

**GUYANA EDUCATION ACCESS PROJECT
(GEAP)
Ministry of Education/DFID**

Submitted to:
The Ministry of Education, Guyana
and DFID

**GUYANA EDUCATION
ACCESS PROJECT:**

**CENTRAL & REGIONAL EDUCATION
DEVELOPMENT PLANNING
& SCHOOL IMPROVEMENT
PLANNING IN REGIONS 6 & 10**

Prepared by: John Hilsum for CfBT
April 2002

ACKNOWLEDGEMENTS

I wish to express my thanks and appreciation to the GEAP Project Director, Mr Steve Bradley, for his help and support throughout the workshops, particularly for the briefings which have enabled each workshop to match Regional needs. I am similarly grateful to Guyanese colleagues Donna Simon, Region 10, and Bashir Khan, Region 6, for their excellent professional and logistical support. Their presence at the workshops was greatly appreciated by local colleagues.

I would also like to record my thanks to all Education Officers, Headteachers, Teachers, and VSOs for giving generously of their time and energy to help make the workshops a success.

ABBREVIATIONS

CEO	Chief Education Officer
CfBT	Centre for British Teachers
CHS	Community High School
CPCE	Cyril Potter College of Education
DEO	District Education Officer
DFIDC	Department for International Development Caribbean
EDP	Education Development Programme
EFM	Education Field Manager
G & C	Guidance & Counselling
GEAP	Guyana Education Access Project
GTU	Guyana Teachers' Union
GSS	Government High School
GUIDE	Guyana In-service Distance Education Project
KK	Kara Kara Primary Top
LFSS	Linden Foundation Secondary School
LLRC	Linden Learning Resource Centre
LRC	Learning Resource Centre
MoE	Ministry of Education
RA	CfBT Regional Education Adviser
RDC	Regional Development Commission
REDO	Regional Education Officer
REDP	Regional Education Development Plan
SIAC	School Improvement Advisory Committee
SIF	School Improvement Fund
SIP	School Improvement Plan
SSRP	Secondary School Reform Project
STEP	Social, Technical, Economic, Political analysis
SWO	School Welfare Officer
SWOT	Strengths, Weaknesses, Opportunities and Threats analysis
TSC	Teachers' Service Commission
USE	Universal Secondary Education
USEP	Universal Secondary Education Plan
USET	Universal Secondary Education Task Force
VSO	Voluntary Service Overseas

TABLE OF CONTENTS

1. Executive Summary of Recommendations	4
2. Background	5
3. Terms of Reference	6
4. Report of Work in Region Six	9
5. Report of Work in Region Ten	16
6. Report of Universal Secondary Education Workshop	22
7. Debrief with MOE Officers	24
8. Annex A - Guide to school improvement in Guyana	25
9. Annex B - Model for managing change	38

1 Executive Summary of Recommendations:

It is recommended that:

- the Region 6 GEAP Regional Counterpart organises school based workshops on school improvement planning for each non-GEAP school to support them in the process of drafting their first SIPs. (Cf. Para 4.2)
- Regional Secondary Education Officers in Region 6 work on a one-to-one basis to assist each non-GEAP school to draft a SIP. (4.2)
- Regional Secondary Education Officers in Region 6 visit each school at least once per term to assist the school to monitor progress with their SIPs. (4.2)
- the GEAP Director requires each GEAP funded school in Region 6 to re-submit their expenditure plans for S I Funds by end-May 2002. (4.3)
- the Region 6 GEAP Regional Counterpart meets with the headteacher of each school to assist them to compile a list of learning resources to be procured, and assist them to organise subsequent staff development. (4.3)
- the Region 6 GEAP Regional Counterpart visits each GEAP funded school at least once per term to assist the headteacher to monitor progress and expenditure of SI Funds allocated to the implementation of each SIP. (4.3)
- the actions agreed to assist with amalgamating schools be added to the REDP for Region 6. (4.4)
- the REDP for Region 6 be revised by the GEAP Regional Counterpart in the light of the actions taken so far.(4.4)
- the revised REDP for Region 6 be reviewed on a termly basis by the officer team, and displayed in the Regional Office as one means of celebrating success as actions are taken. (4.4)
- since the Region 10 USE Committee has not met since September 2001, and given the priority that the MOE is giving to USE, it is strongly recommended that the REDO for Region 10 reconvenes the USE Committee as a matter of urgency in order to progress the USE action plan for the Region. (5.2)
- GEAP Project Director and MOE consider arranging further support to the two schools in Region 10 to undertake the many urgent tasks required to successfully complete the amalgamation process by September 2002. (5.2)
- all Secondary Education Officers give urgent assistance to the 21 schools to formulate and implement an action plan to help make the transition from CHS to GSS, and to subsequently support them on a one-to-one basis in preparing a SIP. (6.10)

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 Improved Education Management is a key element of GEAP activity, constituting a project output of its own (Output 4). The project has been working with the MOE to improve the management of education at two levels: (a) the school (*School Improvement Planning*) and (b) the Regional Office (*Regional Education Development Plans*). A first round of training in the two GEAP Project Areas was conducted in August 1999. John Hilsum worked in Region 6 while Pat Murgatroyd worked in Region 10. A second round of training was provided in October / November 2000, followed by a third round in September 2001 to build from the two previous visits. The fourth and final round of training took place in April 2002 and is reported here.

2.3 In summary the TORs required that work be focused on:

- Refining and implementing Universal Secondary Education Plans (USEP)
- Ensuring a match of SIPs to Regional Educational Development Plans (REDPs) and the emerging national Five Year Strategic Plan.
- Discussing the lessons on amalgamation from Region 10 with education officers in Region 6
- Providing training for headteachers of Community High Schools and education officers in school improvement planning and management of change.
- In addition some support was given to the GEAP Project Director to draft the GEAP Action Plan for 2002-2004.

2.4 The report is structured with separate chapters for each Region, and with paragraphs that follow the sequence of specific objectives listed in the Terms of Reference.

3 TERMS OF REFERENCE

GUYANA EDUCATION ACCESS PROJECT

***Terms of Reference for a training consultancy by John Hilsum on:
REGIONAL & SCHOOL EDUCATION / USE PLANNING, plus
TRAINING FOR COMMUNITY HIGH HEADTEACHERS
Saturday April 13th to Saturday April 27th 2002***

Section 1 – Title of training consultancy

4th round of education development planning training for School & Regional Office personnel in Regions 6 & 10, plus a specific input to the training of 21 Headteachers from the Community High Schools which MoE is converting to GSSs in September 2002.

Section 2 - Background

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

** Provision of new / refurbished schools
** Improving education management

** Increasing access & participation
** Procurement of support resources

2.2 Improved Education Management and supporting MoE moves towards Universal Secondary Education are key elements (Education Management is a project output in its own right - Output 4).

2.3 The project has supported these development areas by: (a) membership of central MoE Task Forces and the provision of a range of consultancies, for example School Mapping and Education Finance; (b) strengthening Regional Office level planning capacity, including a particular focus on the implementation of USE; and (c) working with the GEAP school management teams to develop School Improvement Plans, including the provision of a small fund to allow each school to implement elements of its SIP. John Hilsum, an independent UK consultant, has made three previous visits to Guyana on behalf of GEAP to lead training workshops and development sessions with personnel from both the Regional Offices and the GEAP schools. April 2002 will constitute the 4th and probably final visit in the series.

Section 3 – Scope of work

3.1 Within Regions 6 & 10, the consultant will review progress on Regional Office Development Plans & School SIPs. In relation to the REDPs, the focus will be on implementation issues; in relation to SIPs, the focus will also be on implementation issues but in particular the consultant will work with the school management teams on agreeing prioritised and realistic Action Plans to make use of the funds GEAP is providing in support of SIP implementation (*as outlined in GEAP's 2001 SIP Funding Disbursement Proposal*). In both cases, and with MoE permission, the consultant will make use of the draft MoE 5-year Strategic Plan to check on Regional & school-level objectives to ensure a harmonious approach.

3.2 The consultant will also focus on specific issues within the broader framework of regional planning in relation to amalgamation and/or USE as appropriate. In Region 10, the consultant School Improvement Planning and the Management of Change

will review progress on USE and Amalgamation with the Region 10 USE Task Force (set up in 2001), giving particular focus to issues of amalgamation as the new Foundation Secondary School approaches completion. In Region 6, where 3 Secondary Departments of Primary Schools have been amalgamated, the focus will be on amalgamation issues and learning from the lessons of the experience in Region 10.

