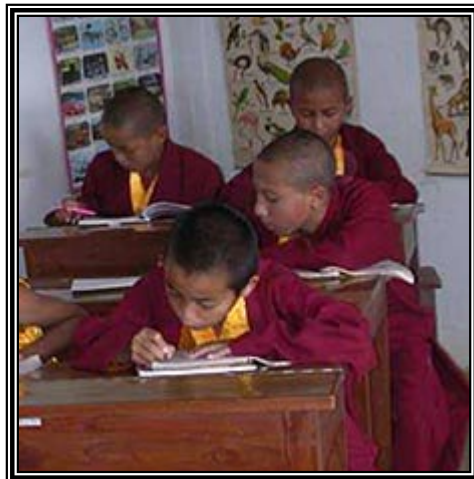




MINISTRY OF EDUCATION

**THE NATIONAL MODEL FOR
EDUCATION IN TRINIDAD AND
TOBAGO
(Early Childhood, Primary and
Secondary)**



Draft

Revised 05/03/07



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1. BACKGROUND TO NATIONAL MODEL

1.1. Background and context

The national Model is a framework or structure to ensure that there is a common thread (core of programmes) in the education system which guarantees that education being delivered to our young citizens, of whatever group:

- promotes national unity;
- enables/facilitates transmission of our culture, morals and values; and
- directs the interest and attitudes of young citizens towards the manpower requirements of the nation
- provides for everyone to develop his/her full potential.

In addition to this common thread (common core of programmes), the National Model ensures that the system offers a comprehensive range of subjects so as to satisfy the various aptitudes, interests and ambitions of the different students, and that a combination of the core programme in addition to selected subjects will ensure a holistic education programme to facilitate the development of well rounded graduates.

Thirdly the model ensures that adequate provision is made for appropriate assessment and examinations for all with a view to having one hundred per cent (100%) of our school leavers properly certified.

While our system of education recognises and allows for individuality, it seeks to ensure that every citizen has a love for country, is democratic in outlook, is tolerant of others and can fulfil his/her different roles in society. These roles include:

- an economic role – to ensure that each person can earn a living and contribute to the economic development of the country;
- a political / civic role – each citizen can participate in the political and civic spheres of the country; and
- a social role – each citizen can contribute to the social development of the society.

The national model is thus a system of which is geared towards producing citizens as required by Vision 2020 and its developmental thrust. As such it stands on the pillars of the development of innovative and caring people. However, it gives a central role to democracy, citizenship and diversity with the intent of imbuing in our young citizens a sense of patriotism. It therefore directs the school to become a knowledge based organisation in which research, the gathering of information and sharing of knowledge

and teaching and learning techniques are institutionalised, thus leading the school to become a learning organisation/community.

As a plural society we recognize multiculturalism and diversity (different cultures that spin around the central theme of nationalism).

Education is perhaps the most potent of all mechanisms for promoting democracy. By its very nature, being a social activity, it readily provides the demonstrative effect in a democratic way of life, since it allows for collaboration, disagreement and reconciliation as well as competition and cooperation.

Moreover, because it has the power to be a liberating mechanism and a unifying force, plural societies find it most useful in their education systems.

Why a National Model

A National Model for education in Trinidad and Tobago will address many of the challenges to the education system and ensure harmonisation between the overall national plan for development of the country and the plans for education by the Ministry of Education.

In the first place the education system must be tied and aligned to the government's strategic plan – Vision 2020. Vision 2020 mandates that the education system produces innovative and caring citizens. In the second place our present social situation demands that the education system assume new and additional roles and functions if it is to successfully discharge its functions in the production of citizens with a sense of democracy, respect for the rights of others and elders and with the ability to contribute meaningfully to the social and economic development of the country. Indeed it is now clear that education is now called upon to fulfill many of the roles that were previously done by the family.

Thirdly the role of education as the developmental mechanism for both the individual and the society must be framed within the context of nationalism and a sense of patriotism, given the present scenario of instability and violence and indiscipline.

