

Guyana Education Access Project

The Establishment of School Based CPD

Report on a Consultancy Visit

September 7 – 22, 2002

Dr John Lowe

University of Bath, UK

November 2002

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Acknowledgements

I would like to thank the GEAP office staff in Georgetown for organising my visit and ensuring that it proceeded smoothly. In this respect, particular thanks are owed to Stephen Bradley, Ed Denham and Paul December.

I am very grateful to all of those in Georgetown and in Regions 6 and 10 who agreed to meet me, gave up their valuable time and were so helpful in the discussions I had with them. These are too many to list here, but are identified in Appendix 3.

Abbreviations

CPCE	Cyril Potter College of Education
CPD	continuing professional development
CXC	Caribbean Examinations Council
DE	Distance Education
DFID	Department for International Development
DHT	Deputy Head Teacher
GEAP	Guyana Education Access Project
HoD	Head of Department
HT	Head Teacher
INSET	In-service Education and Training
ITT	Initial Teacher Training
LRC	Learning Resource Centre
MoE	Ministry of Education
NCERD	National Council for Educational Resources Development
REO	Regional Education Office
RSC	Regional Subject Committee
SIP	School Improvement Plan
UG	University of Guyana
VSO	Voluntary Service Overseas

Executive Summary

1. An effective system for continuing professional development (CPD) can contribute to addressing the problem of the currently unacceptably low level of expertise and morale within the teaching profession in Guyana. The effectiveness of CPD must be judged in terms of its real impact on classroom practice, leading to improved student outcomes. (3.3)
2. In those terms, the impact of current CPD activities on teachers' practice is limited, for a variety of reasons that are discussed in the report. (3.4)
3. Three institutions are identified as having a potentially important role to play in an effective CPD system: NCERD, the Regional Learning Resource Centres and the Regional Subject Committees. The roles and modes of functioning of these three institutions must be reconsidered, however, if school based CPD is to be introduced. With the exception of its recently introduced distance education course, CPCE is better suited to dealing with initial teacher training rather than CPD. (3.6 – 3.9)
4. By making the school the focus of attention for CPD activities, these activities will more readily result in real changes in classroom practice. This will demand fundamental changes in school culture and ethos, however, towards an emphasis on outcomes rather than inputs and towards a greater sense of team responsibility. (4.1, 4.2)
5. Although the school as a whole should be the focus for the identification of CPD needs and programmes, a more effective unit for the management and implementation of the process is the subject department. Departments offer a basis for continuity and stability in the face of staff attrition and transfer while benefiting a commonality of focus and purpose. (4.4)
6. There is a need to ensure that school based CPD activities are consistent with national education goals and strategy. This consistency can be obtained by making the individual school improvement plan (SIP) the starting point for school based CPD planning. (4.5)
7. The school senior management team of the head teacher and deputy head teacher have central roles to play in the identification of school CPD needs and priorities and in co-ordinating and monitoring the activities of heads of departments, who will have more immediate responsibility for CPD activities. (4.6)
8. The current emphasis in the HoD's role on checking inputs to the teaching process must change to an emphasis on target setting, monitoring outputs and the active promotion and support of effective teaching and learning, judged in terms of verifiable outcomes. (4.6)

9. A model is proposed for a system of school based CPD in the proposed four pilot schools. GEAP will support this model through the provision of training and support for the establishment of the system and by assisting in either providing inputs or identifying other sources of provision to meet school CPD needs.
(4.7 – 4.10; Fig. 1)
10. A programme to develop a school based CPD system in two pilot schools in each of Regions 6 and 10 is outlined. The first component of this is a week's residential workshop followed up by a week of support in the participants' home schools. It is proposed that this workshop is held between January 20 and 31, 2003, and that it will be led by two outside consultants.
(5.2)
11. The initial workshop will also provide the opportunity to establish local management and evaluation teams for the pilot project and later its replication. These teams will draw on school management, regional education office staff and representatives from the central MoE and NCERD.
(5.2.2)
12. One of the first tasks of the management teams, during the workshop, will be to review the proposed plan of activities for the coming year and to decide on details of its implementation.
(5.2.2)
13. The management and evaluation teams will use experience of the pilot programme to develop plans and materials for inputs to the later replication phase. For this purpose they will identify and co-opt participants in the pilot scheme, supported if necessary by other local expertise, to support this development and form a dissemination team.
(5.2.2)
14. Two distinct indicator systems are proposed to support the formative and summative evaluation of the programme. One of these will collect data on teacher classroom performance and the other on student achievement. Baseline measures of these will be obtained. It is recommended that the baseline tests for student achievement are developed locally, possibly working from some tests already trialled in Region 6 by GEAP VSOs. A light testing regime based on a very limited range of core subjects and on samples of students is proposed. Work on developing these indicators will begin before the January workshop.
(4.11 – 4.13; 5.5)
15. The January workshop will be followed up with visits by the outside consultants to provide support for HoDs and teachers in the pilot schools and to engage in other activities related to both the pilot programme and the preparation and initiation of its replication.
(5.4, 5.7; Fig 2)
16. A workshop on developing assessment practices, with a particular emphasis on formative assessment is proposed as part of the follow-up activities. Good assessment practices are essential in an outcomes-based system. It is proposed that the workshop be held in April 2003.
(5.6)

17. Dissemination and replication of the pilot will require the identification and adaptation of existing institutions and structures to support school based CPD. The potential roles of NCERD, the LRCs, CPCE, distance education and the Regional Subject Committees in this process are discussed and recommendations made.

(6.1 – 6.7)

18. Particular emphasis is placed on the role of the Regional Subject Committees. The following proposals are made in relation to the RSCs. (A fuller list of proposals is given in Appendix 4.)

- a) They will act as a co-ordinating body to identify shared regional CPD needs and suggest ways of meeting those needs.
- b) They will establish a register of regionally available expertise that can support CPD.
- c) They will provide a forum for HoD training and development.
- d) They will organise some whole-day training workshops to provide CPD for HoDs.
- e) They will provide mentoring support for HoDs by a 'pairing' system of less experienced HoDs with more experienced colleagues.
- f) They will share and develop teaching and learning materials.

(6.7, Appendix 4)

19. The RSCs are suggested as the conduit through which the ideas and experience of the pilot programme will be fed for dissemination and replication. A series of workshops will be planned in consultation with the outside consultants and local management teams, but will be largely delivered by the staff of the pilot schools.

(6.7.4)

20. Three broad systemic issues are identified as needing attention if the school based CPD system is to be successfully supported:

- i) There must be an allocation of funding for CPD to schools themselves, with accountability for their use to the REO.
- ii) There must a shift across the education system as a whole towards a focus on outcomes rather than inputs, with implications for control and responsibility at different levels in the system.
- iii) There remains an urgent need to establish a career structure for teaching, which offers greater rewards for demonstrated competence and commitment.

(6.8)

1. Consultancy aims

1.1 The full terms of reference for this consultancy are reproduced in Appendix 1. The key outputs expected of the consultancy, derived from these ToRs, are considered to be:

- To outline an approach to school-based CPD at secondary level which is feasible given the conditions and structures of the education system in Guyana,
- To propose a strategy to introduce this approach in two pilot schools in each of Regions 6 and 10,
- To make recommendations on the roles and further development of Regional Subject Committees, particularly in relation to the proposed school-based CPD model, and
- To indicate strategies for replication of this school-based CPD model to the system as a whole.

1.2 For convenience in both the practical approach to the work and in the presentation of this report, the ‘problem’ is considered in two parts:

- (i) The development of a school-based CPD system in four pilot schools, and
- (ii) The conditions for possible sustenance and replication of this model across the system.