3.3 Centrally, in view of the Ministry' plans to convert 21 Community High Schools into GSSs by September 2002, the consultant will assist training inputs to this conversion by contributing to an MoE-led workshop for the 21 CHS Headteachers and central MoE personnel, eg. SEOs, which will focus on School Improvement Plans and the process of change management in relation to the proposed conversion.

3.4 The consultant will allocate his time as follows:

- | | |
|-----------------------|--|
| (1) Region 6 | Monday April 15 th to Wednesday April 17 th |
| (2) Region 10 | Thursday April 18 th & Wednesday / Thursday April 24 th & 25 th |
| (3) Georgetown | Friday April 19 th (pm only) – planning for central workshop |
| | Monday April 22 nd / Tuesday April 23 rd – CH workshop |

Friday April 26th will be used for debriefing sessions with MoE officials and the Project Director as appropriate plus discussion of/agreement on any follow-up recommendations & actions.

3.5 A summary of specific TORs for the each of the work areas is as follows:

TORs re SIPs

The consultant will:

- review implementation progress of SIPs (see consultancy report of September 2001);
- assist the GEAP schools to produce plans (with timeframes & objectives) & allocate budgets for prioritised activities within their SIPs to make use of the funds GEAP is providing;
- provide strategies for school management to enable them to monitor & evaluate School Improvement Plan implementation, in particular the use of GEAP funds.

TORs re Regional Planning & USE / Amalgamation

The consultant will:

- review implementation of the Region 6 & 10 Education Development Plans drawn up through 2001;
- check plans & harmonise as appropriate in line with the MoE's draft 5-year Strategic Plan;
- work with Region 10 USET on Regional USET planning in general and the opening of Linden Foundation in particular, paying particular attention to the practicalities of amalgamation;
- work with Region 6 personnel on issues in relation to the recent amalgamation of Primary Departments, using the experience of Region 10.

TORs re inputs to workshop for CH & central MoE staff

The consultant will:

- lead a session on the nature, purpose and design of School Improvement Plans;
- lead a session on Change Management.

Section 4 – **Outputs**

Anticipated outputs in relation to SIPs

- schools will have a workable plan of activities with associated budgets in line with the funding provision made by GEAP to support SIP implementation;
- SIPs will reflect elements in the MoE's 5-year strategic plan, with (where possible) quantifiable targets in line with the national strategy.

Anticipated outputs in relation to REDPs & USE/Amalgamation

- Region 10 personnel, in particular senior staff from the amalgamation schools and the new Linden Foundation School, better equipped to manage the processes of change required to implement USE;
- Region 6 personnel, in particular senior staff of the recently amalgamated Secondary Departments of Primary Schools, better equipped to manage the amalgamation process.

Anticipated outputs in relation to training of 21 CH Headteachers & central MoE staff

- Community High Headteachers understand the nature & purpose of School Improvement Plans and are able to make a start on the drafting up of their own plans (*follow up work will be needed on this*);
- All workshop participants better able to appreciate processes and complexities of major change and appreciate some of the strategies of dealing with issues which such change brings about.

Section 5 - **Report & recommendations**

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

- detail the respective training programmes & workshop / discussion sessions carried out in the two regions and centrally in Georgetown;
- include details of the workshop programmes, processes and outcomes with recommendations for further action, participants' evaluations and copies of materials (including any Activity Plans which indicate how the GEAP schools intend to use GEAP funds);
- make recommendations for any follow-up activity, in particular with MoE pressure to expedite USE across the whole of Guyana in mind.

GEAP
April 3rd 2002

4 REPORT OF WORK IN REGION 6.

4.1 Programmes and participants

The content for each event was discussed with the Regional Counterpart to reflect the needs of the officers and schools in the Region.

Monday 15 April: workshop for heads / deputies from GEAP Project Schools and 14 other secondary schools in the Region on SIP implementation strategies.

Tuesday 16 April: workshop for heads, deputies and senior teachers of three project schools on monitoring and evaluation of SIP implementation, in particular the use of GEAP funds.

Wednesday 17 April: workshop for education officers on issues of amalgamation of schools based on lessons from Region 10.

The TORs required the following:

- *review implementation progress of SIPs;*
- *assist the GEAP schools to produce plans (with timeframes & objectives) & allocate budgets for prioritised activities within their SIPs to make use of the funds GEAP is providing;*
- *provide strategies for school management to enable them to monitor & evaluate School Improvement Plan implementation, in particular the use of GEAP funds;*
- *review implementation of the Region 6 & 10 Education Development Plans drawn up through 2001;*
- *check plans & harmonise as appropriate in line with the MoE's draft 5-year Strategic Plan;*
- *work with Region 6 personnel on issues in relation to the recent amalgamation of Primary Departments, using the experience of Region 10.*

4.2 Monday 15th April:

4.2.1 A whole day workshop was facilitated with the heads/deputies of the three GEAP schools and 14 other secondary schools in Region 6.

4.2.2 The workshop started with a short input on the SIP planning cycle from the consultant at which point it rapidly became clear that many of the participants were meeting the process of school improvement planning for the first time, and that several of them did not have SIPs as yet, particularly the recently appointed headteachers. The programme was therefore restructured to try to meet the needs of the inexperienced heads/deputies as well as the more experienced GEAP school staff.

4.2.3 Groups were established so that each had at least two SIPs to focus on. These were reviewed in terms of how far they had been implemented, identifying factors which either helped or hindered the process - a force field analysis.

Helpful factors included:

- GEAP training
- GEAP funding
- Vibrant PTAs
- Positive staff and student attitudes
- Resources and equipment
- Interactive teaching strategies

Unhelpful factors included:

- Low levels of literacy
- Low levels of numeracy
- Poor student discipline
- Low levels of parental involvement
- High teacher turnover/ absenteeism
- Unqualified staff
- Lack of funding

4.2.4 It was noted that the first four unhelpful factors had been prioritised for action by the GEAP schools within their SIPs. One of each of the first four of the unhelpful factors was allocated to each group who were requested to brainstorm actions that could be undertaken to effect improvements in the area. The actions were then sequenced using 'post-it' notes. Each group then presented their ideas for discussion and addition. The 'post-it' notes were retained for use on day two.

4.2.5 Reference was made to the emerging national 5-Year EDP. It was noted that the priorities in the GEAP SIPs were in line with the emerging EDP.

4.2.6 An input was given on GEAP school improvement funding and its relationship to the overall SIP and staff development in particular. It was stressed that in 2002 SI Funds were to be allocated 50/50 to resources and training, while in 2003 they are to be allocated 75% to school focused staff development and 25% to 'regional' staff development. Groups brainstormed the modes of training that they felt were appropriate for SI Funding:

- Distance education programmes
- Work experience for teachers
- Whole staff training workshops with outside facilitator
- In school support by VSOs
- Visiting other schools
- Exchanging teachers between schools
- Hands-on training in practical subjects
- ITT
- Specialist subject training.

To support each of these modes of training it was suggested that SI Funds should be allocated to pay for facilitators, training materials, teacher's books, room and equipment hire, travelling and subsistence.

4.2.7 Each participant was asked to relate the modes of training to their SIP and to identify where they would allocate funds. GEAP schools were alerted to the fact that they would be expected to complete this task the following day.

4.2.8 Finally groups were asked to provide verbal feedback on the day and to indicate what further support they felt they needed with school improvement planning. All responses were positive and suggested that the training had been helpful. The main request was for written guidance on school planning. It was therefore agreed to provide each school with a copy of "Guidelines on School Development Planning in Guyana" (Annex A) via the Regional Counterpart.

Recommendations:

That the Region 6 GEAP Regional Counterpart organises school based workshops on school improvement planning for each non-GEAP school to support them in the process of drafting their first SIPs.

That Regional Secondary Education Officers work on a one-to-one basis to assist each non-GEAP school to draft a SIP.

That Regional Secondary Education Officers visit each school at least once per term to assist the school to monitor progress with their SIPs.

4.3 Tuesday 16th April:

4.3.1 A second whole day workshop was facilitated on School Improvement Planning for heads, deputies and senior staff from the three GEAP pilot schools to review and refine the SIPs.

