;
- 24 Overseeing and getting work done on time and in a professional manner;
- 25 Working with the teachers, students and parents, involving them to get the job done;
- 26 Managing the school plant, and equipment, teachers and students and other workers;
- 27 Organizing school activities.

**Appendix II1**  
**Where I am in the Management Structure of the Education System**  
**My Main Roles and Responsibilities**

**My Designation:** \_\_\_\_\_

<b>Indicate Level of Management Structure at Which You Function</b>	<b>Your Responsibilities (v Tick as Appropriate)</b>	<b>Your Various Roles (v Tick as Appropriate)</b>
Policy Formulation          Policy Administration          Policy Implementation	Being involved in policy analysis and formulation Ensuring that compliance to policy directives Monitoring the delivery of education Human resource development Managing the school plant Supervision of schools Curriculum development Selection of text books Supervision of teachers Auditing of school performance Implementation of curriculum Resolving conflicts Timely submission of accurate records Allocation of teachers Curriculum implementation Administration of examinations Management of the school plant	Advisor Planner Evaluator Organiser Coordinator Supervisor Mentor Trainer Mediator Counsellor

**Appendix IV**  
**Job Related Roles and Functions**

In your present position please rate the frequency with which you perform these roles when you visit schools

**4- - Very Frequently;      3 -Frequently                      2 – Sometimes      1 – Rarely**

Supervisory Roles		Rating			
		1	2	3	4
Monitoring	School management and organization				
	Curriculum implementation				
	Implementation of policy decisions				
	Teaching methodology				
	Physical condition of schools				
	Others				
Intermediary	Resolving conflicts				
	Liaising between school & MOE				
	Others				
Supportive	Informative				
	Advisory				
	Training				
	Consultative				
	Mentoring				
	Others				
Administrative	Compliance with regulations				
	Others				
Evaluative	Assessment of school performance				
	Others				

In an ideal situation, and taking into consideration your overall responsibilities, rate the frequency with which you would like to perform these roles when you visit schools

**4- - Very Frequently;      3 -Frequently                      2 – Sometimes      1 – Rarely**

Supervisory Roles		Rating			
		1	2	3	4
Monitoring	School management and organization				
	Curriculum implementation				
	Implementation of policy decisions				
	Teaching methodology				
	Physical condition of schools				
	Others				
Intermediary	Resolving conflicts				
	Liaising between school & MOE				
	Others				
Supportive	Informative				
	Advisory				
	Training				
	Consultative				
	Mentoring				
	Others				
Administrative	Compliance with regulations				
	Others				
Evaluative	Assessment of school performance				
	Others				

C      If there is a difference between A & B, list the two (2) Most Important Factors that hinder the achievement of your desire at B

## Appendix V

### Responses to Job Related Functions

What I will Like to do as a Supervisor	What I Do as a Supervisor
1. Planning the curriculum	Holding down classes for teachers who are frequently absent
	Make and presenting records; supervising janitors etc
2. Monitoring the use of curriculum	
3. Helping teachers to prepare lesson plans	Completing forms for the Ministry
4. Training staff	Doing daily attendance records; preparing teachers' attendance and absenteeism record sheets
5. Visit class; conduct regular staff development exercise	Fill out records for the Ministry
	Settling conflicts; supervising watchmen
6. On-the-job training for teachers	Supervising ancillary staff
7. On the job training for new and inexperienced teachers; Observe delivery of lessons and evaluate	
8. Produce instructional materials	Dealing with complaints
9. Evaluating teachers' performance in the classroom; on the job training for the new and inexperienced teachers; analysis of examination results; observe trends and put corrective measures in place	Keeping accounts for tuck shop Supervision of ancillary staff Coordinate the cleaning of grounds
10.	Settling conflicts, counselling students
11. On the job training	Settling conflicts

## **Appendix V1**

### **Identifying Those Areas of Job Responsibilities that May Not be Adding Value to Effective School Supervision**

#### **Task 1**

Suppose you had more time to do activities that you honestly believe that you are better trained, and more experienced to do- activities that you believe would definitely be Value Added to your work but that right now you just can't do. Please list them.

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#### **Task 2**

Some activities you perform probably don't utilize your talents/qualifications as much as they could. These activities are not considered Value Added but they seem to consume a big proportion of your time and energy.

These are the kinds of job activities that you have to do, but frankly you wish you did not have to do so much. Please List them.

