



ORGANISATION OF EASTERN CARIBBEAN STATES (OECS)

Education Reform Unit (OERU)

Principals Leadership Development Workshop

Department of Education, Nevis

14-16 February 2006

**Theme: Equipping school leaders to deal with the challenges of
the twenty-first century**

**OERU
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Table of Contents

Introduction.....	3
Objectives of the Workshop	3
Outputs of the Workshop.....	3
Opening Remarks by Hon. Livingstone Herbert, Junior Minister of Education, Nevis.....	4
Workshop Sessions.....	6
Goals of Education	9
Leadership in Education.....	17
Analysis of Case Studies.....	18
Decision-making in Education.....	33
Workshop Achievements.....	38
Evaluation of the Workshop.....	39
Appendix: Agenda.....	49

Introduction

This report focuses on the outputs of the first two days of the workshop facilitated mainly by Dr. Henry Hinds, Head, OERU. Credit is due to Mrs. Jennifer Hodge, Principal Education Officer, Nevis, for conceptualizing the workshop and identifying its potential contribution to the quality of educational leadership at the pre-school level, primary and secondary school levels. Gratitude is expressed to Mr. Joseph Wiltshire, Education Officer, who was responsible for coordinating the workshop activities.

Objectives of the Workshop

- *Empower principals and senior teachers to interpret Ministry and Department's policy re: implementation of national and educational developmental goals*
- *Discuss dimensions of leadership/management, including the roles of department's support team, education officers and curriculum supervisors that lead to successful outcomes*
- *Identify the role of instructional supervision, teacher appraisal and a code of ethics for teachers in enhancing student achievement*
- *Examine the role of the school (principals and teachers) in setting and implementing shared goals*
- *Examine the impact of school leadership on enhancing student and teacher support systems*

Outputs

- *Analysis of educational developmental imperatives for the educational system and mechanisms for addressing needs*
- *Guidelines for enhanced school leadership and management*
- *Guidelines for the interactive and supportive roles of principals, senior teachers, and support personnel in the educational system*

**Opening Remarks by Hon. Livingstone Herbert,
Junior Minister of Education, Nevis**

At no other time is the need more appropriate, more urgent to equip our school leaders to deal with the educational challenges of the twenty-first century than now. While we recognize that a century spans a period of one hundred years, we also recognize that with each passing day, each passing week, each passing month, each passing year, changes are occurring around us and these changes create challenges for us.

I invite you to consider with me, albeit in a provocative way, some of the changes that create the challenges for us. These changes emanate first from within the family structure and their influences which have had an impact on our homes, our communities, our schools and other social institutions. For many of us, we ascribe these changes to exogenous factors, such as technological advancement particularly in telecommunication – cable television, computer and Internet and cellular phone. We are responsible for providing our children with the wherewithal to satisfy their interest, and to ensure that they are in conformity with their peers.

By yielding we bring pressure to bear that is manifested by the less than desirable behaviour in our schools. We say that children are rude and unruly, yet as parents and adults, many of us are not modeling the behaviour that we expect of our children. These have implications on the administration of our institutions of learning particularly in relation to declining school discipline, mediocrity, lack of verve in the delivery of educational instructions, inadequate succession planning, routine performance appraisal, and wholly sponsorship for one's professional development. And sometimes, the feeling has been expressed that once some of us have attained a leadership position, we no longer aspire to achieve.

Providentially, the Department of Education is ensuring that we are not what I have just echoed. Today and continuing over the next three days our attention will be focused on "equipping our school leaders to deal with the educational challenges of the twenty first century". I make reference to one of the quotations on the back of your program 'your attitude affects how you see opportunity – people who have negative attitude have buried the ability to see opportunity. A positive attitude, by contrast, opens your eyes to so many opportunities that your challenge becomes which opportunity to choose'. This quotation reminds us that with a different perspective we can manage many of the challenges that confront us. And so, I share with you some thoughts on how I believe that the educational challenges of the twenty first century can be dealt with.

I have established the changes create challenges. Therefore, one of the ways of equipping our school leaders must be the creation of an environment that will assist in the promotion of self-worth. And the only way I know how to promote self worth is the cultivation of an inherent desire to develop oneself. Whatever we do we must have that indomitable gumption not only to succeed but to excel. For this to happen we must nurture the habit of reading and studying relevant texts associated with our profession of choice. We must engage those who share our profession as we

endeavour to develop ourselves. We must also invest in our own personal development. This requires to my mind a thirst for knowledge and a relentless pursuit to satisfying that thirst. We cannot afford to wait and react to circumstances as they unfold, we must anticipate and be proactive so that we are better positioned to manage the challenges when they occur.

Your facilitators for the seminar are two eminently qualified individuals and as they whet your appetite with management techniques and approaches, as school leaders you have to implement what you will be exposed to if the seed sown in this seminar are to germinate and bear fruit. And as you implement, you will have to document your observations, engage your colleagues and share your experiences through publication.

Economic development is not quarantined. It travels with its attending vices. And we have to establish partnerships to mitigate the challenges that accompany economic development. School leaders have to engage the community now more than ever. School leaders have to take ownership of their schools and lead from in front. As forceful as I am, I must warn against the behaviour of indispensability and flout. Or the hoarding of information for fear that by sharing, one's authority would be usurped. The cardinal responsibility of leadership is engendering teamwork. We have to trust others. We have to work with others and we have to help others to grow. Clearly equipping our school leaders to deal with the educational challenges of the twenty-first century is paralleled to the expression of Walter Lippman. He said "the final test of a leader is that he leaves behind him in other men the conviction and the will to carry on". What is it that you and I are prepared to leave behind? What would we want to be remembered by? Would it be the relationships we would have established; or how well we mentored and supported those under our charge; or how honest we have been in our dealings with our colleagues; or that we model the behaviour that we preached or being a statistic? Colleagues, as we equip ourselves to deal with the educational challenges of the twenty first century, we must become the change we seek. It is not enough to say that everyone is now going to do things differently; we have to lead by example.

Workshop Sessions

The introductory activity consisted of asking participants to indicate all areas in which they perceive they need to improve their professional skill. The results were then categorized according to the level in the system where the participant worked. The results are shown below.

Areas that need improvement from individual level

Pre-school	Primary	Secondary	Ministry/Department
Training for teachers and principals	Cooperation (2)	Meeting deadlines	Motivating teachers to utilize resources that are available
	Oral presentations	To be able to convince colleagues to work at their best	Nursery care supervision, specifically home care
	Dealing with difficult parents	To be able to maximize efficiency of staff	Data collection and analysis
	Clinical supervision of teachers	Equipment/facilities	More collaboration
	Communication	Educating children to cope with life as it is today	Job description to be more specific
	More materials for teaching science	Assessment of the objectives of the school	Management of time
	Ability to confront challenges without fear		Use of technology in day to day operations
	Students being more intrinsically motivated to perform in an excellent manner (2)		Like to see improvements in the performing arts
	Parents need to be more involved in children's education		Need for advanced study in specialized area (2)
	Documentation		Chance to work with individual teachers in the classroom
	Mode of delivery		Administrative duties/record keeping
			Getting things done speedily
			More team work
			Communication

Pre-school	Primary	Secondary	Ministry/Department
	Follow plan for day despite distractions		
	Dealing with disciplinary problems		
	Time management		
	Teacher motivation		
	Management of staff		
	Delegation of duties		

The distribution of areas for improvement could be grouped according to level of system to provide an overall picture of the need for professional development among administrative and management personnel in schools in Nevis.

Strengths

- ? Listening to and communicating with persons, particularly oral discussions
- ? Mobilizing people
- ? Organizing and executing programmes
- ? Getting people to look inward for solutions
- ? Strategic planning to arrive at solutions for varying situations
- ? Flexible individual who takes initiative to lead in appropriate circumstances
- ? Ability to “make light” of any situation is greatest strength
- ? I make people very comfortable since I am able to use humour to ease the most stressful situations
- ? Going beyond the call of duty to ensure organizational efficiency
- ? Innovative and cooperative; a team player who likes to bring people together
- ? Leadership in organizing fund raising
- ? Communicating with the management team and members of staff

- ? Transformational leadership; personable, approachable, allows everyone a voice; dependable; committed to students' learning
- ? To sensitize and involve all stakeholders in process of educating and motivating young children
- ? Building rapport and communicating with parents and colleagues
- ? Stimulate and motivate others into positive thinking so they could make positive contributions to personal and national development
- ? Proper planning and preparation
- ? Communicating and being well-organized
- ? Compassion, punctuality, quick learning, harmonious, amiability
- ? Communicating effectively
- ? Ability to work with numbers, mathematics
- ? Good communication skills
- ? Compassionate about responsibilities
- ? Good communication skills with colleagues and students
- ? Ability to help teachers with content matter; good communication skills and social relationships
- ? Good interpersonal relationships
- ? Desire to see students succeed in life; good motivator
- ? Relate well with colleagues; students can confide
- ? Dedicated, strive for excellence
- ? Good guidance from principal; group of teachers who support principal and are cooperative
- ? Being innovative and creative; making learning experience fun for children

The array of strengths offered seems to outweigh the areas that need improvement. It would seem that an arrangement may be made for these professionals to hold discussions, organize attachments and work in collaborative groups to build overall strength in non-threatening situations. The Department's role will be to facilitate the required interaction.