4.3.2 The programme commenced with a short input on the SIP cycle and the agreed structure of GEAP SIPs. Each element of the SIPs was systematically reviewed starting with the vision / mission at the beginning of each plan. Working in school groups colleagues reviewed their vision/ mission statements - all agreed that they remained valid and no changes were needed. Groups then shared a wide range of strategies that they are using to promote the vision.

4.3.3 Following a brief input on the importance of having an agreed set of core values each school group generated a list of values for inclusion in the SIP. These were shared and a corporate list compiled from which the groups selected to add to their plans to underpin the vision:- Achievement, Respect, Commitment, Honesty, Punctuality, Physical well being, Kindness, Consideration, Co-operation, Self-discipline, Sense of purpose, Tolerance, Leadership, Care, Responsibility, and Creativity

4.3.4 The school groups reviewed their existing priorities. All three schools concluded that the priorities were still valid - literacy, numeracy and discipline. However, Tagore High and Skeldon High added a further priority - Information Technology.

4.3.5 Action plans were reviewed and revised in terms of targets, and tasks to be undertaken to meet the targets. The staff of Skeldon High also drafted an action plan for IT.

4.3.6 The use of SI Funds for training to support the SIPs was discussed. Schools identified where they would wish to allocate funds for 2002 and 2003 and added them to the SIPs as follows:

School	Action Plan	Workshop materials	Resource persons	Travelling and Subsistence	Software /Consumables	Other: Visits Media	Total
Skeldon Line Path							
2002	Literacy	80,000		5,000			85,000
	Numeracy	70,000	15,000				85,000
	Discipline	49,000		11,000		20,000	80,000
							250,000
2003	Literacy	84,000	48,000				132,000
	Numeracy	98,000	25,000				123,000
	Discipline	56,000	14,000			50,000	120,000
							355,000
Skeldon High							
2002.	Literacy	90,000	10,000				100,000
	Numeracy	53,000		42,000			95,000
	I.T.				65,000		65,000
							250,000
2003	Literacy	90,000	10,000				100,000
	Numeracy	53,000		42,000			95,000
	I.T.				195,000		195,000
							390,000
Tagore High							
2002.	Literacy	50,000	10,000				60,000
	Numeracy	50,000	10,000				60,000
	I.T.	50,000			10,000		60,000
	Discipline	60,000	10,000				70,000
							250,000
2003	Literacy	Cluster	Training				125,000
	Numeracy	75,000	100,000				175,000
	I.T.	75,000					75,000
	Discipline	25,000	100,000				125,000
							500,000

4.3.7 There appears to be a severe shortage of facilitators that schools can employ to run CPD in the Region. The main strategy in each school will therefore be to purchase student learning materials, train staff to use them, and then to apply them in lessons with students. It was noted that Skeldon High and Skeldon Line Path will need to further discuss the allocation of 125,000 for Regional training in 2003.

4.3.8 A short input was provided on the importance of having a range of strategies for monitoring the plan. Groups brainstormed the strategies that they felt were possible:

- Classroom observation
- Assessment, testing and record keeping
- Looking at student work
- Checking on homework
- Feedback on performance to staff and pupils
- Evaluation of lesson plans
- Analysis of exam results
- Self reflection

4.3.9 Groups revisited their SIPs and revised the strategies they intend to use to monitor each action plan.

4.3.10 The day concluded with an activity to demonstrate the importance of pro-active, positive and forward looking leadership if SIPs are to be successfully implemented.

4.3.11 Verbal feedback indicated that participants had valued the day and would welcome continued support in implementing their SIPs from the GEAP team.

Recommendations:

That the GEAP Director requires each school to re-submit their expenditure plans for S I Funds by end-May 2002.

That the GEAP Regional Counterpart meets with the headteacher of each school to assist them to compile a list of learning resources to be procured, and assist them to organise subsequent staff development.

That the GEAP Regional Counterpart visits each GEAP school at least once per term to assist the headteacher to monitor progress of implementation of each SIP.

4.4 Wednesday 17th April

4.4.1 A half-day workshop was facilitated with the REDO and all the Education Officers from Region 6. The first part of the morning was focused on issues of school amalgamation using a recently drafted GEAP Occasional Paper ' Primary Top Amalgamation and Secondary Expansion' to raise key issues. These included:

- Establishment of positive attitudes among stakeholders through consultation and participation.
- Strategies for getting students from Primary Tops accepted as secondary learners.
- Creating demand for places.
- Planning to reduce drop out rates
- Ensuring a relevant curriculum
- Teacher recruitment and conversion training.
- Buildings and resource issues
- Gaining a new identity for an amalgamated school
- Planning student intake to schools
- Establishing positive professional and personal relationships
- Establishment of amalgamation committees.

4.4.2 Region 6 is in the process of amalgamating Primary Tops in three areas of the Region. The discussions raised the awareness of the officer team about some of the complexities of school amalgamation and a number of action points were also identified from the discussion.

- *Secondary EOs to set up stakeholder consultations in each area to provide information, gain ownership and support for the amalgamation process, as well as attempting to change the self-image of Primary Tops students.*
- *Secondary EOs to set up 'Transition' In-service Training for 60 teachers across the four core subjects, using holiday periods and day closures to bring teachers together. The training to be focussed on subject content and teaching methodology.*
- *Secondary EOs to start discussions with headteachers about an alternative curriculum in amalgamated schools along with options for grouping pupils.*

4.4.3 The second part of the morning was used to review progress on the REDP which had been drafted in 1999 and substantially refined by the officer team working with the RA, counterpart and consultant in September 2000. The plan integrates GEAP priorities and activities with other Regional programmes. (The group was joined for this session by Mark Sinclair, DFID Education Field Manager for Guyana.)

4.4.4 The group reviewed each action point listed in the REDP from September 2001 to April 2002, as follows:

- *Improve school attendance* - school attendance registers indicated that attendance is rising in both the primary and secondary sectors. The recently appointed SWOs are following up cases of poor attendance with parents. It was agreed that more needs to be done to analyse and use the data.
- *Teacher training in Maths content* - the programme started in September with 28 teachers but there has been significant drop out with only 8 teachers still in the programme. It was agreed that consideration needs to be given to accreditation and other forms of motivation to reduce drop out.
- *Adequately resourced schools* - teaching and learning resources were being supplied to GEAP schools and to others on an on-going basis. Much remains to be done before this priority has been met.
- *DFID output to purpose review* - completed in September 2001. Report available.
- *GEAP literacy consultancy* - completed in October 2001. Report available.
- *Access relevant resources for children in special schools* - still to be done.
- *Literacy training for primary teachers* - started and on-going in cluster workshops.
- *Development of numeracy guidelines* - maths subject panel meetings are progressing this. NCERD have also produced Learning outcomes for Levels 1 and 2. These have been circulated to schools.

- *GEAP consultancy on school / community / business links* - completed in October 2001. Report available. Also careers guidance workshops being organised in April by UNICEF.
- *Secondary subject committees re-established* - all subject groups are now meeting on a monthly basis and are being supported by the EOs. HODs have been trained to lead the subject committees.
- *School literacy week* - deferred until June 2002.
- *Nursery and primary cluster workshops in literacy and numeracy* - all groups established and working together on literacy and numeracy.
- *Education Department team building* - sessions started in November 2001. The team is finding it difficult to sustain activities but recognise the need to do so. (N.B. The consultant noted that there was a significant improvement in the working atmosphere and relationships within the team on this occasion).
- *EOs to schedule visits to schools* - started in September 2001. All schools visited last term and continuing with positive support from the REDO. Some school reviews have also been undertaken by the team.
- *Administration of primary diagnostic tests* - has not happened. The need is recognised and the action will be re-scheduled for the new school year.
- *Introduction of new pupil records of achievement* - completed in January 2002.
- *Management training for Heads, DH's and SM's* - undertaken in January 2002.
- *Education Department training in EMIS* - not done. Key person has left. Awaiting replacement member of staff.
- *Recruitment of teachers for early childhood education* - completed in March 2002.
- *GEAP refurbishment of SLP* - not completed on schedule in March 2002. Now expected to be ready in July 2002.

4.4.5 This is a significant step forward in completion of agreed actions and the team appears to have made substantial progress with most of the actions. However, there is still a need to make the REDP much more visible and to ensure that the team uses it as one of their main management "tools".