Challenges to the System

Indeed the education system today is faced with several challenges. Among these, principally are:

- i) Management of the system, especially at the school level;
- ii) System Inclusiveness. That is how we ensure adequate provision is made for the challenged as well as the gifted;
- iii) Attaining quality education for all. That is making education relevant to the overall economic and social development of Trinidad and Tobago, appropriate to the environment and suitable to different aptitudes abilities and interest of the students
- iv) Addressing an apparent threat to stability and national unity as well as indiscipline and violence in schools;
- v) Total involvement of all stakeholders that is how do we involve all stakeholders including parents and the communities in the education process; and
- vi) Maintaining a harmonious working relationship between the Ministry of Education and the denominational boards as well as maintaining a healthy inter divisional relationship within the Ministry of Education.

Addressing the Challenges

The first of the challenges, Management, is to be addressed through a school management structure with two strands of functions:

- i) Administration; and
- ii) Curriculum delivery and instruction

Each strand maps out a definite career path. In this context, the administrative strand will exhibit a career path from teacher to deans through vice principal and school principal. The curriculum delivery and instruction strand will have a career path from classroom teacher through master and mentor teacher and curriculum developer implementer to vice principal and principal.

Secondly improved school management will be addressed through school based management. In this approach the Ministry of Education positions School-Based Management (SBM) not as an end in itself, but instead, as a means towards ensuring improved levels of student learning and

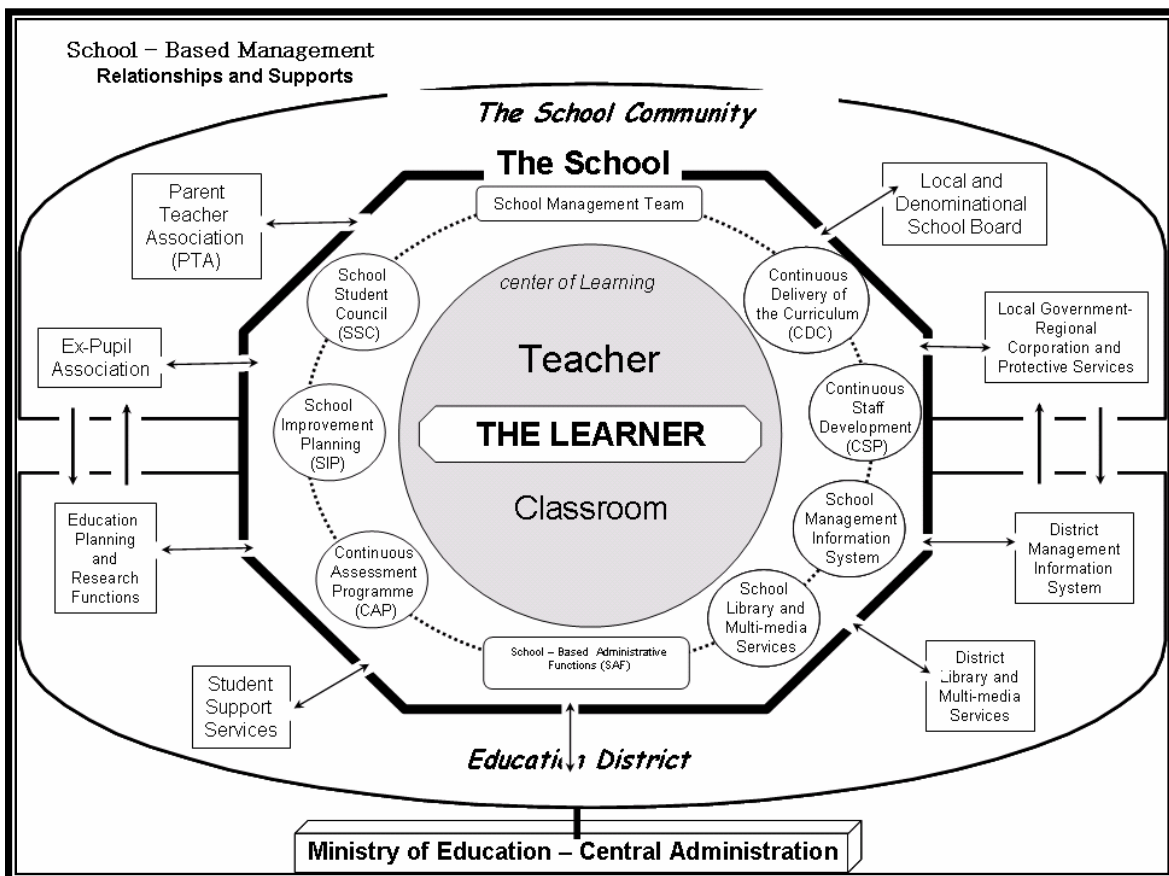
achievement and school effectiveness. Additionally, we conceptualise SBM as a means of empowering, restructuring and reculturing schools to enable them to fulfil their expected functions.