1.3 The existing conditions and structures are the essential context for both of these two parts. The proposed approach to school-based CPD must take these into consideration if it is ultimately to be replicable. At the same time it must be recognised that some changes will be necessary if the system is to support a new approach to CPD. This is explicit in the ToRs in respect of the Regional Subject Committees but inevitably must involve other components of the system too. After a brief account of the programme consultancy, therefore, this report presents an analysis of aspects of the current structure that are considered relevant to CPD. These are revisited later in the report in the form of recommended changes to their roles and functions, with particular emphasis on the Subject Committees.

2. Consultancy programme

2.1 The consultancy was carried out between Monday 9 and Friday 20 September in Guyana, with final discussion with the GEAP Project Director in Barbados on Sunday 22 September, 2002. The complete programme of meetings and lists of those consulted are given in Appendices 2 and 3 but the activities can be summarised as meetings and discussions with:

- key personnel at the Central Ministry of Education and from CPD-relevant institutions in Georgetown,
- GEAP staff in Georgetown and in Regions 6 and 10,
- Regional Education Office staff in Regions 6 and 10,

- Subject Co-ordinators in Regions 6 and 10,
- Headteachers and senior teaching staff at the proposed pilot schools.

3. Situational Analysis

- 3.1 With notable exceptions, the secondary school teaching force in Guyana suffers from relatively low levels of experience and expertise. An undesirably high proportion of teachers is untrained, even unqualified. One cause of this is the high rate of attrition from the profession; in particular through the loss of trained teachers to other countries in the region and beyond. There are weaknesses in both the pedagogical skills and subject knowledge of many teachers.
- 3.2 Morale amongst teachers is often low, for a variety of reasons, and many teachers simply do not exhibit that level of commitment that the profession demands. Some of those who are teaching quite openly admit that they see it as a temporary occupation while they look for something else. One consequence of this is that there may be little sense of unity, of common purpose, of belonging to a team, within a school and beyond.
- 3.3 Continuing Professional Development (CPD) aims to address these problems by providing training opportunities to upgrade the knowledge and skills of teachers. The Ministry's recently devised 5-year Education Strategic Plan (2003-2007) comments on the need to create a more supportive environment for teachers, but does not go into a lot of detail of how this support will be realised in practice. The aims of CPD activity must be to increase the stock of expertise within the system as a whole despite the high teacher attrition rate, and to ensure that this expertise actually leads to more effective teaching, as judged by improved student learning outcomes. Opportunities for CPD are expected to be provided by NCERD and by the Regional Subject Committees, with the Regional Education Offices both supporting these and possibly facilitating other CPD activities.
- 3.4 The actual impact of current CPD activities on teachers' practice appears to be very limited and has led to little increase in the aggregate expertise within the system as a whole. Part of the reason for this may be in the effectiveness of some of these activities themselves but I suggest there are three other broad reasons for this lack of impact. The first is that many teachers who do attend CPD activities fail to implement their learning in their own teaching practice. One factor which may contribute to this is the fact that much CPD activity takes place away from the schools themselves and is not followed up with any support in the schools. The second and third reasons derive from the fact that CPD activities tend to be focussed on the individual teacher in isolation. Those teachers who have engaged in some sort of CPD activity may then not disseminate what they have learned to their colleagues, or may do so in a way which is not effective and may not have any impact on colleagues' practice. And finally, given the rapid rate of teacher turnover and attrition, the individual who may have benefited from CPD may leave the school, taking her new knowledge and skills with her.

3.5 As part of GEAP there has been (and continues to be) some useful CPD work with teachers that does attempt to link closely with actual practice in the schools and provide follow-up support. My earlier report to GEAP (Lowe 2001) pointed out, however, that the sustained impact of some of this activity was less than optimal and that, in any case, it was not planned to leave behind an on-going system for CPD. This report suggested that a school-based approach to CPD was likely to be more effective. Before outlining a model of a school-based approach and a strategy for introducing it, however, a brief review of the key agencies and structures that should or might be expected to have a role in CPD is presented.

3.6 NCERD

3.6.1 NCERD was set up to be the main national CPD co-ordinator and provider, although its remit is much wider than this, encompassing, for example, test and curriculum development. The effective fulfilment of its roles has been, and remains, hampered by a lack of trained staff. The current head of NCERD estimates that it is only achieving at about a '60% level' even with current donor support and that it is a lack of personnel that is the main limit on its effectiveness.

3.6.2 CPD inputs are provided either in response to specific requests or on the initiative of NCERD itself on the basis of its analysis of national or regional needs. The requests appear to come from or through Regional Education Offices rather than directly from schools themselves and the head of NCERD feels that schools rarely have the capacity to formulate their own CPD needs. In general, NCERD inputs are mediated in one way or another through the Regional Education Offices which, for example, are usually responsible for selecting teachers within the region for attendance at CPD activities. NCERD then expects the regional offices to take responsibility for the cascading of this training to other teachers.

3.6.3 Different opinions were expressed as to whether NCERD-initiated activities constituted a genuine, planned national programme or more of an ad hoc reaction to perceived needs.

3.6.4 NCERD is also involved in the development of materials and learning resources. Ideally these would be adapted and disseminated through the Learning Resource Centres in each region, which are partially the responsibility of NCERD, but which will be dealt with separately, below.

3.6.5 The overall evaluation of NCERD is that it is in principle a valuable, even essential, agency for CPD, but is currently unable to achieve the potential of its founding ideals.

3.7 CPCE

3.7.1 The provision of training for certification is currently the responsibility of CPCE (and UG). CPCE training is currently delivered by various modes: full-time at the central campus, part-time at regional centres and (only recently) by distance education. Although this training could be considered to be in-service training in

that the students are almost all already working as teachers, it remains essentially initial teacher training (ITT) rather than ‘continuing professional development’ (CPD). As such it is not a central concern of this report, but some comments will be made on the part-time and distance education delivery modes.

3.7.2 The intention of the part-time mode is that teachers will make use of what they learn in their day-to-day teaching, so that the training does have a real and immediate impact on practice. The Principal of CPCE admitted that in reality this impact is not as great as it should be and identified the weakness of support and mentoring available in schools as a reason for this. GEAP VSOs, working in the schools with teachers undergoing the part-time course, were also of the opinion that it had only a limited effect on practice. This was blamed on a lack of emphasis on skills and competencies in the course teaching itself and on a mentality amongst the student-teachers that emphasised the certification function of their course rather than its relationship to practice. Opinions from headteachers, heads of departments and teachers on the part-time courses (expressed in interviews carried out on a previous consultancy visit as well as this one) were mixed. Some impact on practice was recognised but the overall opinion was that this impact is rather limited. Their explanations of this included those already mentioned, together with criticisms of the quality of facilities and teaching at the regional centres – a view also expressed by the Director of NCERD when interviewed on this visit. It must be remembered that, to meet common certification demands, the courses delivered at the regional centres must be very similar to those delivered at the central campus where teachers are not engaged in daily teaching. This can limit the capacity of regional tutors to adapt materials and courses to meet the specific situations faced by individuals in their daily practice – and such adaptation would demand considerable extra effort from the tutors in any case. That the training takes place outside the school is likely to encourage the separation of the courses from practice in the minds of the trainees. There is, as stated above, a widespread view that there is little if any support within the schools for the trainees to put what they have learned into practice. Although a system of mentoring for novice teachers should be in place in schools, it is, on the admission of teachers who should be acting as mentors, not at all effective, for a variety of reasons.

3.7.3 CPCE has only recently begun to offer its training programme by distance mode and the principal of the college admitted that although it is going ‘reasonably well’, it is a new experience for CPCE staff and will take some time for them to adjust to its demands.