Goals for Education

During the opening ceremony Mr. Elvin Bailey, Permanent Secretary in the Ministry of Education, explicated the importance of goals in education. He charged that lack of provision of education amounts to a denial of human rights. Education, he asserted, promotes the full development of the human personality, understanding, tolerance and friendship. Mr. Bailey set out three goals that the workshop should consider as critical to the development of educational leadership:

- Goal 1: Lifelong learning**
- Goal 2: Human capital /resource development**
- Goal 3: Reduction of failure**

After participants set out their strengths and areas that need improvement, the facilitator organized the following activity:
The facilitator presented the following:

- ? A goal, is desired end.
- ? Goal specificity refers to clear, precise goals that are measurable in terms of achievement or non-achievement.
- ? Goal complexity refers to goals to the many goals brought into an organization by members and that affect the stated goal of the organization.
- ? Goal conflict refers to the segmented nature of organizations striving to reach separate and distinct goals that are not consonant with one another.

Participants were then required to select **one** of the three major goals outlined by the Permanent Secretary – *lifelong learning*, *human capital/resource development*, *reduction of failure*, write a sub-goal under each of the categories - specificity, complexity and conflict. The first part of the exercise was done at the individual level. The contributions of all participants who chose **Goal 1** are shown below.

Goals that Guide the Educational Systems

Individual level responses

Goal 1: Lifelong learning

Goal specificity	Goal complexity	Goal conflict
I hope to acquire a degree in education by 2009.	The Nevis Island Government will be responsible for funding my degree.	I should be able to work in any school of my choice.
Students should be able to write a story with three paragraph	Students should be able to work with all other students in the school on a project.	Students should be able to be the mediator on a controversial topic between boy and girls.
Establish adult learning centres in each Parish within the next five years.	Select and train a corps of adult educators to promote/facilitate the lifelong learning experience.	Develop interactive programmes to meet the needs of both the individuals and their respective communities
Students should learn the alphabet and basic sight words by age seven.	Students should be able to read fluently by age 8 and display a keen interest in books.	Students should be able to read at least two books at their level every week.
Promote effective communication among teachers and among students, and between students and teachers.	Ensure that all stakeholders have an opportunity to contribute to the day-to-day operation of the institution.	Develop an appreciation for other persons, regardless of their political, religious, ethnic or cultural beliefs.
Provide opportunity for individuals to continue learning	Develop programmes to encourage life-long learning	Train persons to facilitate and organize training sessions

The contributions for Goal 2 are shown in the following table.

Goal 2: Human capital/resource development

Goal specificity	Goal complexity	Goal conflict
Teachers enter training by second year of teaching	Teachers obtain a Bachelor's degree in Education after teaching training.	Teachers obtain a Masters' degree in Education by their twelfth year.
Students read the class reader fluently	All students read at generally the same level by the end of term 2.	Students are given assistance three days per week after regular school hours by the class teacher.
Students are able to read upon leaving primary school.	All students will be able to read by the time they leave primary school.	Stakeholders (parents, teachers, community) will give full support to reading programmes.
Students should be able to punctuate a given passage with fewer than five errors.	Students will be able to evaluate the importance of technology in education.	Each student should be able to complete a school improvement project.
Every child should be able to read at a satisfactory level upon leaving secondary school.	Every child should be given an opportunity to develop his or her own interests.	Students should have an input in what they are to be taught/are required to learn at the secondary level.
Train teachers to use technology in the classroom.	All teachers should use technology in the classroom.	All teachers should use projectors as opposed to the chalkboard.
Equip students with the skills needed to function in society.	Maintain a balance between academic and co-curricular activities.	Improve the attitude of parents/guardians in the overall development of students, with priority on the educational development of the child
Develop an organized efficient environment where daily tasks may be achieved on time.	Develop skill of multi-tasking: administrative duties, maintaining discipline, spending more time in class observing and assisting teachers, especially novice.	Apprise teachers of their shortcomings: academic, punctuality, responsibility, communication, efficiency in the classroom.
All teachers trained at the end of their second year of teaching	All teachers obtain their first degree after seven years of service.	All teachers granted sabbatical leave after 10 years of teaching.

Individual participant's contributions to Goal 3 are outlined in the following table

Goal 3: Reduction of failure

Goal specificity	Goal complexity	Goal conflict
Achieve a 90% pass rate at end of term examinations.	Eliminate failing grades.	
Teachers will be evaluated on a continual basis (at least three times per term).	Students failing certain courses will repeat class/form and seek remediation.	Students will be expected to evaluate their teachers' performance at the end of each term.
50% of all students entering secondary school should occupy the first (A) stream	All students should be proficient in reading up to Grade 4 on entering secondary school	All students entering secondary school must be proficient in reading; otherwise, they should be retained until they have acquired the proficiency.
By age 16 each child should attain his or her maximum potential, regardless of background.	Each child must have equality of opportunity at every level of the school system.	Legislation to enforce provision of resources for education.
All students will be awarded for success at the end of every year.	School will develop a plan to motivate students to succeed.	Extra sessions will be provided by teachers to help slow students.
At least 80% of students entering the top stream of the Charlestown Secondary School.	All students are placed in the top stream at secondary school.	All students are highly motivated; voluntary work programmes to develop student responsibility for their success.
Ensure that every child leaves pre-school with every skill needed to continue their education.	Qualified and trained professionals available for diagnose children's capability.	Every child should be entitled to and should receive pre-school education.
Provide more technical courses at secondary level for students who are less academically inclined.	Introduce the performing arts into the secondary school curriculum in order to cater to students who are artistic.	Provide homerooms for all teachers at primary and secondary institutions.
Ensure that at least 90% of students in Form 1 can read and write by end of year.	Ensure that students can read fluently all materials that are within the context of their texts.	

Principals Leadership Development Workshop
Department of Education, Nevis, February 14 - 16, 2006

Goal specificity	Goal complexity	Goal conflict
Provide adequate training for all teachers engaged in early childhood education	Provide stimulating learning environment	Encourage active involvement of all stakeholders in education

In general, participants grasped the ideas of specificity, complexity and conflict and were able to apply them in particular contexts to their educational development. Also, the selection of goals in the three categories was well done.

The next step involved participants meeting in groups to develop group goals, based on the same categorization as those for the individual assignment done earlier. Groups were based on specific level of educational system in which participants mainly worked.

The three tables below summarize the responses. The intention was to gain consensus within groups with regard to priorities in education in Nevis.

Group level responses

Goal 1: Lifelong learning

Goal specificity	Goal complexity	Goal conflict
Upgrade the entire pre-school programme: -Ensure there is a set curriculum for all pre-schools; -Ensure that training is provided for all workers in this programme; -Ensure that there are qualified personnel to diagnose children with special needs before entering primary school; -Establish proper records for each child to facilitate proper screening before admission to primary school.	Develop a tracer study of the Early Childhood programme (student performance, work place, society) : -Ensure that proper questionnaires are set up to help in achieving this goal; -Ensure that Early Childhood workers take an interest or become involved in the lives of students who have passed through the centres; -Take a survey of the performance of students who attended the Early Childhood programme as against those who have not attended.	Government would have to prepare proper policies to enforce this aspect.
Establish adult learning centres in each Parish within the next five years.	Select and train a corps of adult educators to promote/facilitate the lifelong learning experience .	Develop interactive programmes to meet the needs of both the individuals and their respective communities
Ensure that all students have attained an adequate level of competence in basic numeracy, literacy, social and behavioral skills.	Develop an awareness that education is a lifelong process and that they should aspire to higher ideals continually to enhance their holistic development.	Ensure that every child is taught to seek out opportunities that cater for his or her learning style and maximize such opportunities.
By age 6, students master the alphabet and have basic sight words.	By age 8, students can read fluently and write a short report.	By age 9, students should understand the importance of a god education and the detriment of a lack of education.