Recommendations:

That the actions agreed to assist with amalgamating schools be added to the REDP for Region 6.

That the REDP for Region 6 be revised by the GEAP Regional Counterpart in the light of the actions taken so far.

That the revised REDP for Region 6 be reviewed on a termly basis by the officer team, and displayed in the Regional Office as one means of celebrating success as actions are taken.

5 REPORT OF WORK IN REGION 10.

The TORs for Region 10 were as follows:

- *review implementation of the Region 10 Education Development Plan drawn up through 2001*
- *check plans & harmonise as appropriate in line with the MoE's draft 5-year Strategic Plan*
- *work with Region 10 USET on Regional USET planning in general and the opening of Linden Foundation in particular, paying particular attention to the practicalities of amalgamation*

5.1 Thursday 18th April.

5.1.1 Preliminary discussions with the GEAP Counterpart for Region 10, Donna Simon, indicated that the USE Committee had not met since the original action plan had been drafted with the consultant in September 2001. This was disappointing since the intention was that the committee should meet at least once per month to progress the action plan.

5.1.2 Instead of reviewing the USE plan a workshop was facilitated by the consultant, the GEAP Project Director and VSOs for heads and senior staff from all GEAP pilot schools in Region 10 with the exception of Kara Kara, which is the Primary Top of McKenzie Primary School. At the request of the GEAP Regional counterpart the day was focussed on issues of school amalgamation. This focus was selected as Linden Foundation Secondary School and Kara Kara are scheduled to amalgamate and move into a new GEAP purpose built school in September 2002.

5.1.3 Steve Bradley, GEAP Project Director, started the programme with a short input on the ambitions for USE within the MOE Draft Strategic Plan, and the relationship of GEAP to the draft plan. He presented a progress report on the building of the new Linden Foundation School indicating that the architect was pressing the contractor to finish sufficient rooms to enable the school to start in September 2002.

5.1.4 This was followed by a short input on the recently drafted GEAP Occasional Paper 'Primary Top Amalgamation and Secondary Expansion' to raise the key issues listed in Para 3.4.1.

5.1.5 Six groups were formed to include at least one person from Linden Foundation and one person from Wisberg since this school had already been through an amalgamation process. The groups were requested to address how all stakeholders could be informed and involved in order to build positive attitudes towards school amalgamation. The responses included the following suggested steps:

- Identify as early as possible the students who will be transferring to the new school
- Set up an amalgamation committee
- Brief students about the amalgamation policy and process*
- Run joint sessions with students from both schools*
- Set up orientation sessions for students and parents
- Establish a student government
- Hold joint staff meetings*
- Invite both staff to a social event*
- Organise joint staff / student games

- Set up joint teacher working parties
- Provide Guidance & Counselling for teachers
- Hold joint PTA meetings*
- Inform the community via TV and local media
- Organise a rally for all stakeholders
- Organise site visits for staff and pupils before amalgamation
- Promote achievements of amalgamated students and staff
- Organise a concert*
- "Talk the school up"

N.B. Suggestions with an * have already been arranged or are pipelined.

5.1.6 Groups were asked for advice about who should sit on the Amalgamation Committee. The response produced a long list of post holders from which it will probably be necessary to select a small steering committee which will in turn consult with a wider group, or establish task teams:

- Both headteachers
- Teacher in charge Kara Kara
- The REDO
- Both school supervisors
- Two students - one from each school
- Two teachers - one from each school
- SIAC representatives
- A representative from the TSC
- A representative from the central MOE
- A representative from the RDC
- A representative from the Linden Chamber of Commerce
- GEAP personnel
- A welfare officer
- Chairs of both PTAs
- The GTU

5.1.7 Groups were also asked to consider what tasks needed to be completed to ensure that students are taught effectively from day one. A very helpful list was generated but in random order. This has subsequently been arranged in categories to form the starting point of an action plan that will be presented to staff from LFSS and KK at a subsequent meeting. Some additional activities have also been added by the consultant.

First Draft Action Plan for the Amalgamation of LFSS and KK

Activity	By whom	Start date	Finish date
Management:			
Establish Amalgamation Committee	DC	1-5-02	
Agree terms of reference for the committee			
Agree numbers of teaching staff and staffing structure			
Identify teaching staff to transfer to new school			
Appoint any additional teaching staff required			
Agree numbers of ancillary staff and staffing structure			
Appoint ancillary staff			
Draft job descriptions for all staff			
Identify a person to link with GEAP/contractor			
Establish a SIAC			
Establish a PTA			
Establish a Student Government			
Draft a School Improvement Plan			
Draft department plans			
Organise lunch arrangements - franchise?			
Draft health and safety policy, and implement			
Establish a landscaping committee			
Pupils:			
Identify students to attend new school			
Inform students and parents			
Arrange orientation of students and parents			
Administer diagnostic / baseline tests			
Arrange pupil groupings for teaching and pastoral care			
Agree and set up pastoral care system			
Set up student records			
Curriculum and organisation:			
Establish a task group to agree curriculum to be offered			
Agree curriculum balance - number of periods per subj.			
Establish joint teacher subject groups to draft policy and schemes of work			
Audit staff strengths and expertise			
Form subject teams			
Draft lesson plans			
Allocate subject rooms and organise classrooms			
Agree assessment, recording and reporting process			
Agree extra curricular activities			
Draft school timetable			
Agree homework policy and timetable			
Equipment and materials:			
Identify equipment and materials to be moved from existing schools			
Arrange for transport and relocation of existing equipment and materials			
Arrange to take delivery and locate new items			
Create an inventory			
Set up school library			

Activity	By whom	Start date	Finish date
Select text books			
Set up IT lab and internet			
Distribute stock			

Activity	By whom	Start date	Finish date
Admin Systems:			
Agree school hours and length of periods			
Arrange school calendar			
Establish and run an admissions system			
Set up school and class attendance registers			
Agree school rules			
Agree behaviour policy, rewards and sanctions			
Set up internal communications systems			
Set up external communications systems			
Set up staff duty rota			
Set up an assembly rota			
Set up office systems			
Public Relations:			
Draft and distribute school handbook			
Brief students about the amalgamation policy and process*			
Hold joint staff meetings*			
Invite both staffs to a social event*			
Run joint sessions with students from both schools*			
Inform the community via TV and local media			
Organise joint staff / student games			
Organise site visits for staff and pupils before amalgamation			
Organise a concert*			
Provide G & C for teachers			
Promote achievements of amalgamated students and staff			
"Talk the school up"			

5.1.8 The final activity in the workshop was focused on alternative ways of grouping pupils to maximise learning while attending to the issue of integrating pupils from the two schools. Groups considered grouping by:

- Mixed ability
- Banding
- Setting
- Streaming

5.1.9 No consensus emerged about how to group pupils. There was support for all approaches except banding. However, the head and leadership team of the new school will need to address and resolve this issue at an early stage as it is a crucial step in organising the school and curriculum delivery.

5.2 Thursday 25th April

5.2.1 Two workshops were held at Watooka Lodge, Linden, with two different cohorts of participants. The first workshop ran from 9:00 to 11:30 with 50 participants from 4 GEAP schools, an SSRP school and an SSRP supported school. The brief was to raise awareness

and start to plan for expansion of pupil numbers as USE is introduced. The GEAP Project Director opened proceedings with a short input on the contribution that GEAP is making to USE. This was followed by an input on the proposed MOE 'alternative curriculum' by Steve Cooke, GEAP Industrial Arts and Pre-vocational Trainer. The alternative curriculum is intended to be a modular, skills based programme for students wishing to follow a pre-vocational route rather than the academic CXC pathway. It was stressed that it is not intended to be an alternative for low ability pupils but for the whole ability range. The MOE has still to announce the starting date for the new curriculum, but it could be as soon as September 2002.

