

CONTENT OF TRAINING COURSES

The basic consideration of course construction was agreed to be that whatever participants acquired through training should help them to do their jobs more effectively. In particular, courses should help educational administrators and supervisors to relate the areas for which they were primarily concerned to socio-economic development and national objectives at different levels of planning; to enable them to see the educational system and its linkages as a whole; to improve their co-ordination of the sub-systems in which they operated; and to manage people, funds, and facilities more effectively.

Courses should be essentially practical. This did not mean that they should be arranged as a series of unrelated activities strung together like a string of sausages. Course design should be based on a sound conceptual framework and should be structured to help participants interpret their own experience in relation to this framework and to extend that experience through a sequence of learning situations including practical visits and attachments. Participants should be better equipped to tackle problems which they had already encountered and to develop strategies for dealing with new problems which would arise in a changing situation. Courses should therefore blend together training in specific ways of handling specific problems and a greater awareness of the principles which underlie the problems and the techniques of problem solving.

Training should focus on task areas common to administrative and supervisory staff (including headteachers and deputies, inspectors, supervisors and education officers). In this way the understanding of basic concepts could be related to practical training in the administrative processes of planning, decision making, organizing, co-ordinating, communicating, influencing, and evaluating in each task area. A course could cover one task area or a selection of conceptually related areas according to the time available and the particular needs of participants. Training in different task areas could be arranged to provide a common course as part of specialist courses for administrators and supervisors.

ConceptsTask Areas and Administrative Processes

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|---|--|
| (a) Organization theory, aims, goals and objectives | <u>National objectives</u> - Planning and evaluating education programmes in relation to national objectives and instrumental targets for social and economic development; implementation, supervision and support of development projects. |
| (b) Human relations and creative development of potential | <u>Pupils</u> - Grouping of pupils, setting and streaming; allocation of pupils to courses; academic and pastoral counselling; assessment procedures (internal and external); recording of pupil progress and skill profiles; control of pupil-behaviours. |

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| (i) Leadership and decision making in formal and informal organizations* | <u>Staff</u> - Assessment of needs; recruitment selection, and induction of staff (as applicable); conduct of supervisory discussions, principal-teacher, and inspector-teacher; preparation, conduct and follow-up of staff meetings; co-ordination of auxiliary staff and para-professionals; staff development (internal, and by external in-service courses); self-evaluation of staff and progress reviews; continuing professional development and professional ethics. |
| (ii) Group dynamics, power, structures, organizational development | <u>Community</u> - Programming school community contacts; use of community expertise and resources in school programmes; integration of school interests with areas of community concern; involvement of teaching staff in out-of-school education and community development; role of parents associations, school committees and boards of governors. |
| (c) Managerial concepts and programme development | <u>Management</u> - School management system; channels of communication; network and critical path analysis; identification of routine and developmental activities; delegation of duties or responsibilities; improving consultation sideways, upwards and downwards; allocation, and use of resources; office-routine, record keeping, simple accounting procedures. |
| (i) Systems theory | |
| (ii) Curriculum development and learning theory | <u>School programme</u> - Curriculum planning, implementation strategies and evaluation; assisting adaptation in relation to local environment and individual abilities; lifelong education; balance and assessment (internal and external) of school programmes and activities; support needs and motivation - use of library facilities and teaching materials, inter-school co-operation and subject associations; rationale and procedures for piloting new curricula; feed-back channels. |
| (iii) Course design and appraisal | <u>Training</u> - Development of training skills and techniques including course design and appraisal; development of national in-service programmes in educational administration and supervision. |
| (iv) Evaluation | <u>Evaluation</u> - Preparation of tools of information and evaluation; the implication of such tools; the basis and methods of test construction. |

Expected Outcomes

Courses could be expected to achieve the following outcomes:

- (a) Deepening participants awareness of the relationship between education and socio-economic development in terms of planning for instrumental objectives and national goals.

*The concepts indicated under (b), (i) and (ii) provide a framework for all three task areas, relating to pupils, staff and community.

(b) Improving the efficiency and effectiveness of participants in their performance in a specified task area.

(c) Developing co-operative attitudes among participants towards the interlocking nature of their roles, by discussions, case studies, and group activities involving headteachers, inspectors and educational administrators in a particular task area.

(d) Assisting participants to identify particular task areas where training in educational administration and supervision would be of benefit in their country and, by example, assisting them to formulate and run programmes to meet such needs on in-service basis.

Structure of Training

The training programme would comprise seminars, workshops, case studies and simulation exercises. Lectures, if needed, should be at a minimum. There would be observation of the appropriate administrative process within a particular school or district of the education system in the host country of the regional centre. This might take the form of a practicum arranged during the course to enable participants to undertake a period of internship in the host country. The particular mode of the practicum would depend on availability of suitable institutions, adequate supervisions, costs, and the individual needs of participants.