Goal 2: Human capital/resource development

Goal specificity	Goal complexity	Goal conflict
<p>Establish five (5) merit-based Scholarships based on five (5) nationally determined priority areas</p> <ul style="list-style-type: none"> - qualification based on scholastic achievement (more so than individual need); - commitment to national service following training, (e.g firmly and consistently applied bonds) 	<p>Promote career paths within primary and secondary levels to guide and encourage students to pursue the national priorities, e. g within tourism, the arts, sports etc.</p>	<p>Promote a culture of human resource development including the promotion of entrepreneurship.</p>
<p>Equip students with basic literacy and numeracy skills to fit adequately into and function in society.</p>	<p>Ensure that all students will make use of all educational opportunities made available to them.</p>	<p>Develop educational policies that cater for all students at varying levels of capability, ensuring that appropriate resources and capital are adequately supplied to maximize effective learning.</p>
<p>Teachers obtain training after the first year of employment.</p>	<p>All teachers obtain a Bachelor's degree in Education within ten years, with government assistance.</p>	<p>Teachers are trained before entering the profession.</p>
<p>Teachers trained to use technology in the classroom.</p> <p>Students should be able to punctuate a given passage with fewer than five errors.</p>	<p>Teachers adopt a methodology that embraces computer-assisted learning in the classroom.</p> <p>Students should be able to evaluate the importance of technology in education.</p>	<p>Teachers use the LCD projector in the classroom, as opposed to chalk and talk.</p> <p>Each student should be able to complete a school improvement project.</p>

Goal 3: Reduction of failure

Goal specificity	Goal complexity	Goal conflict
Provide adequate training for all teachers in all teachers in Early Childhood Education	Provide stimulating learning environments	Encourage active involvement of all stakeholders in Education
By age 12 each student should be able to read and write new standards By age 16, each student should be able to satisfy the OECS standards of numeracy and literacy.	Retraining Teachers in alternative strategies (which include use of multimedia) to enhance the teaching-learning process (changing ideology, equipment and other resources, need for finance, facilities etc).	Changing legislation to embrace new/improved standards
Achieve an 80% pass rate in all grades by end of term 3	Eliminate failing grades through assisted learning programme development	Students exhibit a level of discipline consonant with a high level of academic success/achievement
Teachers evaluated at least three times per term. Each child should be able to read at his or her grade level.	Students who fail certain courses will be required to repeat the class or seek remediation. Students should be able to perform at the required standard.	Students would be expected to evaluate the performance of their teachers at the end of the term. All students would be exposed to set areas determined by the school.
Students enter primary school being able to converse easily about the world around them. All students have the basic skills in reading and writing by end of Grade 1. Teachers create an atmosphere of learning for all students Teachers cater for the individual needs of all students.		

Leadership in Education

The purpose of the third major segment of the workshop consisted of identifying forms of school leadership. Three major forms were identified:

Transactional	<i>Leadership that focuses on achieving set goals; concentration on using resources efficiently to meet specific goals; this form is used in conjunction with goal specificity.</i>
Transformational	<i>Leadership that focuses on changing the present state of affairs, this form recognizes that people are essential to the leadership process and makes allowance for the consideration of the various perspectives of members. The objective is to reach an end in which all members may be able to identify their contribution as well as experience a result that is meaningful.</i>
Distributed	<i>Leadership that has sharing of leadership responsibilities among members; the emphasis is on seeking the formal leader seeking out leadership potential and skills among members and incorporate the relevant persons in the leadership process. Distributed leadership may be seen as an advanced stage of transformational leadership.</i>

With this brief background participants were set the assignment of reading through a selected number of case studies from the Case Study Book produced by OERU and attempt solutions to the problems posed. This activity provided a high level of interaction among participants.

The results of this activity are presented below. Each case study is reproduced, together with the solutions proposed by the participants in the group. The original number of the case study is retained. The responses are in bold italics. At the end of each set of responses is the leadership type as identified by the group. A review of the group decisions indicates that there was a good understanding of the categorizing of forms of leadership as identified in these situations.

Analysis of Case studies

Case Study # 6: Staff development

The underlying focus of this case is staff development. This case involves a female teacher who has been teaching in the system for approximately eight years at a small primary school located in the urban area. She possesses an associate degree in Education. At present, the teacher has been placed to work cooperatively with another teacher in a classroom by the principal because the principal feels that she is weak in many areas and that the teacher, as well as the students, will benefit more if she works under the supervision of a senior teacher.

On the other hand, the teacher feels that since she holds an associate degree she has earned that right to be manager of her class and should not have to work alongside or be supervised by a senior teacher.

What can be done to help the teacher to see that the principal only wants to help her to become a stronger teacher while ensuring the students develop the skills they need to succeed?

Questions:

1. *How may the principal's action affect the teacher's self-worth?*
 - **Puts a dent in the teacher's ego/self-esteem.**
 - **Highlights teacher's weaknesses causing disrespect.**
 - **Students may ridicule teacher since they believe she does not know what she is doing.**
2. *How may the action of the principal lead to "learned helplessness" on the part of the teacher?*
 - **If the senior teacher does all the work this deprives the teacher of the opportunity of making mistakes and learning from them.**
 - **The teacher may use the senior teacher as a crutch supplying remedies instead of looking inward for improving herself.**
3. *How do you think the principal might have encouraged this teacher who was qualified and experienced but untrained?*
 - **Open communication – one-on-one (principal and teacher)**
 - **Principal commends her strengths.**
 - **Allow the teacher to say what she thinks her strengths as well as her weaknesses are.**
 - **Show how strengthening her weaknesses will enhance the classroom environment and ultimately and her self-worth.**
 - **Lead teacher to recognize and admit her need for help. Let her be the one to ask that such assistance be provided.**
 - **Provide staff development for all teachers so that she (the teacher in question) does not feel isolated.**

(Transformational leadership)

Case Study # 21: Instructional Supervision: (7) - Vague teaching methods

ISSUE: Supervising a lesson: Developing the concept of area and using the formula to find the area.

PROBLEM: In my estimation, the teaching strategy was too vague for a group of 9+ students who were not familiar with the concept of area and the actual method of working this out. It was suggested to the teacher that she might use questioning techniques (by the way, most of her questions were rhetorical and the whole class answered) and the different objects in the classroom and the students' environment to assist the students. This was suggested because at the end of the lesson the students were of the impression that area was the dimension all around a shape or object.

The suggestion was not accepted by the teacher. She was of the opinion that the students were the ones at fault and hence their difficulty in understanding the concept.

SOLUTION: Another teacher (one proficient in the teaching of mathematics) was consulted by the principal and the problem was discussed. This class is a combined group attending school in a rural area. The teacher has been in the service for four years and is now undergoing training at the Sir Arthur Lewis Community College (SALCC). The school has an enrolment of approximately three hundred and fifty students.

Questions:

1. *How may supervision and review of lesson planning help in making teaching more meaningful for teachers with limited teaching strategies?*
 - **It allows the strengths of such teachers to be identified and commended. This identification and commendation provide a boost to teachers' confidence and self-esteem.**
 - **It allows for weaknesses to be identified so that corrective measures may be taken before mistakes are made.**
 - **It allows a window of opportunity for principals and supervisors to plan ahead and provide ways of catering to enhancing teachers' performance, e. g. through demonstration lessons.**
2. *To what extent should the principal encourage supervision of novice teachers by senior (proficient) teachers?*
 - **Supervision of novice teachers should be highly encouraged. The teacher will develop into a stronger teacher in both content and techniques.**

3. *How may in-school support prepare teachers for formal professional training?*

- ***Through staff development.***
- ***By setting professional standards and ensuring that teachers adhere to such standards.***
- ***(Transformational and Distributed)***

Case Study # 1: Relations with the Ministry: The Case of the Moving Building

It was a beautiful morning at Valley High, a secondary co-educational school. Despite the over-crowded classrooms, the students were all engaged in various learning activities. Non-scheduled teachers were quietly occupied in other pursuits in and around the plant. Suddenly, a shadow darkened the doorway of the principal's office in which Mr. Duct, the principal, was busily performing administrative duties.

Looking up, the principal asked, "Is something the matter, Miss Roy?"

"Have you seen today's newspaper?" was Miss Roy's response.

"NO! Is there something in it that I should know?"

"I think so," came the hesitant reply.

Miss Roy then proceeded into the room handed the newspaper to Mr. Duct. The headline read, "Building at Valley High to be removed to Tomasend Secondary". As the principal read on, he learned that the Ministry of Education had decided to move from his school, a building that was in constant, daily use per the school's curriculum, and take it to Tomasend Secondary to offset the inadequacy of space at that institution. In fact, an official from the Ministry of Education was quoted in the article as saying that "the relocation of the building will take place by the end of this week". In consternation, Mr. Duct cleaned out his spectacles and re-read the article. "Is this for real?" he questioned himself.

Questions:

1. *How will you describe the quality of communication that exists between the principal and the Ministry of Education?*
 - ***The quality of communication is poor.***
2. *Given that the situation described is accurate, how may the communication channel between the school and the Ministry be improved?*
 - ***The quality of communication depends on the relationship between the principal and the Ministry of Education.***
3. *Assume the role of principal. How will you communicate this situation to students, teachers, parents and senior officials of the Ministry of Education?*
 - ***It would have been difficult to communicate when there was no input into the decision and no courtesy in giving out information.***
 - ***(Transactional leadership)***

Case Study # 2: Frequent reassignment of Education Officers and its impact on the school.

PROBLEM: Frequent change of district education officers over a short period perceived as contributing to the disparity in performance from school to school within district.

Each change brought different expectations, thereby leaving schools to develop programmes individually.

SOLUTION: Present officer at request of principals worked on and developed standardized units and schemes of work for districts, thereby establishing common teaching or performance criteria among schools in district.

PROCESS: Various workshop sessions were held among different grade level teachers to develop common scheme of work.

Nevertheless it catered for flexibility and adaptability at school levels to suit specific and varied needs of students.

CHALLENGE: Too many schools for monitoring by one officer.