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**Appendix V11**  
**What Principals Do and What They will Like To Do**

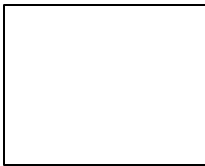
<b>What Principals Like to Do But Are Not Doing</b>	<b>What Principals Do Not Want to Do</b>
1. Classroom teaching, remedial teaching and acquire more skills	Control of security and janitors Conflict resolutions Counseling of students
2. Staff Development Lesson planning	Discipline students Timetabling resolving conflicts Transporting materials; fund raising
3. Monitor teaching methodology Monitor curriculum implementation Assess school performance Hold teacher development sessions	Resolving conflicts Financial constraints
4. Management training for teachers Leadership training Guidance counseling to parents	Conflict resolution Lock up after work Supervise cleaners
5. Guide teachers into research on school-based classroom management Monitoring curriculum implementation, monitoring teachers' methodology	Settle conflicts
6. Observe teachers Do demonstration lessons in the classroom Conduct demonstration lessons in class Consult with teachers about problems	Lock up school doors Look for people to clean yard
7. Regular visits to classrooms Sit with teachers of each section and discuss curriculum	Supervision of cleaners and watchmen
8. Produce more instructional materials and teaching aids Coordinate more teacher training; monitor curriculum implementation	Full responsibility for class
9. Regular visits to classroom	Monitor janitors and security guards school feeding programme maintenance programme
10. Give more classroom assistance to teachers;	Resolving conflicts

Regular visits to the classroom	
11. Supervising monitoring teachers' performance; give more assistance to teachers in planning their work	Resolving conflicts, school feeding programmes and maintenance of school grounds
12. Ditto	Completing statistical forms, monitoring school feeding programme; maintenance of school ground

**Appendix V111**  
**OERU Workshop on School Supervision**  
**Evaluation & Closure**

Country:\_\_\_\_\_ Designation:\_\_\_\_\_ Date:\_\_\_\_\_

**Please respond to All the questions/statements.**

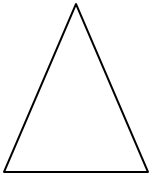


1. Identify something in the workshop activities that squared with what you already knew.

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2. Looking back at the various activities and discussions re school supervision what did you see from a new angle?

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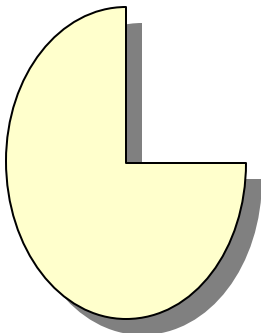
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- 3 What did you learn that was new, that contributes toward completing your circle of knowledge in school supervision?

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- 4? To enhance your own performance as a supervisor/principal, what are the facilitating factors?

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What are the  
barriers? \_\_\_\_\_

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5 What action will you now take to enhance  
your school supervision?

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## **Appendix IX**

### *Establishing sustainable training systems for educational leaders and managers*

#### **School Management Country Workshop: Supervisory Skills for Principals and other Educational Supervisory Personnel Opening Remarks**

*Henry Hinds, Curriculum Specialist, OERU  
20-22 January 2004*

The focus of this workshop is on enhancing the skill of principals in supervising the various aspects of the operations within their schools. The exercise derives from decisions taken in the OERU Technical Advisory Committee sub-regional meeting on *school management and leadership* held in Antigua and Barbuda in October 2003. The Antigua meeting involved two participants in senior positions in education from each of the nine OECS countries. Dr. Alson Jack, Senior Education Officer and Mrs. Susan Dougan, Principal, St. Vincent Girls High School, represented St. Vincent and the Grenadines.

At that meeting the educators examined the educational innovations that have been attempted in the various member countries. For example, in the case of St. Vincent and the Grenadines, we studied the report on the technical assistance provided by Peace Corps volunteers in supporting students who need special education. The report presented referred to training in speech therapy, art therapy and occupational therapy, among other activities. The St. Vincent contribution also highlighted the establishment of the integrated tertiary level educational institution and initial work done in including French and Spanish in the primary school curriculum.

Apart from the innovations presented by the nine countries, the meeting studied a handbook on school management for principals, developed by Grenada with assistance from OERU. Another initiative examined consisted of guidelines for

supervision by education officers developed by Dominica, also with assistance from OERU. The Antigua meeting spent a considerable amount of time identifying areas in school management and leadership in which the OERU may be of assistance. Participants listed four main areas:

**One is the need to bring principals up to date with the legal issues in education. You may be aware that there is a draft OECS Education Bill developed about seven years ago to provide guidance for OECS countries that wish to enact new education legislation or to revise existing Education Acts. So far, three countries have passed new Education Acts, based on the draft Bill – Dominica, Grenada and St. Lucia. The British Virgin Islands government is almost ready to take its Education Bill to Parliament for enactment.**

**The second request made at the TAC meeting was for OERU to help in enhancing principals' understanding of human relations matters in their schools. Since teaching is still mainly a human endeavour, it is necessary that principals understand how to deal with issues that relate to teachers. At the OERU we have conducted a study on teachers' work in OECS countries. The research, completed in 2000, found that the two most important factors that predicted teachers' commitment to their students, their schools and the profession were:**