3.7.4 The delivery of training by distance education also makes great demands on the trainees. Except for individuals possessed of considerable powers of self-discipline, study by distance mode is most effective when it is accompanied by some sort of local and immediate support. In the same way that current mentoring expectations are not being met very effectively, it is unlikely that schools are currently likely to be able to provide the type and level of support that distance students need. The fact that training for these students will not be so geographically separated from their school practice does, however, suggest possibilities for ensuring that it may have greater impact on that practice.

3.7.5 It should be recognised that CPCE's main functions are ITT and teacher certification. It has its own problems in fulfilling these functions – including staff attrition, as in schools – and it is unrealistic to expect it to take on a significant CPD role in the foreseeable future. It could, however, provide some support for CPD activities and its distance education programme could be used by schools as a form of CPD, as will be outlined later.

3.8 *Learning Resource Centres (LRCs)*

3.8.1 In the two regions visited, the effectiveness of LRCs in supporting secondary schools is minimal. At the Linden LRC the staff described a programme of support and development for primary schools but admitted they had no suitable staff to offer anything for secondary teachers. At the New Amsterdam centre there are some donated books awaiting organisation and the staff showed me some exemplar teaching resources (wall posters) that they had made, but there was no programme of events for teachers either in the centre or in schools, beyond meetings of subject committees. The LRC at Village 48 in Region 6 was not visited on this occasion (although I had visited it previously) but it clearly does have the potential to offer facilities such as computers and rooms to support CPD activities, as well as materials for creating learning resources. This effectiveness of this centre is also limited, however, by staffing problems and by differences of view between the LRC Director and the Regional Education Office over the precise function that it should fulfil. This overall position of LRCs is unfortunate as they could and should have an important role to play in a range of support activities for secondary schools.

3.8.2 One of the current difficulties with the LRCs appears to be that the precise specification of their role remains contested. This arises because of the divided responsibility for the centres: NCERD being responsible for the professional activities and the Regional Education Office being responsible for their administration. This division leads to problems over financing of facilities and activities and over the question of to whom the resource centre staff are responsible.

3.8.3 Finding suitable staff for the resource centres is a problem. This is exacerbated by the lack of a clear position for LRC staff in the overall professional structure of the education system. Positions in the LRCs remain too precarious in this respect to be attractive to the sort of skilled and experienced teachers that are needed. As was pointed out in my earlier report (Lowe 2001), an effective solution to this problem may be dependent on reorganisation of the structure of opportunity within teaching as a whole, to provide a more attractive structure for skilled teachers.

3.8.4 LRCs also, in general, suffer from a lack of suitable facilities and resources, although GEAP is helping to address this in the case of the Village 48 LRC at least. Inadequate finance is an obvious reason for this lack of resources, but it should be noted that even if adequate finance were available, it could only be used appropriately if a clear understanding of the roles of the LRCs has been established.

- 3.8.5 Until the above problems are addressed, the capacity for LRCs to play the role they were intended to play in CPD is hampered. They can provide a venue for regional CPD activities and should be able to offer both materials and expertise to support these activities. Where they can be made to provide this support they will be invaluable, but until they can do so, it would be premature to factor them into any CPD model.
- 3.8.6 On the other hand, however, it can be argued that the development of a school-based CPD approach offers an opportunity to encourage the development of the LRCs by exploring the potential roles of the LRC in this CPD approach, even if those roles cannot be fulfilled immediately. In view of the earlier comments about the lack of clarity over the role of the LRCs, contact with and participation in the piloting of a school-based CPD programme may be a valuable exercise in helping clarify their role and in their planning to meet that role.

3.9 Regional Subject Committees (RSCs)

- 3.9.1 These are widely perceived by their members as providing important opportunities for communication and sharing ideas. The current format of their activities, however, offers little support for CPD, for the following reasons:
- i) Generally it is only HoDs who attend RSC meetings so that their direct impact on ordinary teachers is limited and dependent on the effectiveness of the HoD in any school;
 - ii) Meetings are too short to allow effective major CPD activities and are scheduled after a day's work so that participants tend to be tired;
 - iii) They only have their own expertise to draw on, so that their role as a source and disseminator of innovative ideas is limited;
 - iv) A lot of the meeting time is taken up with other activities imposed from outside and not directly linked to the CPD role that participants identify as a key function of the committees.
- 3.9.2 A particularly contentious aspect of this last point is the use of RSCs to write test items for common tests. Some RSC members felt they should be paid for these items as they are by CXC. The Regional Education Office, on the other hand, felt that the teachers and schools themselves were benefiting through the development of better testing techniques and a potential school item bank. My own opinion is that training and experience in item writing is of limited value (and will be perceived as such by teachers) if it has not been part of a broader programme of development of assessment knowledge and skills. These skills will play an important part in any outcomes based CPD model.
- 3.9.3 Despite the above limitations, the Regional Subject Committees are a valuable opportunity for the exchange and dissemination of new ideas and are widely perceived as such by their members. It is important, therefore, to retain this opportunity, although the format of meetings and their agenda should be developed to improve effectiveness and increase the CPD impact of the subject committees.

4. A School-based Strategy for CPD

- 4.1 By making the school the focus of attention for CPD activities, it is anticipated that these activities will more readily result in real changes in teachers' practice; that they will be disseminated more effectively within the school and that the stock of expertise within the school will be better able to withstand the departures of individual teachers. To achieve these results, however requires the setting up of systems and activities within the schools that will support the school-based CPD approach.
- 4.2 It is further anticipated that this will demand fundamental changes in the school culture and ethos, towards an emphasis on outcomes rather than inputs and towards a greater sense of team responsibility. It is recognised, however, that teachers are unlikely to respond to any new models of organisation and practice that will demand more work from them without increased reward. For a limited period of time, some reliance may be made on intrinsic motivational factors that may arise from participating in a novel project, but these are likely to be short-lived. A guiding principle, therefore, must be that any changes introduced must not lead to an increase in workload in the longer-term for any member of staff. For heads of departments in particular this may demand some sort of trade-off between new duties and activities to be taken up and existing expectations of the job that may have to be dropped.
- 4.3 It must be made clear that the terms 'school-based' or 'school-focussed' in relation to CPD do not imply that the school is expected to be totally self-dependent for CPD activity, making no use of external inputs. They do not imply a model in which schools are expected to 'pull themselves up by their own shoelaces'. In the first place, the terms are meant to indicate that the school, rather than the individual teacher, is the first point of analysis in the identification of professional development needs and the drawing up of a professional development programme. They also imply that much, but not necessarily all, CPD activity will take place in the school itself. This particular aspect involves an understanding of CPD activity as being more than just a matter of 'inputs' from 'experts' who are, in the Guyanese case in particular, likely to be drawn from outside the school community. Rather, a large part of CPD is concerned with dissemination, support, problem solving, communicating, monitoring and mentoring activities that can best take place within the school, but which are essential for CPD to be truly effective. Thus the attendance of individual teachers at CPD activities outside the school premises, with teachers from other schools, is not incompatible with school-based CPD, since this represents only a part of the whole effective CPD process.
- 4.4 Although the school as a whole is the focus for the identification of CPD needs and programmes, a more effective unit for the management of the process is the subject (or subject cluster) department, under the supervision of a Head of Department. Departments offer a basis for continuity and stability of expertise and practice, withstanding individual staff transfer effects while being small enough to engender a sense of co-operation and teamwork amongst their members. Their single-subject (or related subjects) orientation also promotes a

commonality of focus and purpose. Dissemination of new teaching approaches, for example, will often take place within departments, even if the new approaches are of wider applicability and are initially introduced to a wider audience of teachers, because of the need to implement these new approaches in the teaching of particular subjects. Similarly, teacher support and monitoring activities are likely to be more effective amongst those teaching the same subject area.