Questions:

1. *To what degree does frequent rotation of education officers influence school performance?*
 - **Frequent reassignment impedes progress and disrupts programmes.**
2. *How does consultation between school and Ministry of Education influence decisions made in the interest of the school?*
 - **Consultation promotes harmonious relationship; decisions made in the best interest of all engender better understanding.**
3. *What may principals do to promote more stability in the assignment of Education officers in order to enhance the development of school programmes?*
 - **Our principals do not make decisions with regard to assignment of district education officers. Until the system becomes less centralized it will be very difficult.**

Case Study # 3: Tardiness of a teacher

During the period September 2003 to December 2003 I acted as principal of the school. During the second week of the term a teacher reported that her class had been missing the first periods on mornings, because the teacher responsible for the subject was often late. The school is involved in team teaching and the tardy teacher is responsible for teaching health education and science to four Grade 5 classes (10-11 year-olds). He was usually late for about half an hour to three quarters of an hour daily.

I called the teacher to the office and spoke with him. He said he was building a house, but assured me that he would try to be early. I also spoke with the Senior Qualified Teacher responsible for the Grade. My intervention saw a slight improvement of about fifteen minutes earlier.

When the Education Officer responsible for our school visited, I drew the matter to his attention. He said that the Ministry was aware of the problem and had written and spoken to the teacher on several occasions.

At the end of the month the teacher accumulated over two hundred minutes late. I submitted the information on the teachers' monthly returns to the Ministry of Education. The teacher was sent a warning letter. I spoke to the teacher again reinforcing that his tardiness was causing the students to lose valuable instructional time, setting him back with the completion of the syllabus. In addition, when the students were left unsupervised they tended to disrupt the nearby classes. Also, another teacher had to hold the class in his absence, which was not fair to that teacher. I also warned that such behaviour would cause him to lose a day's pay or more. He said he understood what I said, but there was little or no improvement in the following months.

All the information was placed in the hands of the Ministry. The final decision has been left to them.

Questions:

1. *Assess the case made by the teacher to account for his lateness.*
 - **The teacher's excuse for his continuous lateness was not valid. He needed to do proper time management. His work should have been so organized that he visited his work site before or after school to deal with matters related to his building. He was depriving the students of valuable time on task and did not seem to care about it.**
2. *How may the principal and teacher reach a compromise in this matter?*
 - **The principal could investigate the details of the cause of lateness. The principal could help the teacher to set up a schedule for balancing his time for his building and time for work (teaching).**

3. *Suggest the content of a staff meeting or professional development session that may address this type of conflict.*
 - **Duties and responsibilities of teachers**
 - **Code of ethics for teachers**
 - **Ethics in the workplace**
 - **(Transactional leadership)**

Second solution (Different Group)

Questions:

1. *Assess the case made by the teacher to account for his lateness.*
 - **He has his priorities set wrong. He is irresponsible in his duties as a teacher.**
2. *How may the principal and teacher reach a compromise in this matter?*
 - **The principal may hold sessions on time management with the teacher.**
 - **The principal may assist by offering to transport him to school.**
 - **The principal may counsel the teacher using stress management techniques.**
 - **The principal may adjust the time table to allow the teacher to teach later in the day.**
3. *Suggest the content of a staff meeting or professional development session that may address this type of conflict.*
 - **Time management**
 - **Prioritizing**
 - **Duties and responsibility of teachers**
 - **Consequences of irresponsible behaviour**
 - **Ways of assisting teacher**
 - **(Transformational leadership)**

Case Study # 1: Setting Standards: Jennings Primary School

The Principal states the need to set standards for one's institution. At her school, parents all know that when PTA meetings are held, they are expected to be respectful at all times. On one occasion, one of the parents who attended was noisy and rude. She claimed that her son who was in Kindergarten was not getting any homework. The Principal asked her to explain and she repeated that her son was coming home without homework.

The Principal quietly asked parents of the other Kindergarten students to identify themselves by a show of hands. She then asked all parents of the students in the Kindergarten class whose children were bringing home their home work to show their hands. All hands went up, except the complainant's. The Principal then asked the concerned parent to speak with her after the meeting.

The parent was able to see that she could have spoken to the Principal quietly about her concern and that her behaviour was noisy, rude and confrontational. The other parents present knew the offending parent was acting against the rules and they rebuked her.

Setting standards is therefore extremely important.

Questions:

1. *What level of concern did the principal exhibit for the parent's complaint?*
 - **The principal exhibited genuine concern. Although the parent was rude, the principal entertained her question and gave a response.**
2. *Evaluate the procedure used by the principal in dealing with the complainant?*
 - **Professional: It was obvious that the principal was fully aware of what was happening in the kindergarten classroom. She was tactful in responding to the parent and silencing her.**
3. *Why is it important for the principal to set behavioural standards for parents airing their concerns?*
 - **Setting behavioural standards helps to maintain decorum at meetings.**
4. *Suggest at least one other strategy that may be used effectively in a similar situation.*
 - **She could have asked the parent to discuss the matter with the kindergarten teacher after the meeting.**
 - **(Transformational leadership)**

Second solution (different group)

Questions:

1. *What level of concern did the principal exhibit for the parent's complaint?*
 - **Principal displayed high level of genuine concern.**
2. *Evaluate the procedure used by the principal in dealing with the complainant?*
 - **Procedure was professional and matter was realized as an individual problem.**
3. *Why is it important for the principal to set behavioural standards for parents airing their concerns?*
 - **Behavioural standards are necessary because it sets the tone for the meeting. There would be few disruptions; it eliminates confusion. It is obvious that the disruptive parent was the one that was contentious.**

4 *Suggest at least one other strategy that may be used effectively in a similar situation.*

- **Discuss the matter in depth at a meeting with the teacher the following day. Seek to find proof of the matter at hand.**
- **(Transformational leadership)**

Case Study # 3: Missing in action

Miss Peters is a young teacher who joined the staff less than a year ago. She was responsible for teaching Art to those students who chose it as an option. Her classes were small and her teaching schedule was adequately proportioned that she would have a lot of time to plan and also to be given guidance and orientation by Mrs. Toledo, the principal. At first Miss Peters worked well and displayed interest in her work. In addition, she contributed to the development of the school by bringing to the table a number of ideas for school improvement. The rest of the staff approved many of these after having been brought to their attention by the principal, who would allow Miss Peters put forward her ideas during staff meeting.

All seemed to have been going well, when it appeared that all of a sudden Miss Peters had changed over night. She would arrive at school very late, or not at all; or she would to school very early before everyone else and would sign the staff time-book and leave the rest of the day. Whenever she reported for duty she seldom went to her classroom but instead would remain in the staff room. If she chose, Miss Peters would invite the students to the staff room where she would conduct her class. She also insisted that *her* classroom should not be opened if she was not at the room, so even though she may be on the premises, the children would still have to be outside if she chose not to go to *her* classroom. The principal, having observed these things, called in Miss Peters, on several occasions, to discuss the problems with her, but Miss Peters did not act any differently. She stated that the reason for her behaviour was the fact that the children would come to class without materials.

The students had by now become aware of the fact that they would not have to do any work once they did not bring anything with which to work. The principal therefore made extra provisions for Miss Peters to have the necessary materials for her students and also suggested a number of alternatives that she could employ to keep the students occupied and at the same time beat them at their own game. Miss Peters, however, ignored all the guidance and promptings from the principal and one day when the principal inquired why she was not with her students, as she should be. She stated that they did not have any material and that she did not come to work as a baby sitter.

Questions:

1. *What may be some of the underlying causes of Miss Peter's behaviour?*
 - **Personal problems**
 - **Indiscipline of students**
 - **Lack of support**
 - **State of depression**
 - **Frustration**
 - **Lack of incentives**
 - **Unrealistic expectations**
 - **Recognition for achievement**
2. *What are some strategies that the principal will need to employ to bring about a positive change in the behaviour of Miss Peters?*
 - **Mentoring**
 - **Get a staff member to investigate**
 - **Check the community**
3. *What should Mrs. Toledo do to deal with the problem of Miss Peters' neglect of duty?*
 - **Provide encouragement**
 - **Hold discussion with class**
 - **Seek professional help**
 - **Transformational leadership)**

Second solution (different group)

Questions:

- 1 *What may be some of the underlying causes of Miss Peter's behaviour?*
 - **Apathy set in**
 - **Required to purchase her own materials**
 - **Burdensome financially; budget allowance inadequate**
 - **Form of protest based on conditions**
 - **Frustration**
 - **Affected by jealousy from other teachers**
 - **Expectations not met**
 - **Lack of recognition for achievement**
- 2 *What are some strategies that the principal will need to employ to bring about a positive change in the behaviour of Miss Peters?*
 - **Principal needs to purchase the necessary materials.**
 - **Organize student-teacher-parent conference to discuss shortcomings.**
 - **Get mentoring teacher to assist Miss Peters.**
 - **Rearrange classroom to create different and more conducive atmosphere for all.**

3 *What should Mrs. Toledo do to deal with the problem of Miss Peters' neglect of duty?*

- **Caution her**
- **Make her aware of penalties and consequences of neglect of duties.**
- **Refer the matter to the Ministry**

Case Study # 20: Instructional supervision (6) - Unprofessional behaviour

Miss X teaches at a rural infant school. This novice teacher is very irresponsible, disorganized and unprofessional in executing her duties. She experiences difficulties in managing her class of 35 students. Miss X is quite knowledgeable of how to prepare lesson plans and schemes and records of work. Sometimes her daily plans and scheme and records of work are not up to date. The excuses provided are usually very petty. The teacher does not demonstrate enthusiasm for teaching. It was reported that in the principal's absence, the teacher spends class time on the telephone, reading a novel or planning for the following day.