SBM supports a clear vision of school improvement in which every aspect of school operations - *curriculum, instruction, assessment, governance and management, parent and community involvement* – is designed to take the school towards achievement of its goals. It is a school wide activity created to allow every learner to experience success. In this design it is necessary that the entire school’s community - students, teachers, principal, parents, and other critical stakeholders - buy into and support the approach.

This SBM model is built on a structure that involves:

- (a) Creative strategies and
- (b) Methods for student learning, teaching and school management based
 1. School as Centres of Excellence for Learning and Teaching
 2. The Education District.
 3. Figure 1 below demonstrates the relationship between school based management and its supporting structures.

Figure I



The second of the challenges – Inclusiveness in the system will be addressed through thorough research and feasibility studies which will inform the concept and implementation of mainstreaming and student centred learning. In this context appropriate physical facilities, equipment and effective curriculum delivery mechanisms will be provided in all schools for the challenged as well as the gifted. Schools will therefore provide remedial and fast track streams along with their regular programmes.

The third challenge, the attainment of quality education for all is to be addressed through the modernisation of the curriculum and pre service and continuous professional development of teachers.

The fourth challenge, an apparent threat to stability along with violence and indiscipline in schools, is to be addressed through the curriculum mainly, in its social studies programme which features a special component in **DIVERSITY**. In addition to this the Ministry of Education has developed a special programme – Peace Promotion, which deals with conflict resolution, self esteem and other such initiatives. This programme is supported by a newly established School Support Services which is staffed with psychologists and school social workers.

The fifth challenge – the involvement of the community is being addressed from the micro involvement to the macro. That is involvement of the individual and group membership and through the involvement of the community as a whole. This begins with the institutionalisation of a practice of teachers meeting parents on a one to one basis, the establishment of parent teacher associations in all schools, the establishment of local school boards at all schools, and participation by the National parent Teacher Association and the Trinidad and Tobago unified Teachers Association in the planning and implementation of all Ministry of Education programmes. Schools are also to ensure that they include in their school calendars, days for visits by parents and their interaction with teachers. Finally, community programmes such as open days for the community, community sports days and other such programmes for having the communities involved in the activities of their schools will be institutionalised. Thus the school having a critical location in the sphere of activities of the community will propel the community itself to become a learning community in which there is positive feedback between school and community.

Indeed the approaches to addressing the challenges of the system will be implemented in an integrated manner, especially with total involvement of all including the the school and the school based management.

2. GUIDING PHILOSOPHY OF THE NATIONAL MODEL

2.1.Guiding Philosophy of the National Model

2.2. The philosophy of the national model for education in Early Childhood Care and Education (ECCE) centres, primary and secondary schools in Trinidad and Tobago is that education is necessary both for individual and social development. Education can be both a liberating mechanism as well as a unifying force. Indeed education through its social approach in inquiry, the acquisition of knowledge, testing of hypotheses and beliefs and seeking truth and solutions to problems is a major liberating apparatus. As a liberating mechanism, its power must be fully exploited so as to free individuals of prejudices that may hinder the all round development of the citizen. Education also through its socialising process in all of the above is a major unifying tool in cultural and societal development. Therefore, its potency as a unifying force must be harnessed to its fullest, especially in our circumstances of having to strive harmoniously in a multi ethnic and multi religious democratic society.

Moreover, our education system seeks to produce holistically developed citizens – articulate, well rounded, innovative and caring, who are analytical and critical thinkers, and who can contribute to and participate in the economic and social development of the country.

Indeed, left on its own or totally in the hands of disparate groups without a sense of unity, education and an education system, can prove to be destructive to society. A national model for guiding us towards the goals of national unity, respect for the rights of others, the development of well rounded citizens who are literate, articulate, resilient, entrepreneurial, innovative and caring and characterised by a sense of excellence in achievement is therefore very important. It is both essential and desirable that this national model courses its way through the system from the ECCE level through the secondary level.