5.2.2 Participants worked in school groups to identify the changes that they may face and the tasks required of them to expand pupils numbers and modify the curriculum to meet the need of pupils with different abilities. The list of tasks was very similar to the list generated by headteachers from the CHS schools and included the following:

- Curriculum
 - additional subjects to be taught to a CXC level
 - introduction of the draft 'Alternative Curriculum'.
- Public relations: especially sensitising staff, students and parents.
- Reviewing the school vision.
- Timetabling.
- Staffing - staff development
 - recruiting more specialists
 - new structures
- Increased expectations of parents and students.
- Different resources
- Increased accommodation
- Using IT
- Increased budget

5.2.3 The school groups were then asked to select 5 priorities for their school and to work in pairs to create mini-action plans. These were subsequently shared with the whole school group and retained by the headteachers for further work to be undertaken to refine them. The consultant stressed the importance of weaving these action plans into the existing SIPs so that each school had one plan that contained all the intended developments for GEAP or SSRP, and USE.

5.2.4 The second workshop was held between 12:30 and 15:15 with the heads and teachers from Linden Foundation High School and Kara Kara Primary Top, these being the two schools to be amalgamated to form New Linden Foundation. The brief was to assist the schools to continue to plan for amalgamation in September 2002.

5.2.5 As this was the first occasion that the two staffs had met an activity was undertaken to effect some introductions and to arrange groups with a combination of teachers from both schools. Individuals were asked by Leena Vadher, VSO Teacher Trainer for Science and INSET, to find someone from the other school with a birthday in the same month as theirs, then to sit down together to share their aspirations for the new school. This proved to be a very effective icebreaker and warm up activity.

5.2.6 The consultant introduced the programme for the session the first item of which was a further input from Steve Cooke on the proposed 'alternative curriculum'.

5.2.7 As the major focus of the session was on planning for amalgamation the consultant had prepared copies of the task list in Para 5.1.7. These were circulated and briefly explained. Groups were allocated one section of the task list and asked to add a timescale and the

person they felt should take responsibility for the action. These were handed to the headteacher designate so that she can compile a master list. Groups were also asked to select the three tasks that they considered to be the most urgent and to present these on flipchart paper to the whole group. This approach was adopted to provide opportunities for teachers to present ideas to their new colleagues. The head designate, plus the teacher in charge of Kara Kara, were also invited to facilitate the presentations to provide them with a platform to start to take control of the planning process.

5.2.8 The final activity was a brainstorm force-field analysis to identify factors that may help or hinder the amalgamation process. The group recognised the potential benefits of continuing to work co-operatively as a team and welcomed the idea of further joint staff meetings. They also saw the potential threat from negative parent and student attitudes and resolved to take steps to positively promote the new school.

5.2.9 Comments from participants indicated that they felt the session had given them a useful start to the transition process. They particularly appreciated the presence of their Education Officer / School Supervisor, Ruth Mentor, and indicated that they would welcome her continued support.

Recommendations:

Since the Region 10 USE Committee has not met since September 2001, and given the priority that the MOE is giving to USE, it is strongly recommended that the REDO for Region 10 reconvenes the USE Committee as a matter of urgency in order to progress the USE action plan for the Region.

That GEAP Project Director and MOE consider arranging further support to the two schools in Region 10 to undertake the many urgent tasks required to successfully complete the amalgamation process by September 2002.

6 Report of Universal Secondary Education Workshop

The consultant will lead a session on the nature, purpose and design of School Improvement Plans and lead a session on Change Management

6.1 A two-day workshop was arranged by the MOE in collaboration with GEAP to start the process of converting 21 Community High Schools to Government Secondary Schools as part of the programme to introduce universal secondary education. The workshop took place at the Georgetown Club on the 22nd and 23rd April 2002.

6.2 The workshop began with an opening ceremony which included an input on the contribution of GEAP to USE by the GEAP Project Director, and an address on USE principles by the Acting CEO. The first working session was conducted by the Director of SSRP on the shortcomings of secondary schools in Guyana in meeting the characteristics of effective schools.

6.3 The remainder of the day was focused on School Improvement Planning and was facilitated by the consultant using the first section of "A Guide to School Improvement Planning in Guyana" (Annex A). The 37 participants were from 18 of the 21 secondary schools to be converted, plus EOs from the central MOE, Regions 1,2,3,4,6,10 and Georgetown.

6.4 The second day was focused on Managing Change using the SIP as the main vehicle for change. The model for change and materials used during the workshop are included as annex B.

6.5 The workshop was interactive with most of the time being spent in groups working on activities that could be used with CHS staff to prepare them for the changes that will need to be made in the transition to GSS status. The CHS schools were characterised by participants as having:

- Low status
- Poor levels of achievement, especially with literacy and numeracy
- Poor attendance by staff and students
- High student drop out, especially after Form 3.
- High rates of teacher attrition
- Inadequate resources
- Poorly maintained buildings
- Low levels of trained staff
- Low levels of parental support

6.6 It is perhaps worth recording here the list of multiple tasks generated by headteachers and EOs that will need managing in the transition stage:

- Sensitising staff, students and parents, and winning support for the transition
- Reviewing the school vision / mission / philosophy.
- Creating a new sense of identity.
- Curriculum - additional subjects to be taught to a CXC level, plus the introduction of the draft 'Alternative Curriculum'.
- Introducing new methods of assessment
- Timetabling - devising a secondary style timetable for 5 years of teaching.
- Staffing - upgrading staff expertise and subject content.
- Reviewing staffing structures
- Improving the quality of teaching.

- Increasing expectations of students.
- Changing student's self image.
- Changing the perceptions of parents and the community.
- Setting targets for improvement
- Acquiring new texts and resources
- Upgrading accommodation
- Building teams
- Creating incentives and rewards
- Using new technologies
- Managing the 'politics'
- Developing their own roles.

6.7 Participants were introduced to some "tools" for managing change and in groups completed a STEP Analysis, a SWOT Analysis, and a Force Field analysis. They also undertook a review of teaching skills as one form of using data. They were then invited to identify priorities for their schools, to sequence these over three years and to start to draft an action plan for one priority - improving standards of literacy. It was stressed throughout all of these activities that it is essential that headteachers repeat them with their school communities in order to build ownership and commitment.

6.8 The main issues arising from the groups were recorded by the workshop organisers, Senior Education Officers Ms Cherriline Baxter-Dennis and Ms Bonita Hunter, for use in further training events. They also sought agreement from the consultant to use materials in Annex A and Annex B in future workshops with other headteachers. This was readily agreed.

6.9 The SEOs also arranged for a written evaluation from each participant with the main aim of informing future training events. A summary will be made available to the GEAP Project Director

6.10 It was evident from the responses of the headteachers that the great majority of them will need further assistance with the process of school improvement planning. This leads to the following recommendation:

That all Secondary Education Officers give urgent assistance to the 21 schools to formulate and implement an action plan to help make the transition from CHS to GSS, and to subsequently support them in preparing, implementing and monitoring a SIP.

7 Debrief with MOE Officers

7.1 A meeting was arranged by Mr Hector Patterson, Special Adviser to the Hon. Minister of Education, to discuss issues arising from the consultancy. Also in attendance were Mrs Evelyn Hamilton, Chief Planning Officer, Ms Rita Lowell, Acting ACEO, Ms Cherriline Baxter-Dennis, SEO Work Study, Mr Steve Bradley, GEAP Project Director.

7.2 The consultant outlined the work undertaken in Region 6 and summarised the conclusions and recommendations arising from the work, stressing particularly the need for continued support to be given to heads of all GEAP funded schools in the Region with the implementation and monitoring of SIPs. There is also a need for EOs to support other secondary schools with drafting their first SIPs. It was suggested that heads of GEAP funded schools be encouraged to assist other schools as a means of spreading expertise and replicating GEAP activities.

7.3 In relation to Region 10, the officers were alerted to the need to re-energise the USE Committee, and to provide urgent assistance to the staff of Linden Foundation and Kara Kara with their imminent amalgamation. These issues were noted by the MOE Officers. Firstly they indicated very strongly that it is the MOE's responsibility to manage USE and that they will seek ways to reconvene the USE Committee. They also expressed deep concern about the short time frame for the school amalgamation to take place, and will seek ways of offering support to the process.

7.4 A brief report was given about the workshop for heads of CHS schools. While headteachers left the workshop with a degree of enthusiasm and commitment to manage the transition from CHS to GSS, the consultant underlined the need to continue to support the heads on a one-to-one basis as well as providing the additional training that is already planned. Reference was also made to the written evaluation forms that have yet to be analysed by the SEOs as these may well yield important information about future training and support needs. It was also suggested by the CPO that the MOE use the experience of Region 2 where several successful transitions have already taken place.