Questions:

1. *What factors may have caused this apparently unprofessional behaviour of this teacher?*
 - **Class size**
 - **Lack of interest**
 - **Lack of commitment**
 - **Lack of support**
 - **Lack of motivation**
2. *How may the principal and Education Officer provide guidance in a situation such as this one?*
 - **Get assistance**
 - **Training in time management/classroom management**

Case Study # 8: PROBLEM: Homework not done by many

SOLUTION: Control the number/amount of homework. Spread it around, so children do not have to do Mathematics every night. Give four instead of eight problems.

RESULTS: The number with incomplete homework has decreased.

Questions:

1. *What approach should teachers use to motivate students to do homework?*
 - **Ensure that homework is marked and corrected.**
 - **Provide incentives for students who do homework regularly (public recognition, tangible gift).**
 - **Give homework that is challenging but not difficult.**

2. *What role could parental involvement play in getting children to do homework?*
 - **Parents plan a specific home work time.**
 - **Look over children's books and enquire about homework.**
 - **Visit schools to familiarize themselves with the classroom activities.**
3. *Why were students not doing their homework?*
 - **Homework probably was too difficult.**
 - **Students were too involved in other activities.**
 - **Few resources at home; insufficient time for homework.**
 - **Improper supervision by parents.**
4. *What attitude or method should teachers adopt when setting homework?*
 - **Give homework for reinforcement.**
 - **Give meaningful homework assignments.**
 - **Do not give multiple homework assignments over one-night period.**
5. *How workable is the solution for doing homework in the long term?*
 - **Over time doing homework will become a habit**
 - **(Distributed leadership – Allowing teacher to try different methods)**

Case Study # 5: Principal supporting school discipline: Bullying in school

The study was carried out in a small rural school. The object of the study is a fourteen year-old, Thomas. When we remove Thomas from the class, the average age of the class is eleven years. Thomas is tall and slim. He is over five feet tall. The only other boy in the class who is similar in size is Thomas' thirteen year-old brother. The other boys in the class are short, barely reaching four feet.

Thomas is academically deficient and has a very low self-esteem. He appears to be experiencing adolescent trauma. He is the class bully. He attacks mainly the shorter boys. Because of his height, when he aims a blow, it most often lands in the head of the shorter boys. If these boys look in his direction while in class, he claims that they are teasing him and he proceeds to attack. He seldom attacks girls, because they are as tall as he is. His action towards others has led to parents filing police reports.

Questions:

1. *Apart from Thomas' size, what other factors may have contributed to his behaviour?*
 - **Thomas' academic deficiency may have contributed to his behaviour.**
 - **Also, low self-esteem and the need for attention may have contributed.**
 - **Thomas wants to assert authority.**

2. *Should Thomas be removed from this class? Suggest reasons for your answers.*
 - **Yes; working with children his own age and size will make Thomas feel more comfortable.**
 - **If Thomas works with his own age-group he may develop a sense of accomplishment.**
 - **It will be more difficult for him to “pick” on students his own age.**
3. *What sort of assistance should the principal seek in dealing with Thomas?*
 - **Provide extra assistance in counselling and school work**
 - **Talk with parents and teachers.**
 - **Listen to the child to obtain possible reasons for his behaviour.**
4. *Suggest reasons why Thomas is more prone to attacking boys than girls?*
 - **Because of his ego**
 - **Physical characteristics**
 - **(Distributed leadership)**

Case Study # 7: The principal as mediator of conflict: Teachers in conflict

General assembly was now over and students were released to go to classes. Assistant Principal, Harold John, returned to his office and started about the day's plan. About twenty minutes passed and then the telephone rang. Teacher Paulette was on the other end of the line pleading that he should come immediately to basement floor of the main building as there was a major conflict between two teachers.

On arrival, Harold John met teacher Margaret and department head, Paul Garrison, engaged in a heated argument. Students and other teachers were present as this argument, now at a crescendo, was getting close to a physical confrontation.

Harold John persuaded teacher Margaret to walk back to the office, so that the two persons could be separated and the problem investigated. Department head, Paul Garrison, on his own initiative, went to the principal's office. In about five minutes the principal, assistant principal, department head and the teacher met to sort out the problem, and possibly, bring about change.

The problem stemmed from the department head delegating work (well within his boundaries) that teacher Margaret thought was unfair. Assistant principal, Harold John, listened to teacher Margaret, but realized that there was more to the problem under the surface.

Questions:

1. *What other factors may have contributed to this confrontation?*
 - **Lack of communication**
 - **Teacher may not have wanted to subject herself to the authority of the head of department because she felt he was incompetent.**

2. *To what extent should the H.O.D be allowed to give directives to teachers (without the intervention of the principal)?*
 - **The head of department should give directives within the department only.**
3. *What are your views on the approach used by the principal in dealing with this situation? How would you have dealt with the issue?*
 - **It was a fair approach; he brought all parties together in an effort to resolve the matter.**
 - **The incident should be kept on record**
4. *What further action should the principal take to show those who witnessed the incident that conflict is a part of organizational life, and that mediation is a useful strategy?*
 - **Report the incident to the staff at the next meeting.**
 - **Counsel the students.**
 - **Hold professional development activity on conflict resolution**

Case Study # 1: A vibrant PTA

Long before Information Technology became a popular CXC subject, done by all Secondary schools in the country, Princess Margaret School started teaching the subject. At that time, there was no computer laboratory. However, there was a vibrant PTA, comprising a group of intellectual professionals who were bent on contributing to their alma mater. The members of the PTA approached the principal. They wanted to see Information Technology as a subject in the school curriculum. They were prepared to equip a classroom with computers. They therefore raised funds among themselves, solicited money from past students, and were able to buy some computers for the school. With assistance, they were able to equip a computer laboratory.

Princess Margaret School was the first school in the country to register students for CXC CSEC Information Technology subject at the Technical Proficiency level.

Questions:

1. *What major role(s) may a P.T.A play in the initiation of enhanced programmes in schools?*
 - **Identification of needs for enhanced programmes**
 - **Fund raising activities – provision of resources**
 - **Active involvement (reading, physical education, craft)**
 - **Marketing – school and community**

2. *What level of flexibility will a PTA have that will not be available to the school or the Ministry of Education to initiate a project such as the one described in the case?*
 - **Reduced time for completion of project**
 - **Access to resources that ordinarily may not be available to Government departments**
 - **Human resources input**
 - **Generation of interest**

Case Study # 14: The importance of communication

Working in the educational system has allowed me to realize that teachers are very critical people. They not only expect the best from their pupils, but expect good leadership from the people who direct their actions. The school manager therefore, must ensure that he provides that kind of leadership. School leaders should have good communication skills and a readiness to listen and be approachable to all parties. When informing colleagues about anything, the effective, school manager must be aware that the message is correctly communicated; it must not be ambiguous and all concerned should get the message, not just some people.

I am aware that communication works both ways; it is not just telling. It also involves listening. I have been told that I do not listen enough and I think that if I am fair, I should agree that it is true. I am aware of this serious weakness in my character and I am trying to become more patient. I think the problem is that I am impatient with people who ramble or belabour the point that they wish to make.

Questions:

1. *What could be done to ensure that the line of communication between principal and staff is always open?*
 - **Develop a more approachable (personable) communication style.**
 - **Principal should be more listener-friendly.**
 - **Principal should demonstrate and make visible positive change.**
 - **Impartiality must be demonstrated at all times.**
 - **Principal should organize orientation for new teachers.**
2. *What role should criticism play in improving leadership?*
 - **Constructive criticism should be freely given and received.**
3. *How could the principal's leadership style influence teachers' morale and motivation?*
 - **Condescending style may be demoralizing.**
 - **Over-critical style could adversely affect relationships.**
 - **Give credit and positive reinforcement where these are deserved.**
 - **Be willing to seek advice**
 - **Provide appropriate rewards where these are deserved.**
 - **Reduce the temptation to encourage "spying".**

4. *What could the principal do to develop patience and overcome known (and unknown) shortcomings?*

- **Practice self-evaluation and self-criticism.**
- **Avoid bringing personal issues and problems into the workplace.**

Case Study # 3: Building community Support: Valediction

It is extremely important that teachers and students feel that they are appreciated for doing their work well. Often times, students are praised and commended for good work, while teachers are taken for granted. Praise is important for both and where it exists, benefits are reaped. At present, the Liberta Primary gives out certain staff awards at the end of the Academic Year such as: Teacher of the Year; Bus Driver of the Year; Cleaner of the Year. The school also gives an award for the tidiest classroom.

These actions help to bring about interest and motivation among students and staff members alike. Workers are encouraged to give their best with this level of motivation. With regard to students, the Honour Roll system is also an excellent way of recognizing students' achievement in the presence of their peers.