2.3. Focus of Philosophy

At the ECCE, primary and the secondary levels, the national model focuses on the duration and structure of the programme, curriculum implementation, assessment and evaluation, physical facilities to support curriculum delivery, management, teacher recruitment and security.

At the ECCE level, the guiding philosophy recognizes that issues affecting young children are of national importance and the need to nurture children under five years old towards becoming ideal citizens. The national ideals and aspirations are for young children to grow up as well-adjusted, effective communicators secure in their sense of well-being and value to society, to be empowered intellectually and to be life long learners. ECCE will be centred around the four pillars of education learning to know, to do, to live together and to be, through constructivist and co-constructivist learning.

At the primary level, the guiding philosophy recognises the important role of moulding and socialising the young pupil to fit into a society of caring and well-rounded citizens. In particular, the primary level will serve to ensure the

transmission of culture and values, deepened or higher cognitive and social development and will also prepare pupils with literacy and numeracy skills to successfully pursue a quality secondary level programme.

At the secondary level, the guiding philosophy underpins the necessity for having critical and analytical thinkers with a sense of entrepreneurship supported by a well-rounded general education that enables them to benefit from tertiary level education. Secondary education is recognised as being highlighted by transactional and constructivist learning. It actually marks the watershed in thinking processes from receiving and gathering of information at the ECCE and primary levels to analytical and critical thinking. In such a scenario schools with the appropriate type of management, especially school based management, become learning organisations or communities.

2.3 **Focus Areas**

The National Model focuses on the early childhood, primary and secondary levels. It is felt that the tertiary level is a broad programme for adults who will have at that time achieved the learning outcomes and desired attitudes of the National Model. The National Model further focuses on the following areas:

- ❖ Duration of Programme
- ❖ Curriculum
- ❖ Student Learning and Assessment/Evaluation and Examinations
- ❖ Physical Facilities
- ❖ School Management
- ❖ Staffing
- ❖ School Operations and Security

3. EARLY CHILDHOOD CARE AND EDUCATION LEVEL

3.1. Duration and Structure

3.1.1. The ECCE Level offers two years of high-quality centre-based programmes for children from three to five years old.

3.2. Curriculum and Curriculum Implementation

3.2.1. The Curriculum is child-centred and is characterised by creative and constructive activities provided to develop children's knowledge, understanding and skills in the following areas of learning:

- ✓ Personal, social and emotional development
- ✓ Life skills
- ✓ Language and literacy
- ✓ Mathematical concepts
- ✓ Knowledge and understanding of the world
- ✓ Creative development
- ✓ Physical development
- ✓ Spiritual and moral development

The underlying goal of the early childhood programme is to provide the young children with opportunities to succeed in all areas of development.

3.2.2. The implementation of the curriculum is directed by the National Curriculum Guide as developed by the Ministry of Education. Emphasis is placed on an integrated approach involving all the domains of children's development and organized under five curriculum strands with desired outcomes as follows:

- ✓ Wellness: emotional/mental well being and physical health
- ✓ Effective Communication: Oracy and Emergent Literacy
- ✓ Citizenship: Belonging, democracy, valuing culture, national pride, moral/spiritual values and respect.
- ✓ Intellectual Empowerment: Use of critical thinking problem solving, information gathering, processing and experimenting as children develop numeracy and explore and investigate their physical and social world.
- ✓ Aesthetic Expression: Creativity, imagination and appreciation for cultural art forms.

3.2.3. Arrangements for Religious Instruction will be made in accordance with Section of the Education Act which states that:

- (1) "No child shall be required as a condition of admission into, or of continuing in, a public school –
 - (a) to attend or to abstain from attending any Sunday School or any place of religious worship;
 - (b) to attend any religious observance or any instruction in religious subjects in the school or elsewhere from which observance or instruction he may be withdrawn by his parent;or