The professional group identified as supervisors and inspectors are concerned with ensuring effective implementation of policy and perform both advisory and evaluative functions. They could profitably train with administrators at some other levels on courses as suggested above. Alternatively, special courses could be provided for supervisors, developed on the basis of clinical supervision and extending those skills to wider contexts after participants had tried out the skills for an extended period in supervision of teaching staff.

The following skills should be developed; observing, interviewing, counselling, report-writing, researching and linking teachers with their colleagues and with the headquarters.

Participants would be trained in these skills through a basic course unit: The Supervisor and the Teacher, concentrating on how to help teachers analyse their own (and each other's) teaching performance and its outcome in relation to pupil learning and behaviour. The course would cover techniques of clinical supervision:

- Planning
- Observation
- Analysis
- Treatment of teachers' classroom performance

Incorporated in this unit would be a period of extensive practice for participants, to include visiting a school with their senior inspector or a course tutor.

The second part of the course would comprise two further units:

The Supervisor and the School

- (a) Techniques of organization development: communication flows, effective meetings, goal clarity.
- (b) Inter-group and inter-role conflicts, procedures for problem-solving and decision-making.
- (c) Crisis management.

The Supervisor and the System

- (d) Curriculum development and evaluation.
- (e) Staff development.
- (f) Public relations and community involvement.
- (g) Strategies for implementing change.

Participation in the courses would be expected to improve the efficiency and effectiveness of participants in the performance of their duties. They would be expected to develop new attitudes to their role - a stronger commitment to its supportive functions and a clearer understanding of the functions which they already performed on an intuitive basis. They would be expected to acquire and develop new skills particularly in the area of guiding teachers to more effective performance of their duties and in the management of change to implement policy in education. It was expected that participants in courses at a regional centre would perform a training function after their return home.

It was felt, however, that the initiative taken by some ministries of appointing an officer specifically to be responsible for the development of in-service programmes was a valuable development and that such officers would profit from the courses conducted specifically for the training of trainers. Such courses would use either of the course models described above, and with regard to those areas, would especially demonstrate the development of training methods. Course design and appraisal would form a component of the course, providing opportunity for the study and development of training skills and techniques.

Evaluation

Evaluation would be done by participants, staff and the participating countries. The participants would evaluate themselves and also the course. Staff members would evaluate the achievement of their participants and also the effectiveness of the course. Participating countries would evaluate both the effectiveness of the officers they send and the effectiveness of the course offered to the participants. Follow up of the participants would be needed for feed-back.

LIST OF PARTICIPANTS

Anguilla

Mr. A. Richardson
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(14 - 20 May 1979)

Mr. S.E. Packer,
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Education Division,
Commonwealth Secretariat
(8 - 13 July 1979)

DAILY TIMETABLE

Week 1		Resource Persons
14 May	Opening ceremony.	
15 May	Introduction to the course. Present and emerging role of educational administration in the Caribbean.	
16-21 May	Factors influencing the goals or objectives of educational institutions:	Leslie Atherley
	a. How national development policies are set and educational policies fitted into the national framework.	Grace Branker
	b. Can education play an effective role in national development and social change?	Joyce Cole
	c. What conflicts arise between economic development and the goals of education?	Erskine Sandiford
	d. The allocation of resources between educational and economic projects.	Leonard Shorey
Week 2		
22-24 May	Interpersonal relationships in administrative settings. An examination of role, role set, role taking and role making, intergroup and inter-role conflict, perception of self and others, power, leadership and authority in schools and ministries:	Anthony McMullan
	a. What relevance do these concepts have for understanding behaviour in an administrative setting?	
	b. Uses and limitations of authority. Power in the administrative hierarchy.	
	c. Professional competence and legitimacy vis a vis legal authority.	
	d. Overcoming the obstacles which hinder productive inter-personal relationships.	

25-29 May	<p>Organisational structures. The dynamics and productivity of institutions. Motivation and morale.</p> <ul style="list-style-type: none"> a. The goals of educational organisations and business organisations. b. The influence of goals on organisational structure. c. Why is the clarity of goals important to prevent role conflict? d. The problems of achieving clarity of goals in a school setting. e. Differences between publicly stated goals and operational goals. What are the 'real' goals? f. How does a hierarchically structured organisation distort communication and reduce creativity and productivity? g. Are these ideal structures for schools and Ministries? 	M. K. Bacchus
30-31 June	<p>Decision making:</p> <ul style="list-style-type: none"> a. How does leadership style affect the nature of decision making? b. Are there leadership styles which positively affect participants in the decision making process to implement decisions? c. Decisions of 'certainty' and 'uncertainty'. d. Delegation of responsibilities and specification of roles. e. Staff meetings. f. Interviewing. 	Earle Newton