- 4.5 The central argument for a school-focus is about the effectiveness of CPD activities. There is a need to ensure, however, that these activities do support national goals for education and are consistent with national educational strategy. The key link between the individual school development strategy and the national strategy should be the School Improvement Plan (SIP), which is prepared with the national strategy in mind. The SIP, therefore, is the starting point for school-based CPD planning. Overall CPD needs and priorities are identified to support the SIP and are written into the school's Work Programme for the year. (A timeline of one year for the planning of CPD activities is more appropriate than the three or five year timeline of the SIP in view of the volatile nature of the staffing situation in most schools. At the same time, it should be recognised that the annual CPD programmes may be addressing longer-term performance targets such as improvements in examination results.)
- 4.6 The school senior management team (the Head and Deputy Head) will play a key part in this initial process of identifying CPD needs and priorities, probably working with the heads of departments. The Deputy Head, with a general responsibility for curriculum, will have an on-going co-ordination and monitoring role. Management of school-based CPD activities and the support and close monitoring of effectiveness and outcomes will be the responsibility of heads of departments (HoDs), reporting and accountable in this respect to the Deputy Head Teacher (DHT). They will focus on team building at departmental level and the development and management of structures and capabilities for staff support and performance monitoring. The current emphasis in the HoD's role on checking inputs, such as lesson plans and schemes of work, must be changed to one of target setting, monitoring and the active promotion and support of effective teaching and learning, judged in terms of verifiable outcomes.

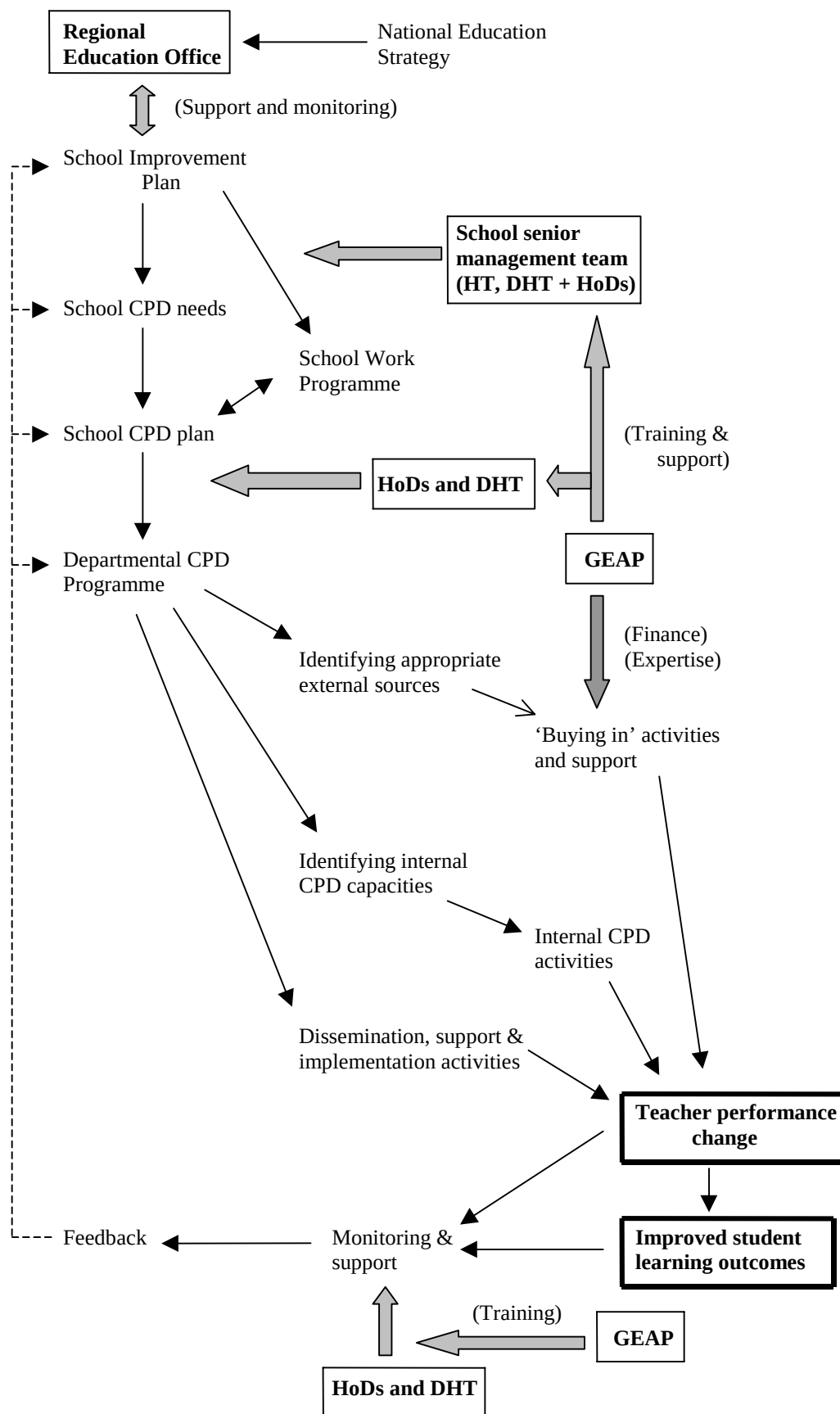


Fig. 1 A Model for School Based CPD (Pilot schools)

- 4.7 An outline of a proposed model for school based CPD is shown in Fig. 1. This model includes a role for GEAP in the financing of CPD and supplying of expertise. It only applies, therefore, to the schools in the pilot phase.
- 4.8 At the departmental level, three strands to CPD are identified. The first is the identification and ‘buying in’ of external sources of CPD inputs. These might include participation in courses run at a national or regional level by NCERD, or they might be inputs specifically requested by the school/ department, perhaps in collaboration with other schools in a cluster.
- 4.9 The second strand is the identification of internal capacity for CPD inputs and the organisation of activities to make use of this capacity. Without being too prescriptive of the nature and format of these internal activities, I suggest that the current practice of a short CPD session after lessons once every two weeks is not very effective and consideration should be given to a whole day devoted to CPD at less frequent intervals. This would have to be planned to reduce its impact on the normal teaching programme of the school, however.
- 4.10 The final strand is the establishment of systems in the department that support greater communication, mutual support, monitoring and dissemination of good practice amongst the teachers. These might include forms of mentoring and support, perhaps making use of team teaching, the regular observation of each other’s lessons by teachers, with mechanisms for feedback and mutual assistance, clear avenues and opportunities for the sharing of problems, etc. These activities, unlike the other two strands, should become part of the normal patterns of work within the department, providing support for professional development on a day-to-day basis rather than through distinct CPD sessions.
- 4.11 The aim of any CPD system must be to bring about changes in the way in which teachers perform in the classroom, in order to improve learning outcomes amongst the students. The effectiveness of a CPD system, therefore, must be judged in terms of those two outcomes. It might be argued that it is enough to focus on the student learning outcomes, but CPD itself directly addresses teacher behaviour rather than learning outcomes, so that monitoring of this behaviour is an important component of programme evaluation. Furthermore, changes in student learning outcomes are likely to be observed in the medium- to longer-term, whereas the monitoring of teacher performance can give us a more immediate feedback on CPD effectiveness.
- 4.12 An essential component of the model, therefore, is the monitoring of teacher performance and student learning outcomes. The former implies a greater emphasis on observation of teaching by HoDs (and other teachers) to replace the monitoring of inputs, such as lesson plans, that currently predominates. For this to be effective, improved observation schedules and techniques will be needed, supported by clear criteria statements of effective teaching practices. Observation must be seen as part of a system which is aimed at improvement, not just surveillance. It must therefore be accompanied by feedback and support and will probably include practices such as the mutual agreement of individual targets.