7.5 The CPO and Special Adviser both requested a copy of the GEAP SIP Guide. It was agreed that the consultant will e-mail copies so that they have the guide in electronic form.

GOVERNMENT OF GUYANA / DFID GEAP

**A GUIDE TO
SCHOOL IMPROVEMENT
PLANNING IN GUYANA**

SCHOOL IMPROVEMENT PLANNING IN GUYANA

Introduction

The overall aim of this guide is to help headteachers and senior management teams to work with the school community to prepare and implement a School Improvement Plan, which is designed to improve pupil learning and increase attainment.

Schools in many parts of the world are finding it helpful to have an improvement plan to help them manage change. The SIP itself therefore becomes the main 'tool' for managing change.

The SSRP "Guidelines for School Improvement Planning" are seen as a key resource and may be used as follow up material to this introductory guide.

OVERALL PRINCIPLES & QUESTIONS

AIM

The aim of this section is to enable the headteacher and senior staff to understand the main issues about improvement planning and ways of getting started with the plan.

OBJECTIVES

At the end of this section the headteacher will have an understanding of:

- why a school plan is useful
- who should be involved and how
- what the plan should contain
- how the plan should be prepared and used
- the time-span of plans
- ways of reviewing the school
- the headteacher's role in improvement planning

Why have a plan?

Information

School improvement planning looks at the following broad questions:

- Where is the School now?
- What changes do we need to make?
- How shall we manage these changes over time?
- How shall we know whether our management of change has been successful?

This module is designed to help headteachers to look at these questions in the context of the preparation of a **three-year plan for the school**.

There are some more specific questions which are addressed first.

Activity

1. Group to work in pairs to brainstorm reasons for having a plan.
2. Report back & list the reasons.

Action for headteachers

Repeat the Activity with the school community to gain an understanding of the need for a plan.

Who should be involved in preparing the plan?

For the improvement plan to be effective all those who have an interest in the school should be involved at various stages of its preparation. These interest groups are often called “stakeholders”.

Activity

1. In groups identify the ‘stakeholders’ in the school.
2. Agree which of them should be involved in preparing the plan, stating the reasons why.
3. Report back and list who the stakeholders are.

Action for headteachers

Name the key people, women and men, you will need to involve in your planning.

What should the plan contain?

The plan should contain all the important information about the school. This includes:

- 3 the school vision / motto / mission
- 4 the school aims which should relate to the National Aims for Education
- 5 a description the context of the school and the community it serves
- 6 school priorities, which have been arrived at through discussions with the stakeholders, and which span a three year time period
- 7 action plans for the first year of the plan
- 8 information about the school, such as the number of pupils by gender and age

A blank pro- forma which has sections for all of the above is available to headteachers from GEAP.

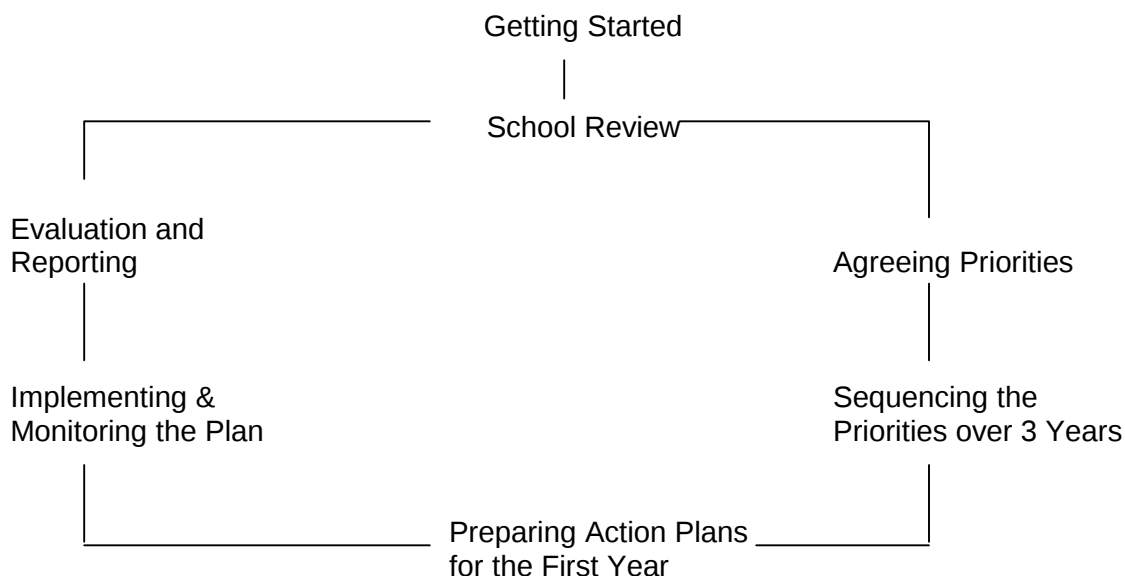
NB. It is important that in deciding on the contents of the plan, consultations be held at various levels with all interest groups to create a sense of ownership of the plan and to ensure sustainability. It is important that the plan is publicised widely.

Activity

1. List the **information about the school** that you already have and identify other data that you need to gather.

How should the plan be prepared?

The stages in a planning cycle can be summarised in a diagram (see overleaf):



Preparing the plan involves the headteacher and school community in the following main stages:

- getting started with the school community
- reviewing the school to identify strengths & weaknesses
- agreeing and scheduling priorities over 3 years to build on strengths or remedy weaknesses
- preparing action plans for the priority for the first year

Other stages in the cycle are about implementation, monitoring, evaluation and reporting progress to the School Board. All of these stages are explored later in these notes.

Activity

1. In groups sequence the planning steps and add time - scale.

Action for headteachers

Reflect on the questions & what this means for me?

Getting Started

The most important issue in getting started is ensuring participation by the stakeholders, who must be convinced that:

- the plan will enhance the quality of learning offered to the pupils, especially the disadvantaged, including girls
- the plan will strengthen partnerships and unity of purpose among the stakeholders
- this partnership will enable the school to achieve its aims.
- the action plan will be implemented

Activity

1. In pairs, plan to get started. List the steps and sequence appropriate for your school.

Action for headteachers

List the individual men and women you need to talk to, in what sequence and identify which aspect of the planning process is most important to them.

School Review - The School Context

Information

When forming any plan it is always helpful to know the point from which you are starting, as well as having a 'picture' of the community which the school serves. For example how many children are currently in the school and there are in each year. This will give an indication of whether the school will grow in numbers or will shrink. This in turn helps the headteacher to plan staffing and the number of classrooms and other facilities needed bearing in mind the gender needs of the School population.

To gain this overview you should be familiar with:

- the school aims
- policies of Government through the MoE
- recent inspection reports
- examination results
- attendance and drop-out rates
- views held about the school by interest groups

It is suggested that it will be helpful if you do a SWOT analysis of the School. This has the purpose of helping to identify **S**trengths and **O**pportunities to exploit, as well as **W**eaknesses to remedy and **T**hreats to counter if the School is to flourish.

An example of a strength might be - strong parental support for the school.

An example of a weakness might be - poor examination performance

An example of an opportunity might be - taking part in a donor funded project, such as GEAP.

An example of a threat might be - parents failing to supply pupil materials

Activity

1. School group undertake a SWOT analysis of their school, using the blank SWOT form.
2. Discuss how the SWOT could be useful to the School.
3. Complete the 'The School Context'

Activity

1. Identify factors in the community which may influence the plans and report back what these factors could be low attendance on market day.
2. List and discuss these factors in terms of those which are likely to be helpful to the school plan and those which are not.

SCHOOL VISION / MISSION AND AIMS

AIM

The aim of this section is to equip the headteacher with the skills and processes to create a school vision / mission, and to generate school aims.

OBJECTIVES

At the end of this section the headteacher will be able to:

- 1 create a school mission statement and share it
- 2 define the aims of the school

Creating and Sharing a Vision

The research on effective schools, throughout the world, shows that one of the characteristics of successful schools is that they have a strong vision or mission which is understood by the whole school community. The mission is often expressed in one or two sentences eg.

The mission of GEAP Secondary School is to maximise each pupil's learning achievement in an atmosphere of respect for themselves and others.

What the mission does is more important than the actual phrase.

The mission helps to create the atmosphere or ethos of the school.