Questions:

1. *To what extent are the various stakeholders likely to be motivated by the reward system described in this case?*
2. *What may be done to ensure that teachers become committed to professional values, beyond qualifying for an award?*
3. *In what ways may recognition of achievement serve as a stimulus for a higher level of application for all members of staff?*

Decision-making in Education

Decision-making is one of the critical tasks of leaders. The objective of the session was to engage participants in practical decision-making on a specific school-related issue. For this session the facilitator provided and briefly discussed the following stimulus. Questions requiring an application of a decision-making technique were set. Work was done in groups.

Decision-making in schools

Decisions are choices made from a selection of options that relate to a problem. These choices are made usually to unravel an issue or solve a problem. Life may be conceptualized as a series of choice-making opportunities; decisions are the actual choices made, and are dependent on the information that is available.

Making a decision leads to a certain consequence that in turn leads to another decision, and so on. This is usually the process ***in rational decision-making (means-ends relationship)***, where the assumption is that the decision-maker is rational and has accurate and complete information.

For principals, decision-making is often required in situations where information is incomplete. The process is termed decision-making under bounded rationality (or satisficing).

Decisions usually bring benefits, but there are costs involved (time, data/information-gathering, thinking).

Participative decision-making is a political and cultural process: the political aspect is the involvement of a wide interest group (interest, meaning and competence/skill are important considerations in involving persons in participative decision-making).

From the cultural perspective, involvement of teachers, for example, may produce greater acceptance of the decision (e.g. in goal setting and goal sharing). Consider the role of parents in decision-making in the school. Also consider the role of students in decision-making, including the role of student councils.

Assignment/Problem

Students experience difficulty in mathematics or reading or discipline in a primary or secondary school in a rural or urban school. The Department wishes the school to arrive at solution that is acceptable to a wide cross-section of persons/groups.

- ? First, state the nature of the problem as clearly as possible, using a form that everyone can understand.
- ? Then write the steps you will take to reach a decision on the issue.

One member of the group should be an advocate for working class parents (low SES), and one for middle-class parents; one member should represent the business community, two should play the role of “teachers”, and one should be the principal. The group will be led by one of the “teachers”. In writing the steps you should actually work through the problem.

At the end of the process you should have a clear proposed solution with all the steps clearly explained. Identify the resources you will need to implement the decision.

(45 minutes for discussion)

Responses

Group 1

Setting: Primary school in rural area

Problem: Student disregards authority. Student lacks love and attention

Steps to solve the problem:

- 1 Obtain a history on the student – home background, behaviour, social upbringing
- 2 Seek an audience with the student, guidance counsellor, parents and principal.
- 3 Write a report too the Principal Education Officer (PEO) and include the history of the student.
- 4 Conduct a meeting with the PEO, parents, student and the principal.
- 5 Administer counselling from school counsellor, mentor.
- 6 If no progress is made:
 - ? Refer the matter to the ministry of Education
 - ? Put the student in the prayer list
 - ? Obtain professional help from the psychiatrist
- 7 If there is still no improvement:
 - ? Remove the student from the home environment and school environment and place in a programme, such as “Project Strong”, to be disciplined.

NB. Project Strong is a disciplinary programme where ill-disciplined youth undergo rigorous disciplinary measures.

Group 2

Problem: Teacher asks student for homework. Student A fails to respond.

When prompted by another student, Student A responds with swear words loud enough for the teacher to hear. Student A had been chastised previously for minor infractions.

Steps to deal with the Problem:

- 1 Class teacher refers the matter to the principal, having observed steps on Classroom Discipline Plan.
- 2 Principal then refers the matter to Guidance counsellor who liaises with parents.
- 3 School embarks on mission of gleaning community support in dealing with anger management.

Solution:

- ? The school, in collaboration with the Ministry of Education, develops and implements a community outreach programme that targets students who lack anger management skills and often display lack of respect for others.
- The programme expands to reach out to parents also.
- ? Major stakeholders are brought on board to help to provide finance for the programme and to assist in building a recreational facility to aid in remediation.

Group 3

Problem: Form 1 students experience difficulty in problem-solving in mathematics

Steps to deal with the problem:

Step 1

- ? Diagnostic testing of students
- ? After testing students will be grouped, based on test results.
- ? Survey will be conducted to find out difficulties from students' perspective.

Step 2

- ? Provide supplemental classes for students at the lowest level of achievement.
- ? Parents will be informed about the situation at hand.
- ? Meeting will be organized for parents and mathematics teachers.

Step 3

- ? Staff development workshop will be held for mathematics teachers.
- ? In addition, there will be a mathematics vacation camp for students for one week during the Easter holidays.

Step 4

- ? Clinical supervision of mathematics teachers and continual testing of students will be organized.

Step 5

- ? Mathematics rewards/incentives will be organized with help of business places.

Step 6

- ? Integration of mathematics across the curriculum will be done.
- ? Practical activities involving use of mathematics will be organized (school business ventures).

Resources:

Identification of personnel to run workshops; corporate sponsorship for workshops and student camps

Group 4

Problem: Use of indecent language by students

Solution:

Step 1

- ? Meet with cross-section of community to establish cause of the problem

Step 2

- ? Brainstorm for possible solutions: counselling, anger management, incentives for good behaviour, one-on-one conference with parents;

Step 3

Application of possible solution:

- ? Find out who are the students that engage in practice, and discuss infractions with them
- ? Counsel students and meet with their parents
- ? Establish possible causes for behaviour and that behaviour is unacceptable
- ? Discuss possible solutions with parents
- ? Implement a solution
- ? Evaluate solution
- ? Commend and applaud students for improvement in behaviour

Step 4

- ? Report to Education Department

Group 5

Problem: Unauthorized use of cellular phones during class time (sending and receiving text messages, playing games)

Solution:

Step 1

- ? School investigates the extent of the problem to obtain information re data, picture files

Step 2

- ? Investigate whether there is a policy regarding use of cellular phones or other communication devices in school by students.
(Assume investigation revealed the non-existence of a policy.)

Step 3

- ? Meeting with parents indicate an unwillingness to institute an outright ban on cellular phones for security reasons and ease of contact between students and their parents;
- ? Teachers indicate support for parents' perspective, with the condition that the phones are not used during school time;

Step 4

- ? Encourage telephone companies to prohibit the sale of phones to minors.
- ? Vendors should insist on presentation of ID for purchasing of phone.
- ? Support promotion of four-button pre-programmed cellular phones (emergency, fire, medical, parent).

Step 5

- ? Principal decides that unless the phone is a pre-programmed one, it will not be allowed in school.
- ? Meeting with school management team will formulate policy recommendation to be forwarded to the Ministry of Education.

Workshop achievements

Participants stated their strengths and areas that need improvement in the field of school leadership and management. Group responses based on individual level inputs also provided information on the overall qualities present in the school system. Carefully structured group exercises emphasizing sharing of experience and expertise among colleagues will tend to increase overall competence in a non-threatening way.

Issues related to goals of education in Nevis in the context of overall St. Kitts and Nevis goals of education and the wider framework of sub-regional educational goals may be explored further. The categorization into specific, complex and conflict seems to be a fruitful scope to address central educational matters that span individual, school and system level.

Case studies have provided ample opportunity for analyzing situations in OECS school administration. Further, the concentration on a group approach to the study of cases in school leadership facilitated very much interaction and the possibility of exchanging worthwhile ideas on practice and innovation. The Case Study book promises to be a valuable resource for principals. Participants' categorization of each solution into transactional, transformative and distributed forms of leadership indicated that principals and other school leaders generally were able to distinguish among the three forms to apply each form appropriately.

Finally, the exercises in decision-making demonstrated a systematic, rational approach to making decisions. Although there was some attempt at a cultural approach, participants tended to be quite routine in solving problems. Much more practice is needed to bring principals into a mode of decision-making that is more innovative.

Evaluation of the Workshop

Written Comments from Participants

The workshop was very informative and meaningful. Presenters were well prepared and imparted the information in a very engaging manner. Group workshops were quite appropriate and provided opportunities for everyone to participate and contribute significantly. Perhaps more time should have been allowed for all groups to present their findings/summaries so that all participants could have benefited and not just the presenter to take away. As usual the time was too inadequate for all of the sub-topics to be effectively ventilated.

Follow-up workshops should be conducted as part of the school development process and more school personnel especially, Guidance Counsellors, should be exposed. Education Officials should conduct constant evaluation on their visits to schools.

A rich and meaningful workshop. It helped me to refocus on my role as a principal. It also offered practical suggestions on how to cope with day-to-day challenges on the job. As a result of this workshop my approach, to some situations will be different. Presentations and case studies were relevant and appropriate.

I feel that the session relating to "Legal Implications of the Education Act" should be continued. We still have a lot to learn in this area.

I found the sessions on Day 1 and 2 to be quite informative and thought provoking. Dr. Hinds provided much stimulation in critical thought regarding the following

- a) Goal Setting
- b) Leadership Styles/Qualities

His presentation underscores the critical role principals and those in authority have to play, the direction of our educational pursuits and the development of our nation. He emphasized the need for partnership and support. Hence it is imperative that the ministry provides the necessary support if educational outcomes are to be achieved.