- 4.13 The monitoring of student learning outcomes will also require attention, to promote effective assessment techniques - diagnostic, summative and (perhaps most importantly) formative techniques. There is a particular and immediate need for baseline measures to be established early on in the pilot phase in order to make judgements of its effectiveness. Improved formative assessment techniques will be essential for teachers' capacity to judge their own effectiveness and to feed back into their own CPD needs evaluation.

5. An Intervention Programme for the Pilot Schools

- 5.1 To establish the model in the pilot schools, the interventions by GEAP described below are proposed.
- 5.2 **An initial workshop** on the development of school CPD plans and on the structures and practices to support school based CPD. This will take the form of a one-week residential workshop followed by a week in the pilot schools during which participants will try out the lessons of the workshop with support from the visiting consultants, the VSO staff and the local management team (see below).
- 5.2.1 The first two days of the residential workshop will address general issues relating to the establishing of school-based CPD, the production of a school CPD plan based on the SIP and the shift to outcomes based monitoring. This will be directed at the pilot school managers (HT, DHT and HoDs), together with representatives from the Regional Education Offices and central MoE. (It will be important at this stage that MoE endorsement of the programme is clearly given to the HTs.) The second part of the residential workshop will target HoDs and DHTs and will be concerned with the specifics of developing and implementing CPD activities and support. The workshop will be run by outside consultants, but will involve GEAP VSO staff where possible and appropriate, as they would form a key part of later follow up and support. Because of the scale of this workshop but also because of the need for follow-up in the two separate regions, it is proposed that two outside consultants are involved.
- 5.2.2 This workshop will also be used to establish **local management and evaluation teams** to oversee and monitor the progress of this programme on a regular basis. The precise constitution of these teams can be established at the time but it is suggested that there is one for each region and they include appropriate regional education office staff (identified by the REO), pilot school HTs (or DHTs) and, probably, central MoE and NCERD representatives, who may be common to both regional teams. These teams will eventually have a central role in the transition from pilot to replication phases. As part of the preparation for this replication, the teams will document the pilot phase activities, in particular keeping and developing training activity materials arising from the pilot. During the pilot phase they will also identify and co-opt individuals to form a team which will carry out the initial dissemination activities. These will be supported if necessary by others with identified experience and expertise from outside the pilot project.

- 5.2.3 For the second week of this workshop, participants will return to their own regions and activities will be school-based, supported by one outside consultant in each region and the respective regional management teams. These activities will include one orientation session with all the teachers in the school but will then focus on practical in-class support for HoDs and other teachers in the implementation of new mentoring, observation and other support practices.
- 5.2.4 This second week in the regions themselves will also be used to inform the regional subject co-ordinators and the heads of the learning centres of the programme, in anticipation of their involvement and support for the replication phase.
- 5.2.5 It is proposed that the workshop take place in late January 2003. This is the earliest practicable date given the amount of preparation that will be needed and that the second week's activities will require the schools to be open and functioning.
- 5.3 **Inputs by GEAP VSOs throughout the year** both to meet identified specific CPD needs and to support the school based CPD activities and structures. Some of the activities that VSOs are already engaged with, notably in relation to literacy and mathematics teaching, would dovetail very well into such a programme and are likely in any case to match at least some of the CPD needs identified by the pilot schools.
- 5.4 **Support in the identification of other sources of CPD inputs** to the pilot schools, both regional (through the REOs and RSCs) and national.
- 5.5 **Support for baseline and monitoring measures** necessary for the formative and summative evaluation of the programme. As indicated in Figure 1 (above), two forms of outcome measures will be useful: of teacher behaviour and of student achievement. Changes in the latter are likely to be longer term and will be difficult to use for short-term formative evaluation purposes but they do represent the ultimate goals of the programme. Changes in teacher behaviour, however, provide useful indicators of the more immediate impact of the programme.
- 5.5.1 It is proposed, therefore, that baseline tests in core subjects are administered on a student sampling basis at the beginning of the programme in January 2003. A 'heavy' testing approach is considered inappropriate and overly demanding, hence the suggestion of targeting core subjects (probably English and mathematics, but possibly including science) and testing only a sample of students in each school.
- 5.5.2 Two options are available for student achievement baseline tests: local development or the buying in of outside tests. The former is strongly recommended on a variety of grounds, notably cost and local relevance. There has already been some development of baseline tests by GEAP VSOs in Region 6. These might form a useful basis for suitable test development. It is requested, therefore that, in the short time prior to the pilot phase, these VSOs, together with NCERD subject experts, and in communication with the

intended programme consultants, develop baseline tests in English and mathematics for use with the first and third year students in the pilot schools. It must be emphasised that relatively short tests are envisaged as there is no great advantage to be gained from long, complex tests. If the tests are administered in the second week of the above workshop, there will be time for final adjustments in the first week.

5.5.3 For programme evaluation purposes it might be considered appropriate to administer these tests to one or two other non-pilot schools, as ‘experimental controls’. Although this is not ruled out, I would warn about concerns over the identification of ‘comparable’ schools that would legitimate the exercise.

5.5.4 The second form of baseline data that is needed is that of teacher behaviour. This already exists to some extent from studies (eg. the GEAP Baseline), observations made by the GEAP VSO staff, supported by considerable awareness by HTs, HoDs and others about what is currently common practice. One of the activities of the initial workshop, however, will be to introduce a classroom observation schedule appropriate to the aims of the programme, for use by HoDs and by teachers themselves for peer- and self-monitoring. This observation schedule can, therefore be used to collect data on a continuous basis throughout the pilot phase for use in both formative and summative evaluation.

5.4 **Follow-up visits by the outside consultants** involved in the initial workshop, either singly or in pairs, to observe and provide support for the HoDs (and others) in situ. Five such visits are proposed. These will be combined with other activities with subject committees as part of the preparation for systemic replication of the school based CPD model, with consultations with the regional management and evaluation teams, with one further workshop on assessment and with planning for replication activities (see below).

5.5 **Facilitation of meetings of regional management and evaluation teams.**

5.6 **A later workshop on assessment practices**, aimed at HoDs and other teachers. I propose this takes place no earlier than April 2003, for personal practical reasons and to give time to establish practices developed in the initial workshop. A cascading of the skills learned in this workshop through the regional subject committees would be an excellent candidate for new-format RSC activities suggested below.

5.7 **At least one GEAP-sponsored consultancy visit to help HoDs and the regional management teams plan subject committee workshops** in relation to the replication of the School based CPD model.

6. Dissemination and Replication of the Model

- 6.1 Given that the changes in practice that the pilot project envisages are quite radical in the Guyanese context (though in line with what is increasingly seen as good TT/CPD practice more widely), it is important that the pilot schools are given time to experiment with these new practices in the Guyanese context before they are disseminated to other schools. Explicit dissemination activities, therefore, should be avoided until the pilot schools are comfortable with the new approach and until any significant problems have been identified and dealt with.
- 6.2 The pilot school based CPD schools will be supported by GEAP, both with finance and expertise. This will not be available beyond the pilot phase, except perhaps for some dissemination activities. It is important, therefore, that structures and systems are identified and adapted to support school based CPD, in preparation for replication. Evaluations of current contributions to CPD in Guyana, with proposals for roles in a school based CPD system are given under institutional headings, below.
- 6.3 It should be stressed that the proposals for a school based approach to CPD have borne in mind the need for affordability under very difficult financial conditions. The guiding principle has been one of developing existing structures as much as possible, to make more effective use of them, rather than introducing new posts or structures. The whole programme relies on a reorientation towards more effective practices, based on outcomes rather than inputs, and not on the creation of extra work. There is a need for some redistribution of responsibility and control – including that of aspects of finance (see Section 6.8, below) – but overall, the approach advocated is considered an inexpensive one.