It sets standards of pupil behaviour.

It provides an overall purpose for the school and helps people to identify with it.

It provides the overall criteria for evaluating the success of the School.

If a school mission is to be owned and shared it must be created with the stakeholders using a process such as the one in the training programme.

The main leadership role of the headteacher is to keep the vision / mission in the forefront of the minds of pupils and staff so that it is the guiding light of the School.

Activity

1. Complete the exercise of developing a vision statement.
2. Discuss the idea of mission and the reason for having one.

Action for headteachers

Repeat the Activity with the school staff & community.

Agreeing School Aims

All schools should make reference to the National Goals for Education when deciding what their own aims should be. If a School is to make a contribution to the achievement of these National Goals then the aims of the individual school must relate to the National Goals. The aims should also underpin the school mission and help achieve it e.g.:

The mission above is about achievement and respect.

A School aim which relates to this and a National Goal could be:

To provide education that will foster a sense of social responsibility in all pupils.

All schools are different. Each school may therefore wish to have aims which reflect their individuality. Church schools for instance will probably have aims for pupils relating to religious beliefs.

Just as with the mission and vision, the aims must be created and agreed with the school community. They should be revisited from time to time to check that they still wish to achieve these aims in their school.

Activity

Here are two School aims:

To provide an education which is a partnership of shared responsibilities among pupils, parents, educators and the community.

To help all of our pupils to develop their academic, artistic and sporting talents

1. In school groups consider how the aims of your school relate to the National Goals, or write a set of aims for your school which relate to the National Goals.
2. Compare your aims with those of another school.

REVIEWING ASPECTS OF THE SCHOOL & SETTING PRIORITIES

AIM

The aim of this section is to provide the headteacher with skills and processes to review the school, identify needs and prioritise them.

OBJECTIVES

At the end of this section the headteacher will be able to:

- Review the school to identify needs
- Set criteria and prioritise from a list of school needs

Reviewing the Curriculum

Pupil achievement is central in any curriculum review.

The outcome of the review should be one or two curriculum priorities which should form the heart of the School improvement Plan.

A curriculum review checklist of key questions is SSRP Guidelines for School Improvement Planning.

Activity

1. Complete the curriculum review checklist.
2. Form groups to compare results and help each other to identify the main curriculum need in each school.

This becomes the curriculum priority for the SIP

Action for headteachers

Involve all teaching staff in completing the curriculum review checklist.

Analyse the checklists to see if there is agreement among the staff about the main curriculum need or weakness -- discuss and agree the main curriculum priority for the SIP.

Reviewing Learning and Teaching Approaches.

The most important feature of effective schools is high quality teaching which is systematically monitored in order to identify strengths and weaknesses. The priorities in staff development should relate directly to improvement of teaching which in turn will lead to raising pupil achievement. The most direct way of reviewing the quality of teaching is through classroom observation. Improvements in teacher performance can be made through discussion and feedback of observations.

Activity

1. List the features you would expect to see in high quality teaching in classrooms in Guyana.
2. Use the SSRP review checklist of learning and teaching and / or the M&H checklist of teaching skills to identify priority areas for improvement.

Reviewing Learning Resources

The main purpose of doing a review of learning resources is to discover what the level of provision is like across the school and specifically in the curriculum area identified as a priority in the curriculum review. It is then important to prepare an action plan to ensure that the teachers have the learning materials to improve the achievement levels in the subject area selected as a priority.

The review should consider the following aspects:

- what is the level of provision
- how are the materials being used
- are they effective with pupils
- what is the level of expenditure and is it adequate
- can the expenditure be justified
- what is the policy on sharing resources
- what is the official policy on procurement of materials

Activity

1. Use the SSRP checklist for Resources to identify school needs.
2. Identify which resources exist or are needed **to help develop the curriculum priority** previously identified.
3. Compare your data with others and share and discuss ways of acquiring or making resources to help improve resource provision.

Reviewing Other Aspects of the School

SSRP have produced review checklists for:

- Management systems and processes
- Staff responsibilities
- Student attendance, punctuality and behavior
- Staff attendance and punctuality
- School community
- Wider community
- Buildings, grounds and maintenance

No school has the capacity to review every aspect of the school at one time. Effective school managers ensure that a planned rolling programme of reviews is carried out and the resulting priorities fed into the school plan over a period of time..

Deciding on Priorities Over 3 Years

Revisit the needs identified and priorities listed from the curriculum, learning and teaching, and resource reviews.

List down the needs which emerge from the curriculum review and prioritise them. They should then be sequenced over 3 years.

Do the same for the other areas you have reviewed, bearing in mind that staff improvement and resources should be closely related to the curriculum priorities.

You may need to agree criteria such as urgency & cost in order to determine priorities.

Action plans, for each priority, should be drafted and presented to the stakeholders for discussion and / or approval.

NB. It should be remembered that it is important to involve and consult all stakeholders in the review and prioritising process.

Activity

1. Identify criteria for ordering priorities.

2. Using the criteria, set your school priorities over three years and justify the order in which you will tackle them by making a presentation to the group

FORMING ACTION PLANS

AIM

The aim of this section is to provide a structure for action planning and to practise the drafting of action plans within a time frame.

OBJECTIVES

At the end of this section the headteacher will be able to:

- formulate action plans
- present the plans to the school community

Formulating Action Plans

By this stage the need for a school plan will have been agreed by the stakeholders, and they will have agreed the first priority to be included in the plan. The next step is to write action plans for the first year only with a small group from the staff. There are a number of different formats used for action planning. Although the language may be different they all cover the same main points.

- Each priority should be discussed and actions agreed in terms of:
- What should be developed -- setting targets for improvement
- Activities or assignments to be done to achieve the improvement
- Agreeing who will undertake the Activities
- Agreeing the time -scale by when the Activities must be completed
- Establishing the costs of undertaking the improvements in terms of time as well as money
- Identifying possible sources of funding for the plan. It is suggested that a priority with limited costs be selected for year 1 of the plan to give time for fund raising for more expensive projects.
- Identifying staff improvement needs and assigning Activities to help meet the required improvements
- Specifying indicators of success for monitoring and evaluation. As far as possible these should be about improvements in pupil learning.
- Blank action plans are available to headteachers from GEAP.

Activity

Prepare an action plan based on one of the priorities using the blank form. (NB. When groups reach the stage of writing success criteria you will be provided with an input on writing criteria based on pupil learning.)

Present your action plan to another group for clarification and refinement.

Presenting the action plans to the school community for approval

If involvement, ownership and support are to be maintained it is essential that the action plans be presented to and approved by the school community. This is especially true if they are to be mobilised to raise funds.

IMPLEMENTING & MONITORING THE PLAN

AIM

The aim of this section is to provide the headteacher with skills and methods to implement and monitor their action plans.

OBJECTIVES

At the end of this section the headteacher will be able to:

- implement the plan and monitor it to keep it on track
- evaluate and report progress
- review the plan and refine priorities for the following year

Mobilising Community Support

The construction of the plan should be followed by implementation. Both implementation and evaluation are made easier if the targets, Activities and success criteria have been identified and clarified. The success criteria form the basis for making judgments about whether targets are being met.

Monitoring and evaluation should be built into the implementation processes and should be done on a continuous basis in order to spot and overcome any problems that may hinder the implementation process.

Making the plan work includes:

1. sustaining commitment during the implementation period
2. checking progress
3. overcoming problems encountered
4. taking stock
5. reporting progress

But the first stage is mobilising community support. This involves mobilising support from teachers and community through sustaining their interest in the plan, being accessible where necessary to give advice and assistance and participating in joint meetings to discuss progress and problems.