Day 3 of the seminar was very informative. I appreciated the way Dr. Gonsalves highlighted and sensitized us to the critical issues/content of the new Education Act. I would like to suggest that the powers that be take a critical look at this Act and contrast it with the direction in which we want to take our nation.

The sessions over the past three days were quite interesting and enlightening. I was able to gain different ways of looking at matters pertaining to the students and the school in general. I was also made aware of sections of the Education Act that are so important to teachers. The facilitators were excellent and sessions were successful

with no boredom at all. For future workshops, it would be nice if these topics be addressed.

- a) Representation for teachers, if in the wrong (Legal)
 - b) Schools being run by a Board – its implications
-

The workshop was indeed very educational and timely for me. It offered me an opportunity to learn a lot in terms of leadership, especially as regards decision-making. I particularly liked the group work assignments, which fostered cooperative learning. I think the workshop helped to develop more professionalism on my part with regard to the leadership of schools. Further, the workshop gave us an opportunity to discuss the Principal and the law, which was very enlightening. I would like to see more workshops on leadership to discuss the Education Act of the Federation of St. Kitts and Nevis with the legal minds in society. There should also be workshops on leadership discipline in the schools. Moreover, I think these workshops should be staged at least every three years so as to familiarize new Principals and Assistant Principals with the rudiments of leadership and what it entails.

An interesting and stimulating seminar! While it may have answered many questions it leaves many more unanswered and has sparked numerous others especially regarding the legal implications of our respective (individual & collective) responsibilities.

More exposure and in depth consideration will have to be given to the legal areas (Education Act & Regulations) hopefully with a legal mind (lawyer) as facilitator or part of a panel of facilitators.

- 1) Workshop was timely – Dr. Hinds' presentation on goals setting was informative – he drew several examples from his personal experiences, which were relevant to the topic.
- 2) The session on leadership was rather stimulating – we need to remind ourselves more often of the challenges involved.
- 3) The session on decision-making was very good too. The case studies that accompanied the discussions were quite useful.
- 4) Mr. Bailey's presentation was very specific. His three pointers encouraged discussions.
- 5) Training of principals must be on going.
- 6) There is need for additional discussion of the Education Act. There are still too many grey areas.

The most benefit derived from this workshop was the fact that group work could solve most problems facing education. As such ongoing workshops at this level, addressing specific problems should and must continue. With the large variation in perspective

on some topic or problem much can be achieved by group study. Unfortunately, the working groups at this session did not involve policy makers, therefore it is more than likely that the disconnection between educators "on the ground" and policy makers will remain.

The 3 days were very informative and resourceful. The sessions gave a much better insight into the ways in which schools should be run and managed in this new dispensation. The sessions/views on Corporal Punishment and the rights of the child were rather interesting and provocative; as they gave much food for thought and consideration. I am therefore suggesting that a follow-up workshop/seminar be held in which a legal person, Ministers of Education, Education Officers and Principals can thoroughly discuss the Education Act as it impacts the future of Education in our Federation.

It is recommended that sessions be held with classroom teachers over time to get them on board with the new policies that affect them as teachers and their rights as there are great implications for their profession.

The workshop was of a high standard. Dr. Hinds was quite informative and generated much discussion among the participants. Because of the group discussions, teachers were able to share ideas and compare situations, thus enabling everyone to leave the discussions more informed.

Dr. Bronte Gonsalves' session also created much interest and discussions as she spoke to the rights of students and the Education Act. Principals were left better educated as to what they should not do when dealing with students and difficult problems occurring at school.

In my opinion, there should be a follow up to this session where Principals are exposed to the legal aspect of the Education Act.

The workshop was very successful in that I came with an open mind, not knowing what to expect. Today I am very pleased with the amount I have learnt within the three days. It should have been longer because it was so much packed in a short time. The location was wonderful. Dr. Hinds was excellent. The food was not good; we had the same thing for two days, no greens. We need a follow up to this workshop.

The workshop proved to be a tremendous success. Dr. Hinds was quite articulate and resourceful. The points that he discussed were quite helpful and will benefit me on the job and generally. He brought to light an entirely new perspective on leadership, when he defined his three types of leadership. The group work was thought-provoking and enlightening. In this endeavour different ideas were shared and different ways of looking at things manifested themselves.

However, much more discussion could have been held with regard to the different styles of leadership as practised in the Nevisian schools and which works or fail. There should have been more question and answer sessions, which would have caused the participants to speak more about their personal experiences. On the final day a legal expert who was conversant with the Education Act should have been present.

The workshop served as a refresher course for me. Teachers/Education Officials need these training seminars more frequently; at least once per term.

Day three was particularly important for me because it was only then I realized how little we know about the law. (It would be a good idea to have a course in 'School Governance and Law' included in the induction/in-service training for teachers).

Overall the entire three days were very enlightening and quite beneficial to me as a Principal. Dr. Hinds was very innovative and realistic in terms of his views and approaches to learning. The information given initially appeared overwhelming. But, once I began my review, I found it all to be not only necessary but enjoyable interesting reading. I appreciate Dr. Hinds' open-minded way of address and his availability to all viewpoints.

In conclusion I will suggest that more time be allowed for groups to share their findings from group sessions in order to learn from one another as well. There was a lot of work done over the past three days and it is imperative for us to utilize the opportunity to share for self-improvement. Lastly, I suggest seminars of this be offered more often for principals and teachers.

The workshop was relevant and timely. Such workshops need occasional follow up. The interactive nature of the workshop was very much encouraging being able to hear from one another. We expect follow up workshops in the area of discipline, especially as this issue is fast becoming a major concern among the staff/Administration in our schools. We also need workshops with regard to the implications and regulations of the New Education Act.

I think that this principal's seminar was very informative. I now have a better understanding on the Education Act; it is only for me now to spend more time to be familiar with it, so that I can properly cover myself and staff if there is a need in the future.

Dr. Hinds' presentation was excellent, straight to the point. The way forward is to have follow-up discussion on the Education Act, 2005 so that more time can be spent in discussing issues relative to student and teacher and the law.

The workshop presented an opportunity for a variety of Management styles to be discussed. Principals do not often get this opportunity. However, sessions like these allow for the participants to expand their horizon. I therefore recommend that we continue to expose principals to these types of professional development.

I strongly recommend that the uncertain areas about the Act be classified and principals be exposed to the entire Education Act. They must also be aware of the consequences if they fail to apply the Education Act in their school operations. Principals must be extremely conversant with the Education Act if they are to guide their teachers away from troublesome areas.

This workshop has cemented the idea that no one leadership style may be considered as the successful leadership style. Leaders must be flexible and adopt the style that best fits the particular situation.

Although some of the information was familiar it was very interesting to review it from a different perspective. The workshop was indeed a welcomed opportunity, which provided insight into the many changing facets of education. The group work provided opportunities for us to share our views and hear the views of others on matters, which we all are concerned about. The facilitators did a marvellous job in their presentations and should be highly commended for empowering the principals and others.

It is imperative that the relevant stakeholders engage in a system whereby they can put the relevant support structures into place to complement and enhance the ideas put forward during the workshop.

Additionally, a follow-up session that addresses the new Education Act should be organized within the near future to ensure that principals are conversant with the stipulated rights and forthcoming regulations. One area that should also be considered is decentralization within the education system. The root word in empowering is POWER and thus principals need the power within their grasp to enable them to handle critical matters that affect their schools and the overall picture of education.

This three-day workshop was indeed timely. The first two days addressed important areas that leaders need to be conversant with; however, in most cases it was merely scratching the surface. More time could have been spent giving a more comprehensive view and information on the various topics. The dialogue in these two days was not as prolific as might have been expected. Issues were highlighted but not adequately addressed. The last day saw a more practical and worthwhile activity. Participants were more involved and wishing that their concerns be addressed, probably because the issue of discipline which is plaguing schools was the subject for discussion. Obviously, much more needs to be done in the area of awakening the potential and consciousness of teachers with respect to the need to bring to the table more creative

ways of discipline. In light of this I suggest continuous training and retooling for teachers if we are to adequately meet the demands of this critical epoch in education.

In my opinion the workshop was quite successful. It was informative and a number of issues were brought into focus. It also created an awareness that principals and teachers on a whole need to be familiar with legislation that pertains to education and their work. I think that there should be a workshop with the legal advisor for teachers so that they could be made more aware of the legal ramifications as they relate to the Education Act.

The Principal's Leadership Seminar was quite a rewarding experience. During the course of the three days event I gained immeasurable, meaningful insights into qualities of a good leader/principal and also clarification as concerning the new Education Act of 2005. At the end of the workshop I would have acquired new approaches in dealing with the law, students, parents, other members in the community, and other persons in the education faculty. It was one of the best workshops I had ever attended.

Recommendations

- More incentives for teachers as the demands on them are greater as educators.
 - The rights of a teacher being added to the Education Act.
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The workshop was well executed, in my opinion. Dr. Henry Hinds did a wonderful job in dealing with leadership and discipline. His experiences that he shared with us brought a lot of clarity to some of the issues that were discussed. It was a pity that his stay was curtailed. Dr. Gonsalves tried her best to discuss the Education Act but it is still unclear in many aspects. Perhaps it would be a good idea after further reading to hold workshops that would further enhance the understanding of the Education Act.