6.3 NCERD

- 6.3.1 Even within a school based CPD system, a national CPD provider is likely to be necessary. This is particularly true in a country with a relatively small population and generally low levels of expertise and experience among school teachers.
- 6.3.2 NCERD will, therefore, continue to be a key source of CPD inputs for schools, using two modes.
- (i) It will respond, whenever it has the capacity, to regional (or possibly school cluster and even individual school) requests for specific CPD inputs, tailor-made to meet the local demands.
 - (ii) It will also have a programme of CPD activities based on nationally or regionally identified needs. (For example, the programme for mathematics content knowledge development currently being planned for Region 6 that is based on an analysis of CXC results and a survey of teacher competence.) These activities will form a programme that is planned and advertised to schools well in advance so that they can incorporate it into their school CPD plans for the year where they feel it supports those plans.

6.4 Learning Resource Centres

6.4.1 For the reasons outlined earlier it is risky to write the use of LRCs into the pilot school based CPD programme for the present, beyond their use as a venue for meetings. It seems likely that some facilities, especially computers, will become available before long in one of the centres. I suggest therefore that plans remain flexible and are adapted to use whatever facilities and support may become available. It is, however, recommended that LRC heads and other staff are included in the whole programme by being consulted, kept informed and by participating in appropriate activities whenever possible – such as RSC meetings. The consultants will work with LRC heads throughout the programme to explore possible support roles and to encourage planning for future support and participation.

6.5 CPCE

6.5.1 As outlined above, the current delivery by CPCE of ITT as off-site INSET has limited impact and cannot be considered as a major source of CPD. It is clear that for many students, the purpose of this activity is to obtain certification rather than as a means of improving practice. Given the staffing problems that CPCE itself has, too, it is suggested that its central focus should remain teacher certification rather than on-going CPD.

6.5.2 There is, however, potential for considerable synergy between the distance education mode of ITT and school based CPD. This applies to other sources of distance education too, however, and will be addressed in the next sub-section.

6.5.3 An important role in support of the outlined school based CPD model that CPCE would be well placed to carry out is in the development of teacher competency criteria statements and related observation schedules. These would need to be in a form that can be used in classroom observations by HoDs and other teachers, and by teachers in evaluating their own practice. CPCE might usefully co-operate with the University of Guyana, NCERD and any other appropriate body in developing these criteria and schedules, perhaps with some inputs provided through GEAP.

6.6 Distance Education

6.6.1 There is a variety of distance education (DE) programmes in Guyana, from a range of providers. Many of these are providing courses that would support individual CPD. The effectiveness of studying ‘at a distance’ is enhanced if there is local support available. The type of school based CPD system outlined above can provide this as it has built into it opportunities for mutual support amongst teachers in a school. It also provides greater opportunity for the DE student to turn theoretical lessons into practice, because of this system of support, to the benefit of the subject department and school. This is the sort of synergy that was mentioned above.

6.6.2 There is a need to rationalise DE provision for teachers somewhat, and moves are being made to bring all DE programmes into a single body. This should make it easier for individuals and schools to discover what is available and make appropriate choices. Enrolment in a DE course is likely to arise from individual choice rather than as part of a school CPD plan. Nonetheless, there is scope for schools to integrate any such enrolments into their overall CPD plan when they occur and to encourage and support individuals who do enrol. There is also the possibility that school or regional CPD funds can be used to finance individuals on DE courses if they do fit in with identified school CPD needs.

6.7 Regional Subject Committees

6.7.1 The RSCs offer potential for considerable mutual support amongst schools, HoDs and teachers that would be of great value in a decentralised model of school based CPD. Although their current weaknesses were outlined earlier, they remain too much of a ‘good idea’ to ignore and efforts should be made to increase their effectiveness.

6.7.2 It is important that RSCs are given considerable autonomy in setting their own agenda as part of the process of decentralisation and increasing participation. Appropriate officers from the REO should attend RSC meetings (together with relevant others such as the LRC co-ordinator or delegate) but their role is primarily one of support and consultation, not direction.

6.7.3 With these points in mind, the following proposals are made in relation to regional subject committees:

- a) They will act as a co-ordinating body to identify shared regional CPD needs, and identify means of meeting those shared needs, either through requests to NCERD (or another provider) or through their own expertise.
- b) In support of the previous point, they will act as a ‘clearing house’ for the identification of regionally available skills and expertise. This would help schools by putting those in need of training in particular fields in contact with those within the region who have the necessary expertise. A practical way of achieving this is to draw up and maintain a regional register of expertise (and willingness to offer this expertise!) that can be drawn on by schools to provide mutual support for CPD.
- c) They will provide a forum for HoD training and development. When combined with an effective school based CPD system, this should have knock-on effects for other teachers.
- d) The present practice of afternoon meetings held once a fortnight should continue. Increasing the workload of RSC members significantly and disrupting the school programme cannot be justified. These meetings, however, should last long enough and be planned well enough for them to have a significant impact. A minimum of two hours is probably needed but, recognising that the participants will just have completed a day’s teaching, some means should be found to provide refreshments.

- e) The agenda for these and other meetings (see below) should be the responsibility of the RSC, drawn up in advance and oriented towards active learning opportunities for participants rather than a 'talking shop'. This does not mean that RSC members will rely on themselves alone in providing the inputs for these meetings, although full use must be made of resources within their ranks.
- f) To assist in planning and organising activities it is suggested that each RSC should organise itself as sub-groups responsible for different domains within their overall remit of improving effective teaching and learning. One possible division is a threefold one into: curriculum, teaching and learning; materials development; and departmental management (HoD support and development). Although each of these domains will be business for the RSC as a whole, under the overall chairmanship of the RSC, the sub-groups will be responsible for identifying needs, organising activities and maintaining records and materials related to their particular domains.
- g) In addition to the shorter fortnightly meetings, time and resources should be found for one-day workshops for RSC members. I suggest a frequency of one per term (three per year) for such workshops. Each workshop will address training needs identified by RSC members themselves and organised by the sub-groups. (The suggestion for three workshops per year is not intended to imply that the three suggested sub-groups should be responsible for one each, although this is clearly an option. Each workshop could also comprise a range of activities addressing all three domains.) Workshops may rely exclusively on regionally available inputs but may also bring in expertise from outside, such as NCERD, CPCE or UG. Such a workshop will, for example, be the key route for the initial dissemination of the proposed school based CPD model once the pilot schools have become established and effective. At a later stage, CPD activities aimed at potential HoDs might also be developed.
- h) The communication and support function of the RSCs that is currently valued can be strengthened and formalised through some sort of pairing or grouping of members. One suggestion is that less experienced HoDs can be paired with more experienced counterparts who would be their first point of contact in dealing with problems, this contact not waiting for RSC meetings but taking place by telephone or face-to-face. That is, the RSC would act as a 'mentoring agency' for HoDs.
- i) The sharing and development of teaching and learning materials. In particular, the current activity of developing common schemes of work can be extended to the development of exemplar lesson plans and support materials for use by novice teachers.

6.7.4 As far as GEAP is concerned, therefore, the following actions are proposed:

- i) Consultant and/or VSO support for at least proposals b), h) and i), above. This would be combined with a consultant visit as part of the ongoing support for the pilot schools following the initial workshop. Timing would depend on these visits but could precede any dissemination activities for the school based CPD model itself.
- ii) Consultant support for workshops to disseminate the school based CPD model of the pilot schools. The delivery of these workshops must be largely in the hands of pilot school HoDs and DHTs, but planning will be a joint exercise with the consultants. The timing of this activity will depend on successful implementation of the core of the CPD model and on HoDs in the pilot schools gaining confidence in the model and its demands. The workshops are therefore unlikely to take place before June at the earliest, although the beginning of term in September 2003 is the preferred date.
- iii) Similar consultant support for dissemination of assessment skills by pilot school HoDs or other teachers through RSC workshops. These could precede the school based CPD workshops.