Activity

1. Do the exercise on commitment mapping.
2. Force field analysis.
3. Share successful ways of mobilising support.

Keeping on Track / Solving Problems / Ensuring Success

Progress checking is a process of evaluation during the course of implementation. Regular checks on progress of activities should be made against the success criteria. This will accumulate evidence of the extent of the progress. Ways of keeping on track are:

1. assigning someone in the team to make the checks
2. reviewing progress at team meetings, particularly where decisions on future action are being made.
3. deciding on the nature of evidence which shows that success has been achieved
4. collecting evidence from various sources
5. recording the evidence and conclusions

As implementation proceeds setbacks may be experienced and these will involve the headteacher in solving problems which will require solutions such as:

- providing extra support for the team
- re-assigning roles and responsibilities
- drawing on the skills and experiences of new staff
- seeking additional outside help
- “freezing” part of the action plan temporarily
- modifying the project time - scale
- scaling down action plans to manageable proportions
- postponing a target until the following year and bringing in a substitute target

Advantage should be taken when circumstances change for the better in order to advance the pace of progress

Activity

1. Sharing management strategies that have been successful in overcoming setbacks - speaker, listener, notetaker

Monitoring and Evaluating the Plan

Monitoring --this involves checking the success of implementation. Success checks are a means of establishing whether the targets are being met as expected. This means that the headteacher has to reflect on the evidence collected and draw some conclusions.

Success checks involve:

- assigning responsibility for collecting evidence;
- enabling the team to discuss and analyse the extent of success;
- noting changes in practice as a result of the plan e.g. how teachers use resources in more effective ways;
- writing a brief report on whether targets are being met;
- collecting reports or thoughts about whether targets are being met, with indications of what helped or hindered progress;
- working out the implications for future work;
- assessing the implications for anyone not currently involved in the plan.

Evaluation -taking stock takes place at the end of a planning cycle. It is the collation and brief analysis of progress on each of the priorities. This is the most formal evaluation task of the school year. The purpose is to:

- examine the success of implementation of the plan;
- assess the extent to which the aims of the school have been realised;
- assess the impact of the plan on pupils' learning and achievement;
- determine how to share successful practices throughout the school;
- make the process of reporting easier.

Activity

1. List the monitoring processes that you can use.
2. Assist each other to decide which monitoring strategies to use for your plan. List them on your action plans in the monitoring column.

Reporting Progress and Celebrating Success

Taking stock provides an opportunity to make a report back to the stakeholders to keep them involved. Teachers and the school community are kept abreast of progress during their regular times in school. But opportunity should be taken once a year to make a special report to them through for example the annual parents meeting, prize - giving day, open days or through newsletters.

Pupils are the most important people in the school and the plan only exists to help them achieve more, so they should be informed in a manner which befits them. Every effort should be made to celebrate success with the stakeholders in order to motivate them to plan for next year.

Activity

Develop a structure for a 2-page report, indicating main items to be included

Agreeing Priorities for the Following Year and Creation of a New Action Plan

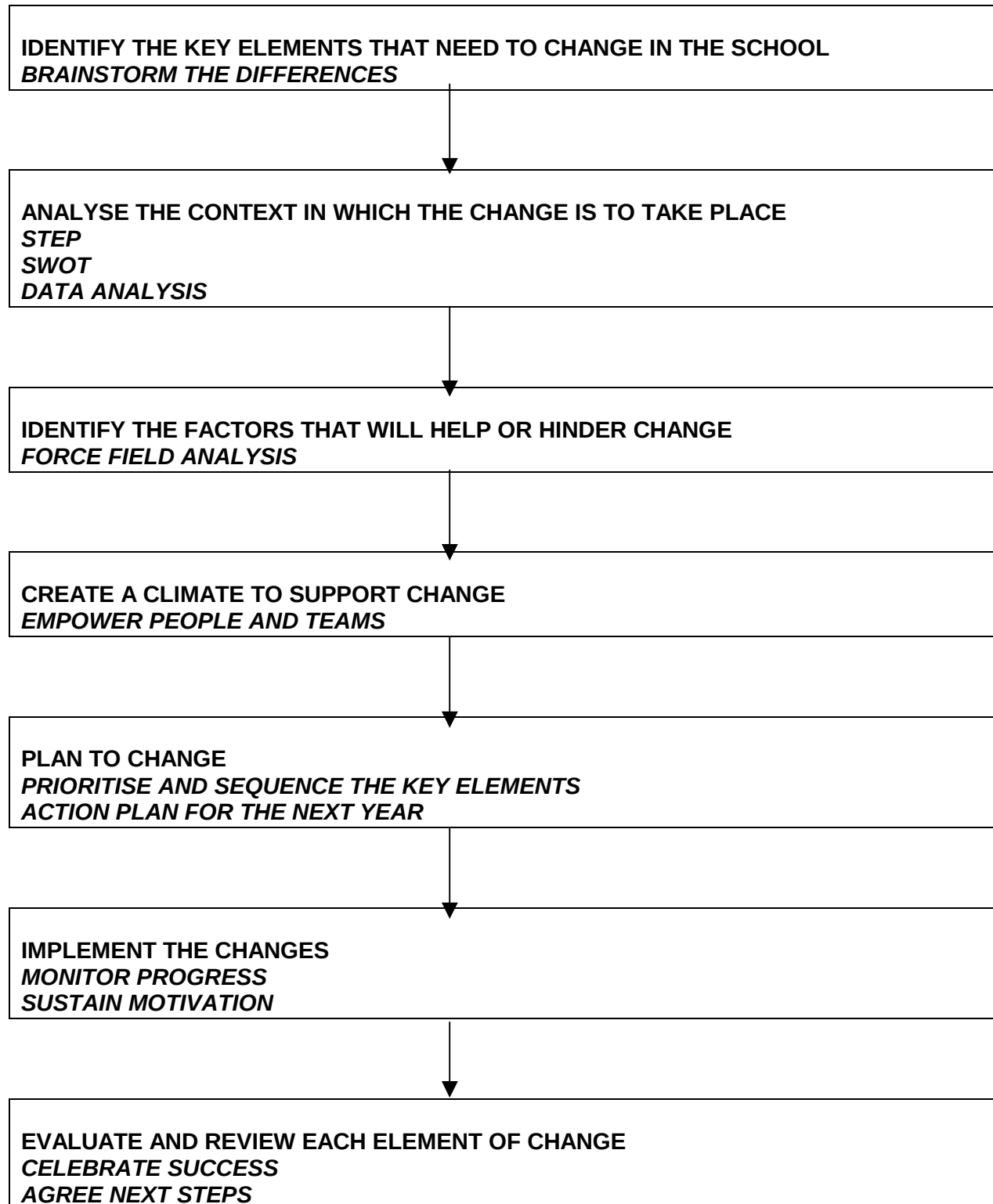
Stocktaking reports help to prepare the ground for the following year's plan. Account should be taken of:

- the original plan outline of priorities for the second and third years
- lessons learned from the previous year
- changes in national policies which affects the resource position
- changing needs and circumstances of the School

A mini - review may be necessary at this stage in order to provide information for the action plan for the following year.

Activity

1. Review the whole programme with opportunities for questions

A MODEL FOR MANAGING CHANGE

SWOT ANALYSIS

STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS

STEP ANALYSIS

Trends in the school environment

Social

--

Technical

--

Economic

--

Political

--

<i>CATEGORY 1</i>	<i>1 Card (Least Valued)</i>
<i>CATEGORY 2</i>	<i>3 Cards</i>
<i>CATEGORY 3</i>	<i>4 Cards</i>
<i>CATEGORY 4</i>	<i>5 Cards</i>
<i>CATEGORY 5</i>	<i>6 Cards</i>
<i>CATEGORY 6</i>	<i>5 Cards</i>
<i>CATEGORY 7</i>	<i>4 Cards</i>
<i>CATEGORY 8</i>	<i>3 Cards</i>
<i>CATEGORY 9</i>	<i>1 Card (Most Valued)</i>

Leaves staff to their own devices

Sees information giving and communications with staff as a chore

Waits to see what the politicians really want

Regards all problems as requiring his/her attention

Expects results to be obtained quickly

Can live with uncertainty

Always cautious

Likes certainty

Wants additional resources to solve problems

Is competitive with other managers

Demands success from all

Used tried and tested solutions to problems

Sets modest performance goals

Is prepared to take risks

Sees leadership as a learning activity

Decides how important method is

Protects the School from change

Promotes creative problem solving

Can coach others and enable change

Decides on what should be the focus for work of the School

Uses tried and tested processes to enable colleagues to discover solutions

Shows leadership by being a role model

Thinks about the future

Engages staff at all levels in understanding what the mission and values of the School are

Keeps a sense of humour

Regards difficult situations as opportunities

Focuses on medium to long-term goals

Seeks to maintain standards

Is creative in the use of available resources

Has an optimistic attitude

Uses data to make important decisions

Can live with intermediate setbacks