*Teachers' perception that they are provided with the opportunity to pursue career and professional development; and*

*The extent to which teachers saw that the school administration (principal) was fair and competent*

**Human relations issues are also important in terms of providing valid and reliable appraisal of teachers. At the OERU level we have developed a generic teacher appraisal scheme, under the guidance of Dr. Veronica Marks. The appraisal scheme emphasizes the importance that high quality relationships among teachers, and between the principal and teachers, are crucial to the effective and reliable use and interpretation of**

**the appraisal. The two dimension of the appraisal scheme that address human relations are interpersonal relations and professionalism and together account for twenty percent of the appraisal score.**

**The third area of assistance suggested by participants in the Antigua meeting concentrates on training in financial management as it relates to school management. At a later date the OERU will provide assistance in this area.**

**The fourth area, the one listed in the Antigua meeting as *highest priority*, concerns supervision in schools. Supervision in this sense is considered essential to the overall management and leadership roles of the principal. Supervision is necessary if the school is to satisfy the requirement of both internal and external accountability.**

There is an increasing pressure on schools to be efficient internally. Both the Ministry of Education and the wider public demand that schools use resources in ways that have a high probability to produce results. We know one of these measures of efficiency quite well: the quality of results at examinations such as Common Entrance and CXC. Some OECS countries have also introduced assessment measures at Grades Two and Four in the Primary School and at Form Two or Three in the Secondary School. As most principals and heads of department would know, maintaining a high standard of student performance is dependent on the degree to which teachers are stimulated, both intellectually and morally.

Internal efficiency depends to a great degree on the establishment and maintenance of open channels of communication. Principals and other members of the school supervisory team have to be constantly engaged in communicating goals, standards and procedures to teachers in order to maintain teachers' interest and commitment at a high level. The existence of a professional learning community among teachers has a greater likelihood of contributing to teachers' commitment if the principal

communicates ideas and practices that would be of practical assistance to teachers. Also teachers must perceive that they have ample opportunity and time to become engaged in collaborative activity that enriches their understanding of their students, the curriculum, and specific requirements of their responsibilities. The principal should also be adept at minimizing the emergence of destructive conflict and also at mediating between contending parties whenever conflict that would harm the learning environment rears its head.

Also of major importance is the school's need to be accountable to external bodies. We are all aware how the general public as well as specific institutions anxiously await the reports on the academic achievement of students. The school is also expected to graduate young people who are well-mannered and who can adapt to new challenges in the workplace and community. Whether explicitly or implicitly, external agencies set standards of performance for schools. Schools, therefore, feel a press for performing to meet or exceed those standards. More directly, though, schools are accountable to the Ministry of Education. The Ministry of Education (or governing body in the case of privately-run schools) expects that the output of schools (generally student success at academic, vocational or sporting activities) should constantly improve. Principals are constantly reminded that our young people must be properly and appropriately educated in order to participate in the competitive work environment at home, regionally and globally.

In summary, in order to be internally efficient and externally accountable the school must work as a unit, a cohesive whole. The principal, as motivator, leader, coordinator, has to acquire the pertinent knowledge and skill of supervising processes and people. An important point to note is that the society – work and recreational activities, relationships and norms – keep changing. The principal has to be perceptive and eclectic in order to keep the school focused on the essential human values and tasks.



This workshop is intended to concentrate on equipping and re-equipping principals and other supervisory personnel to distil, understand and execute relevant processes that require supervision. Participants will have the opportunity to analyze and practice the critical aspects of supervision within an educational setting. This workshop over three days will be interactive. Every participant will have a role to play. It is by doing that we will recognize and feel the importance of the skill or knowledge. I trust that we approach this exercise with a willingness to be part of a professional learning community. Our consultant, Dr. Una Paul, has the necessary level of expertise from both an academic and a practical perspective. She has served in a variety of educational settings, as teacher educator, research and planning professional and Permanent Secretary in a Ministry of Education. Dr. Paul has also been consultant to a number of ministries of Education in the Caribbean. I have no doubt that her leadership in this workshop will challenge us, but in a very pleasant and rewarding way.

I would like to extend gratitude to the Chief Education Officer, Mrs. Laura Browne, Dr. Alson Jack and team including Mrs. Sylvia Jack, for organizing this workshop. This venture is a joint one, with the Ministry of Education playing a major role. The OERU hopes that this workshop is related to work in which you have been engaged and that there will be the necessary follow-up to sustain and further develop the knowledge and skill to be learnt here. I hope that your three-day absence from your regular place of work will pay great dividends to you and your school. The OERU intends to use this exercise as a model for the other OECS countries. It is there incumbent on all of us to make this exercise a success.

20 January 2004