Week 4		Resource Persons
5-6 June	a. Structure and organisational dynamics of a Ministry of Education.	Daphne Millington
	b. Ministry, school and community relationships.	
6-8 June	a. Allocation and use of resources within a school.	R. M. Nicholson
	b. Management of change and innovation.	
Week 5		
11-15 June	Course attachments.	
Week 6		
18 June	Oral reports and discussion of course attachment.	
19 June	Aims and objectives of supervision	Senior officers of the Ministry of Education, Barbados.
20 June	Principles of effective supervision.	G. Brathwaite D. Jordan
21-22 June	Role and functions of the school supervisor. Techniques of school supervision. Evaluating the effectiveness of school supervision.	
Week 7		
25 June	The elements of the curriculum.	Desmond Clarke W. King
26 June	The curriculum process and the supervisor supervisor.	Desmond Clarke C. Glean
27 June	Curriculum innovation	Desmond Clarke C. Glean

28 June	The supervisor and the curriculum in the school setting. Designing programmes.	D. Clarke C. Glean D. Clarke C. Glean W. King
29 June	Practical activities.	
Week 8		
3 July	Job requirements and interviewing. Self evaluation schedules for Education Officers and Headmasters.	Earle Newton
4 July	Caribbean Examinations Council. Leadership and delegation of authority.	Earle Newton CXC Panel Members Earle Newton
5 July	Educational aid in the Caribbean.	Earle Newton Representatives of aid agencies
Week 9		
5-11 July	Supervision and the improvement of instruction.	Desmond Broomes Gerald Rose
12 July	Course evaluation. Closing ceremony.	R. V. Goodridge E. Newton S. E. Packer

THIRD COMMONWEALTH REGIONAL TRAINING COURSE
IN EDUCATIONAL ADMINISTRATION

Summary Evaluation

Caribbean 1979

The course team in Barbados administered an evaluation questionnaire in the last week. This summary includes most of the items included in the questionnaire.

Aims and Objectives

1. To what extent do you consider that your appreciation of the administrative process was deepened?

Very much 8 Much 9 Little 0 Very little 1

2. Do you consider the concepts to which you were exposed relevant to the practice of educational administration as you have experienced it in the Caribbean?

All the concepts seemed very relevant 10

Most of the concepts were relevant some not relevant 8

Most of the concepts were irrelevant though some were relevant 0

Nearly all the concepts were irrelevant 0

3. How much, if at all, do you think these concepts might help you to improve your effectiveness as educational administrators when you return to your jobs?

Very much 7 Much 9 Little 2 Very little 0

4. How much do you think the course will help you in your supervisory role?

Very much 7 Much 10 Little 1 Very little 0

5. How much do you think that the course has increased your awareness of the relationship between education and socio-economic development in planning for national aims and objectives?

Very much 5 Much 10 Little 2 Very little 1

6. How much do you think that group work, involving administrators in different branches of the educational system, was useful in giving you or reminding you of the perspectives and interests of various professional groups in education?

Very much 6 Much 6 Little 1 Very little 0

7. How much do you think that you have learnt about the educational practices and problems in the other countries of the region which might help to increase your awareness of your own educational problems?

Very much 6 Much 11 Little 0 Very little 1

3. How much do you think that the course has helped you to develop an awareness of the need for national in-service courses in educational administration and supervision?

Very much 5 Much 11 Little 2 Very little 0

9. How much has the course enabled you to better identify in-service needs for personnel in your education system?

Very much 3 Much 14 Little 1 Very little 0

10. How much has this course helped in giving you ideas about how you might help run in-service courses?

Very much 8 Much 9 Little 1 Very little 0

11. The course attempted to provide a variety of learning experiences. How much do you think you have gained from each method?

	Very much	Much	Little	Very little
'Mini Lectures'	5	12	1	0
Class discussion	6	9	2	0
Working and discussing in groups	14	4	0	0
Attachment	3	14	1	0
Informal discussion among colleagues	10	7	1	0
Reading	3	11	4	0
Case studies	5	11	2	0
Simulations	5	11	1	1
Others				
Film		1	1	
Participants presentation		1		

12. Of the instructional methods listed below which was used adequately, which could have been used less and which could have been more?

	Just right	Used more	Used less
Lectures	12	6	0
Film and discussion	7	10	1
Group discussion and assignments	10	4	2
Case studies	15	1	2
Simulation	7	11	
Others			

13. Overall was the use of a variety of instructional approaches effective or did it confuse?

Effective	Fairly effective but too much variety	Effective at times confusing at others	Confusing
13	1	4	0

14. During the period of the course you were put into different groups. Would it have been better to stay with the same group all the time?

Yes	No
0	18

15. Do you think that there should have been an examination at the end of the course and a formal certificate based upon the result?

Yes	No
1	17

16. Was the course:

Long enough	Too long	Too short
7	9	2

17. From the point of view of a practising educational administrator did you consider the course content and objectives to be:

	Yes	No
Relevant	18	0
Useful	18	0
Too much	4	14
Too little	3	13
Adequate on variety	17	0
Too theoretical	2	14
A good balance of theoretical and practical issues	16	2

18. An overall assessment of the course:

A very worth-while experience - very useful	17
Most of the course was useful although some of the activities were irrelevant or useless	2
Most of the course was not really useful although some of it was	1
A waste of an administrator's time	0