6.7.5 A summary of the above points, together with other suggestions relating to the role and functioning of RSCs is given in Appendix 4.

6.8 Broader Systemic Issues

6.8.1 CPD can only be genuinely school based if the school has some allocation of funding for CPD. Currently CPD funding is in the hands of the Regional Education Office. This has the potential to frustrate any attempt by schools to plan to meet their own CPD needs. There may be a case for some sharing of funds between schools and the regional offices, but a significant proportion of CPD funds must be under the control of the schools, with accountability to the regional office.

6.8.2 A core element of the proposed school based CPD model is a shift towards the monitoring of outcomes rather than bureaucratic inputs. For this to succeed there must be a similar shift within the education system as a whole. Ultimately this represents a significant cultural change across the system, particularly in relation to issues of control and responsibility. For example, the role of Regional Education Offices would become more oriented towards performance monitoring and ensuring accountability of the schools.

6.8.3 The final change that would be invaluable in supporting attempts to improve the overall competence and morale of the teaching force is one that has been raised many times and so will only be mentioned here, not examined in detail. There is an urgent need to establish a career structure for teaching which offers greater rewards for demonstrated competence and commitment. (See my earlier report to GEAP: Lowe, 2001)

7. Activity Timeline

- 7.1 A proposed time line for the activities described above is given in Figure 2 (below). The ending of GEAP in 2003 imposes considerable constraints on the programme.
- 7.2 It should be noted that only the timing of the initial workshop should be considered as more or less fixed initially. It is important for local involvement and ownership of the programme that the management committees - to be established during this workshop - play a role in finalising on this timetable, although the need for agreement by GEAP (and DFID) must also be recognised.

John Lowe
November 2002

Fig. 2 Activity time line for pilot and initiation of replication

<i>Date</i>	<i>Activity</i>	<i>Guyana-based personnel</i>	<i>Consultant time</i>
2002 Nov – Dec	Workshop preparation Baseline tests and observation schedule preparation	GEAP staff and VSOs (in contact with MoE/ REO management team)	5 days
2003 Jan	20 - 24: workshop for pilot school staff 27 – 31: in-school observation and support for pilot schools	Pilot school HTs/DHTs/HoDs Management team	2 x 2 weeks
Feb – Mar	24 Feb – 7 Mar: in-school observation and support to pilot schools Work with RSCs (and LRCs?) Evaluation team meeting	Pilot school DHTs and HoDs Subject coordinators Management team Evaluation team	1 x 2 weeks
April	Formative assessment workshop In-school support to pilot schools Work with RSCs Evaluation team meeting	Pilot school DHTs, HoDs & teachers Subject coordinators Management team Evaluation team	1 x 2 weeks + 2 days workshop preparation
May			
June	In-school support to pilot schools Work with RSCs Evaluation team meeting	Pilot school DHTs, HoDs & teachers REO and MoE staff Subject co- ordinators Evaluation team	1 x 2 weeks
July – Aug	Interim report writing on pilot phase	Management team Evaluation team	3 days
Sept – Oct	Replication phase begins in regions 6 and 10 RSC based workshops Support to pilot schools	Management team Subject coordinators RSCs, HTs, DHTs	2 x 2 weeks
Nov Dec	Support to RSC and schools Final observations and tests in pilots Evaluation team meeting Final report writing	RSCs Management team Evaluation team	2 x 2 weeks + 4 days

Appendix 1 – Terms of Reference

GUYANA EDUCATION ACCESS PROJECT

Terms of Reference for a consultancy on:

**TEACHER DEVELOPMENT AT THE SECONDARY LEVEL – DESIGNING A
SECONDARY SCHOOL-BASED CPD SYSTEM INTEGRATED WITH THE
WORK OF THE REGIONAL SUBJECT COMMITTEES**

Monday September 9th to Friday September 20th 2002

DRAFT VERSION ONLY – JULY 29th 2002

Section 1 – **Title of consultancy**

***Teacher Development at the Secondary Level – design of a Secondary School-based
Continuous Professional Teacher Development system integrated
with the work of the Regional Subject Committees***

Section 2 - **Background**

2.1 The Guyana Education Access Project aims to pilot full access to secondary education in its two target zones within Regions 6 and 10. Inputs are focused on:

- Provision of new / refurbished schools
- Increasing access and participation
- Improving teaching & learning
- Improving educational management
- Procurement of support resources (computers, books and teaching/science materials)

2.2 The project has been working with the Ministry to improve the teaching and learning process in targeted schools within Regions 6 & 10. During the first phase of GEAP, ie. from 1999 to end 2001, GEAP's In-service support was targeted largely at developing the classroom skills of Primary TOP Teachers being asked to take on a secondary curriculum with which they were not familiar. Support was given to teachers across a range of subjects, including the core subjects (Maths, English, Science) and other subjects such as Industrial Arts.

2.3 During 2001, the majority of the GEAP VSO cadre of Teacher Trainers left the project. In the remainder of GEAP's time (ie. to the end of 2003), therefore, the mode of providing support to MoE in its reform and strengthening of secondary teacher capacity & skills must take on a different form. The 2001 Output-to-Purpose Review of GEAP and post-OPR discussions between MoE, GEAP & DFIDC stressed the need for GEAP to focus on policy & sustainable systems. The proposed consultancy by John Lowe will address the development of a practical, school-based system for CPD at the secondary level which is linked to and thus strengthens existing MoE structures, notably the Regional Subject Committees.

TORs for a consultancy to strengthen secondary CPD systems at the school & regional level / page 2

Section 3 – Scope of work

The consultant will work closely with Central and Regional MoE staff, in particular Mr Owen Allen, (POST TITLE?), who is charged with developing systems to support school-based INSET & CPD. In discussions between the GEAP Project Director, Ms R Lowell, DCEO Development (Ag.) and Mr Allen, it was agreed that Mr Allen would be in a position to accompany the consultant on much of his visit provided the time-frame is suitable.

The consultant will also work closely with the GEAP schools, selecting at least 2 schools (one in each of the GEAP Regions) where a pilot approach to improving CPD in linkage with the Regional Subject Committee operations could be developed. The lessons learnt from this pilot would be available to the MoE for replication purposes.

In carrying out his work, the consultant will:

- Refer to work previously done in this area, including his own previous consultancy visit in September 2000
- Inform himself of MoE developments in INSET / CPD, notably the current and likely future roles, strengths & delivery capacities of key bodies such as NCERD & CPCE
- Take account of forthcoming projects such as BEAMS.
- Note and allow for the realities which impact on educational development in general in Guyana at the moment, notably financial constraints, politics, staff migration & turnover, etc.

Section 4 – Outputs

Upon completion of the consultancy and report, the consultant will have:

- Produced in conjunction with Central & Regional MoE staff a clear set of guidelines for the functions of the Regional Subject Committees (in Regions 6 & 10)
- Outlined an approach to school-based CPD which is affordable and realistic within Guyana's constraints and linked to the work of the of the Regional Departments / Subject Committees.
- Agreed with the Headteachers & Senior Management teams of at least 2 pilot schools (to be identified) in the GEAP Regions a pilot programme for 2002-2003 which will trial the agreed CPD approach, ensuring specific targets are set.
- Ensured that whatever targets are set are in line with the Ministry's 5-year Education Development Strategy and Regional / School Development Plans.
- Indicated strategies to help ensure the maximum level of sustainability of a CPD approach bearing in mind the reality of the educational reform context in Guyana.
- Recommended any further action, training, etc., which GEAP should offer MoE to ensure the success of the pilot.

Section 5 - Report & recommendations

The consultant will produce a draft report within three weeks of the completion of the consultancy visit. The report will:

- Report on all meetings, consultations, etc.
- Outline the agreed approach to a secondary school-based CPD system and indicate the way in which the proposed system links with the Regional Subject Committees and vice versa.
- Make recommendations on the roles & further development / strengthening of the Regional Subject Committees as appropriate.

