

## ABSTRACT

### In-Service Teacher Education in Grenada, 1980-1983: Case Study of a Problem Solving Strategy

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This study examines aspects of Grenada's National In-Service Teacher Education Programme (NISTEP), 1980-1983. NISTEP is analysed in the historical context of the social and educational changes which occurred in Grenada during this period. The writer first describes the strategies and innovations used by the People's Revolutionary Government to establish the programme as a comprehensive, national teacher training approach for all unqualified primary school teachers. This replaced the inadequate system that had left Grenada with the problem of having a large proportion of its teachers untrained for their profession. NISTEP is then described from the perspective of its aims, its component sub-systems, and how it operated.

It is argued that NISTEP developed certain features which helped it to overcome the obstacles that are commonly experienced by educational innovations. Structures of collective administration, a participative decision making process, and a characteristic style of interaction are seen as some of the main features which formalized NISTEP into an institution capable of survival.

The organisational leadership of NISTEP was embodied in the weekly Staff Meeting. The collaborative problem solving that took place in the Staff Meeting stressed survival efficiency and adjusting means to ends in policy making. It also facilitated clear communication and feedback, and the achievement on the whole of good interpersonal relations. Policy was implemented on a day-to-day basis by a team of three Coordinators who were also lecturers, and by specific Curriculum and Administrative Panels and subcommittees. These collegial structures combined specialization of tasks, collective decision making, individual responsibility and the coordination of all the complex components of NISTEP in such a way as to achieve the main teacher education aims of the institution.