The Principals Leadership Training Seminar was extremely informational. I was able to relate fully with the experiences discussed. The group discussions provided opportunities for us to share thoughts and experiences and forced us at times to see situations in a different light. All in all, the training forced us to look at our performance and actions critically and to be aware of the situations under which we work.

The Way Forward – Recommendations

- 1) To have follow-up training with legal authorities in relation to the teacher and the law.
 - 2) To use the media to transmit school related information to the parents and the general public. (Education Act, School rules, sanctions, etc.)
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This workshop has provided me with the opportunity to be exposed to areas that will help me in improving my overall administrative skills. The various scenarios that were presented provided me with many options that I could utilize in my daily operations. This type of activity helps us to refocus on our critical role in providing leadership within the education system. The sharing of the various experiences has proven very useful in arming us with the necessary tools that will foster improved performances in our schools.

In light of the new Education Act and the many challenges that confront us on a daily basis, this workshop was very timely. Issues that affect us on a daily basis were highlighted and strategies were recommended that will help us to deal with them. Generally speaking, we will be more equipped and prepared to execute our duties in a more professional and efficient manner, thus enhancing the delivery of Education in Nevis.

The three-day workshop on 'Leadership' was quite timely, informative and thought provoking. Dr. Hinds quite ably conducted his sessions, and gave different points of view as to dealing with various matters, such as corporal punishment among others. Dr. Gonsalves also enlightened us, and tried to clarify misconceptions as relating to the Education Act. She also impressed upon us to familiarize ourselves with the document as it is quite important for us to know what is legal and what is not.

For future workshops I will like to see:

- 1) Workshop re- Education Act. It is hoped that this time around a legal representative of the Department/Ministry of Education will be present.
 - 2) Workshops with Education Advisory Board.
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The Leadership Training Seminar identified roles and responsibilities of Principals and reminded us that there are many challenges in the field of Education. It indicated and reminded that setting goals is extremely important. The group discussions were very enlightening – sharing thoughts and ideas with colleagues. It was obvious that decision-making is a very important, yet very complex process. Generally the first two days proved to be a wonderful refresher course. Day three excited the appetite for more information on the legal aspects/implications of the Education Act 2005. The presentation indicated the importance of thoroughly perusing the Act and knowing one's roles, responsibilities and limitations.

It is my hope that there will be another workshop facilitated by a person from the legal department to give more insights and indicate how to avoid legal loopholes in the Education Act.

The seminar was quite informative. Much information was given in very practical ways. The group work generated much discussion. As professionals we need to band ourselves together to learn as much as we can about the new Education Act. There should be ongoing sessions in this respect. A number of support systems need to be put in place and we need to look seriously at these. Quite a timely seminar. The information is very valuable.

The workshop was educational and stimulating. I have gotten a great deal of information and tools to use in my role as a leader of students and teachers. Dr. H. Hinds has given me a global view of regulations and laws, which in my opinion are now creeping in our schools. I have a better understanding as a leader of the implications that may arise if I am not versed with the Education Act and the constitution of St. Kitts and Nevis. Dr. Gonsalves has also given us some food for thought in clarifying students' rights, discipline and other facts on suspension. Further training on other alternatives to corporal punishment is needed. I feel that the experience was greatly appreciated, but further training of teachers in the school is critical at this point in our school system.

Content: There could have been more content in days 1 & 2. The areas were superficially discussed, but lacked depth of discussion. It was constantly being pointed out that our traditional thinking keeps coming to the fore, but there was no effort to get us thinking "outside the box". Group work was done but oral presentations were scant. Whatever weaknesses the groups may have experienced are likely to live on! Day 3 was quite interactive and of interest to all participants. We can leave this session saying we have learned!

Way Forward:

- There has to be a structure in place to guide education.
 - That structure/policy must be set in black and white and be enforced.
 - Those at the top must be willing to 'bell the cat' regardless of political or familial persuasion.
 - Workshops must be conducted so all teachers could be made aware of the parameters within which they operate.
 - There must be adequate support system in place to compliment teachers' task.
-

This workshop has been an enlightening experience. It has shown that there are many areas which principals and aspiring principals need to become familiar and aware of. Sessions with Dr. Hinds: very explicit and challenging to esteem our role and think critically of the unique yet delicate responsibility with which we are charged. The humorous way in which he gave insight to the reality of situations, which he had experienced, shows the task of moulding individuals for the future as gruesome. Rules of the Education Act are already established in the Federation, yet with the incompleteness of the Regulations that should accompany same, I wonder how much more disastrous would situations become in the schools. However, Dr. Gonsalves did an excellent job in educating us as to the effect of these rules and the seriousness of the consequences if we fail to cover ourselves legally.

The workshop provided an opportunity for me to become familiar and acquainted with an area that I do not know very much about. Therefore it was very educational to me. It has also opened my appetite to do some research and become more conversant and more equipped to deal with challenges that are more than likely to present themselves in the future.

I believe some more time could have been spent however examining the OERU documents and their implications for us a country. I hope that after we have been presented with these document and have been given the time to read them that a workshop would take place, to have discussions.

Thank you for the opportunity and thanks for providing such a workshop. I hope other teachers will have an opportunity like this to be updated and to become acquainted with what is happening is happening in Education.

Generally the workshop was very enlightening. I particularly like the anecdotes that Dr. Hinds used in getting his points across. Also of great importance was the philosophy he applied in organizing the workshop: - the mind is in the group. This underscores the importance of teamwork and the effectiveness that can be achieved when the strengths and interests of our teachers are harnessed. However, I still would have loved more information in terms of how to manage the major challenges that leaders face. Handouts would have been useful for further reference.

The final day of the workshop was remarkable. This made me more aware of how education is changing and how important it is to be cautious and well prepared. There are certainly challenging times ahead.

I think the three days were well spent and that the information given was very timely. There was much that I learnt about Leadership, from the sessions with Dr. Hinds and the group sharing was also informative. The session on the Education Act was an eye-opener and I particularly feel that there needs to be more discussion on this Act, so that we can all share our views and have areas clarified. Since Dr. Hinds was only able to give us the tip of the iceberg and just wet our appetites, I strongly believe he

should be brought back to continue to share his expertise with us, since he felt that we needed to come up with more innovative ways of tackling leadership instead of all the old ways.

This workshop was of a high level. We were exposed to real-life situations and the type of experiences education leaders are currently facing or are expected to face in the near future. It was enlightening, but regarding the Education Act, we feel more copies should be made available to teachers and more expert explanation be made. We need more counsellors to deal with the difficult cases where the guidance counsellors are not able to deal with.

Dr. Hinds did not follow the programme as it was outlined in my opinion. I expected to learn a lot more from his sessions, for example, on day 1 he did not present much. The group discussions were stimulating. I did enjoy these sessions (group work) and I gained a lot of information because of these group activities. Day three of the workshop was very enlightening. It reminds me as a teacher to be very careful when dealing with my children. The laws/regulations have to be made clear when it comes to the rights of a teacher. Another workshop of this nature would be quite beneficial to all teachers.

Dr. Hinds' session on decision-making was interesting.

Appendix

Agenda

Day 1

9 00 am. – 9.30 a.m.

Opening Ceremony
(Planned by Nevis)

Working Session 1

9.30 am – 10.15 am.

Plenary:
Lead policy paper and discussion, identifying goals of education from legislation and other sources – Senior Education Department Official

10.15 am – 10.30 am.

Break

10.30 am. – 12.30 pm.

Group Work:
Identification of roles and responsibilities related to goal setting and achievement

Principals' strengths and areas for improvement

12.30 pm – 1.30 pm.

Lunch

Working Session 2

1.30 pm. – 2.00 pm.

Plenary:
Challenge of leadership: Principals' role in a complex and changing environment

2.00 pm. – 3.15 pm.

Group work:
Case studies in leadership

3.15 pm. – 4.15 pm.

Plenary:
Group reporting on case studies

Day 2

Working Session 3

8.30am. – 9.30 am.

Plenary:

Decision-making in schools in the following areas:
mediation, building coalitions, boundary spanning,
buffering

9.30 am. – 10.30 am.

Group work:

Developing scenarios: Decision-making in schools in
the following areas: mediation, building coalitions,
boundary spanning, buffering

10.30 am. – 10.45 am.

Break

10.45 am. – 11.45 am.

Plenary:

Group reporting on decision-making

11.45 am – 12.30 pm.

Plenary:

Resources for principals: Generic School manual
Guidance and counselling handbook
OECS Teacher Appraisal
OECS Teachers' code of Ethics

12.30 pm. – 1.30 pm

Lunch

Working Session 4

1.30 pm. - 2.30 pm.

Group work:

Raising critical issues in the following areas -
Resources for principals: Generic School manual
Guidance and counselling handbook
OECS Teacher Appraisal
OECS Teachers' Code of Ethics

2.30 pm. – 4.00 pm.

Plenary:

Reporting on critical issues