- Make recommendations and indicate a broad time-frame for the operationalisation of the CPD system in the selected pilot schools.
- Identify any actions which MoE should consider in order to give a greater chance of success to the proposed CPD approach bearing in mind the realities of financing, staffing levels, etc.
- Make recommendations as to GEAP action for the remainder of the project to ensure the success of any pilot approach adopted / trialled.

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GEAP
July 29th 2002

Appendix 2 – Visit Programme

Day/Time	Activity
Sunday, September 8	Briefing session with Regional Adviser
Monday, September 9	Meeting with Minister of Education Meeting with Permanent Secretary, MoE Meetings with MoE officers
Tuesday, September 10	Study of documents Meeting with key CPD stakeholders, Georgetown
Wednesday, September 11	Meeting with Head of NCERD Meeting with Principal, CPCE Travel to Region 6 Meeting with Region 6 REO officers
Thursday, September 12	Meeting with Region 6 GEAP team Meeting with various Region 6 educators Travel to Skeldon High, meeting with staff
Friday, September 13	Meeting with subject co-ordinators., LRC staff and others, New Amsterdam LRC Meeting with Canje Secondary School staff Return to Georgetown
Saturday, September 14	Day off – to Kaieteur Falls
Sunday, September 15	Organisation and analysis of notes
Monday, September 16	Travel to Region 10 Meeting with REO officers Meeting/ workshop with Christianburg Wismar Secondary School HoDs and HT
Tuesday, September 17	Meeting with Linden LRC staff Meeting with Region 10 subject co-ordinators Meeting/ workshop with HoDs from Linden Foundationj and Kara Kara Schools
Wednesday, September 18	Meeting with Region 10 GEAP VSOs Wrap-up meeting with Region 10 REO officers Return to Georgetown
Thursday, September 19	Preparation of feedback for MoE meeting on Friday Meeting with Regional Adviser
Friday, September 20	Meeting with DFID Education Field Manager Feedback session with MoE officers

Saturday, September 21	Travel to Barbados
Sunday, September 22	De-briefing with GEAP director, Stephen Bradley Fly to UK

Appendix 3 – Persons Consulted

(While I have made every attempt to ensure this list is complete, I offer my apologies to anyone with whom I consulted but whose name is absent from this list.)

Georgetown

The Rt Hon. Dr Jeffries, Minister of Education
Hydar Ally, Permanent Secretary, MoE
Hector Patterson, Special Adviser, MoE
Evelyn Hamilton, CPO, MoE
Cherrilene Baxter-Dennis, ACEO Sec Ag., MoE
Rita Lowell, DCEO Dev Ag., MoE
Owen Alleyne, HR Co-ordinator, MoE
Bonita Hunter, SEO, MoE
Melcita Bovel, SEO, MoE
Mohandat Goolsarran, Director, NCERD
Cheryl Foster, Principal CPCE
Romeo McAdam, DCEO Admin, MoE
Hazel Moses, DEU and NCERD
Ingrid Barker, CDU
Herbert Grandison, ACEO, Inspectorate
Ed Denham, Regional Adviser, GEAP
Mark Sinclair, Education Field Manager, DFID

Region 6

Ruth Jaundoo, Deputy REdO (??)
Bashir Khan, ???
Norma McKenzie, VSO GEAP Trainer
Janis Cushnie, VSO GEAP Trainer
Richard Ramdarine, VSO GEAP Trainer
Lilly Szkorupa, VSO GEAP Trainer
Head Teacher Skeldon High School
DHT and Senior Teachers, Skeldon High School
HTs GEAP Region 6 schools
Claudette Pestano, Co-ordinator, Corriverton LRC
Region 6 Subject Co-ordinators
Co-ordinator, New Amsterdam LRC
Head Teacher, Canje Secondary School
DHT and Senior Teachers, Canje Secondary School
?
?

Region 10

Yvette Layne, DEO (Nursery), REO.
E Johnson, DEO (Sec), REO
Gloria Britton, Secondary Supervisor, REO
Eric Baird, Co-ordinator, LLRC

Stella Adams, LLRC

Dillian Beckles, LLRC

Oluki Blount, LLRC

Region 10 Subject Co-ordinators:

Jacqueline Boyce

Nerna Porter

Jennifer Bourne

Susanne Dorsett

Lisa Henry

Odette Thomas

Cleveland Thomas

Jacqueline Osborne

Carol Benjamin

Marlon Pearson

Head teacher, Christianburg Wismar Sec. School

HoDs and senior teachers, Christianburg Wismar Sec. School

Yvette Phillips, Head Teacher, Linden Foundation Sec. School

HoDs, Linden Foundation and McKenzie Primary School

Andrea Levine

Holace Craig-Payne

Sandra Craigwell

Jacqueline Boyce

Verlyn Pitt

Natacha St. Rose

Petal Adams

Lenise McPherson

Susanne Dorset

Quince Solomon

Alexis Billey

Lurlena Roberts

Appendix 4 – Recommendations relating to Regional Subject Committees

The following suggestions are made for the role, structure and activity format for RSCs.

1. *Membership and attendance*

Membership of the RSC for a given subject is comprised of the HoD for that subject from every school in the region.

Every school must be represented on every RSC and that representative should attend all meetings or delegate a substitute on (rare) occasions when attendance is not possible.

Appropriate staff for the Regional Education Office (subject advisers) will attend the relevant RSC meetings in consultative, advisory and observer capacities.

The LRC co-ordinator or a delegate will also attend RSC meetings in a consultative capacity.

2. *Structure*

Each RSC will have an elected chairperson, who must be a school HoD and not REO or LRC representative. A deputy chair will substitute when necessary.

The RSC will be divided into sub-groups to co-ordinate activities in different domains: Curriculum, teaching and learning; materials production and departmental management (HoD development) are suggested as three possible domains. Although each of these domains will be business for the RSC as a whole, the sub-groups will be responsible for identifying needs, organising activities and maintaining records and materials related to their particular domains.

3. *Functions of RSCs*

To work closely with the appropriate officers at the Regional Education Office in the fulfilment of the following functions.

To provide a means of horizontal communication and exchange of ideas amongst teachers in the region, as well as a means of promoting communication ‘upwards’ from schools to the REO and national levels.

To identify regionally shared CPD needs from schools’ CPD needs analyses.

To identify possible means of meeting these shared needs, through local or national resources.

To act as an advisory voice to NCERD and other national bodies on regional CPD needs.

To draw up a register of expertise for CPD training provision available regionally.

To organise (in collaboration with LRC and REO staff where appropriate and available) training workshops in relation to each of the three domains identified in Part 2 (above).

To provide support and mentoring for HoDs through a system of HoD pairing and contacts.

To prepare schemes of work and exemplar lesson plans that reflect the best practice available for dissemination to all schools in the region that want them. Exemplar lesson plans are intended primarily to assist novice teachers.

4. Format of meetings

The current pattern of one afternoon meeting every two weeks should be maintained.

These afternoon meetings should, however, last at least two hours and it is suggested that means be found to provide refreshment of some sort.

The programme of these meetings must be determined by the RSC itself, planned in advance to meet the perceived needs of members and their schools.

It is suggested that a programme for the year be planned, drawing on the sub-groups with responsibilities for different domains to take it in turns to provide meaningful activities, not just 'talking shops'.

In addition to these fortnightly meetings, space should be found in the yearly timetable for day-long workshops. I suggest these should be three a year, or one a term. Each workshop will address training needs identified by RSC members themselves. It may rely exclusively on regionally available inputs but may also bring in expertise from outside, such as NCERD, CPCE or UG.