- (c) to attend the school on any day specially set apart for religious observance by the religious body to which the parent belongs.
 - (2) Religious instruction shall form part of the curriculum of every public school, and the facilities for religious observance in the school shall be provided in such manner as is prescribed, save, however, that any pupil may be withdrawn by his parent from the instruction or observance without forfeiting any of the other benefits of the school.
 - (3) The time during which religious instruction may be given or during which any religious observance may be practised shall be inserted in a time-table to be approved by the Minister and the time-table shall be kept permanently and conspicuously affixed in every schoolroom.”
- 3.2.4. Co-curricular activities which are desirable will be conducted in accordance with the policies of the Ministry of Education as outlined in the Standards for Regulating Early Childhood Services.
- 3.2.5. **At the heart of the curriculum implementation and delivery process are the recognition of brain research, the concept of multiple intelligences, current research and trends in early childhood development which recognise the great rapidity of development and learning that takes place in the early years of the child, and the use of technology in learning and teaching of young children.**
- 3.2.6. An important element of the curriculum will be live examples of democracy and the democratic process. In cases where any curriculum activity may be offensive to any religious denomination, an alternative acceptable to both the Ministry of Education and the denominational body will be put in place.
- 3.2.7. The curriculum should prepare young children for lifelong learning and intervention at the earliest level based on appropriate ECCE assessment and pedagogical practices.
- 3.2.8. Centre administrators and teachers will be responsible for curriculum implementation while the school supervisors will monitor and evaluate the programme. Technical assistance and support services for ECCE centres staff members with respect to curriculum will be provided by the Curriculum Division.
- 3.2.9. A daily programme of activities is required since the following of a simple routine is an essential part of the children’s education. The daily schedule defines the structure of the programme and creates the format for

the children's daily experiences. It should allow for consistency and flexibility and must:

- ✓ include time for routines, transitions and group activities;
- ✓ alternate quiet and active play;
- ✓ allow for participation in child initiated and structured activities;
- ✓ provide opportunities for both indoor and outdoor play;
- ✓ provide opportunities for individual, small group and large group work; and
- ✓ organize the time according to the age and developmental levels of the group.

Daily Schedule

A daily schedule is described below:

8:00	Arrival / Greeting Child-initiated Activity / Learning Centres
8:45	Cleanup Time
9:00	Group Activities (Assembly/ Chat/ Song/ Finger Plays
9:30	Small Group Activities
10:00	Toileting and Snack
10:30	Outdoor Play (climbing, swinging, sand and water etc.)
11:00	Quiet Activity
11:20	Clean Up / Hand washing
11:30	L U N C H
12:00	Toileting / Hand washing / Tooth brushing
12:30	Rest Time
1:00	Creative Activities (Painting, Modeling, Paper Folding/ Tearing / Cutting
1:30	Music and Movement
2:00	Learning Centres (Outdoor / Indoor Choices)
2:20	Clean Up
2:30	Departure Group Activity / Child Initiated Activity

- 3.2.10. The Ministry of Education will develop or organise workshops and on-the-job professional development activities dealing with curriculum delivery methodology as well as best practices. All staff members of ECCE centres must attend these workshops.

3.3.Children’s Learning, Assessment and Evaluation

3.3.1. The focus of all activities must be the active engagement of children in meaning-centred learning and to improve children’s performance. Children’s learning is to be promoted through their engagement in/with:

- ✓ a variety of books;
- ✓ a variety of paper;
- ✓ growing and living things that are included as part of the everyday environment;
- ✓ interesting objects to sort, count, feel and describe;
- ✓ early mathematical and scientific investigations;
- ✓ a variety of indigenous small and large materials found within the local community should be used;
- ✓ cooking equipment and materials for use by children;
- ✓ a range of creative media such as paint, clay wood and junk materials;
- ✓ a range of musical instruments (home-made, durable) tapes, CD’s and records for listening to music are available;
- ✓ artifacts and pictures that reflect both the local and the wider community are evident;
- ✓ opportunities for active, first-hand experience both indoors and out-doors be provided;
- ✓ outdoor play; and
- ✓ communicating their own ideas to others.

3.3.2. ECCE centres will adopt the Ministry’s guidelines for ECCE assessment and evaluation. Centres will engage in continuous assessment activities using observation and documentation as required by the Ministry of Education. Thus, the assessment of children’s attainment and progress should:

- ✓ be careful assessment based on regular observation of children;
- ✓ be based on shared observations of those who work with the children as well as parents/guardians;

- ✓ help staff to listen and respond to children, encourage them, build on their responses and steer them towards new learning or clearer understandings both in the settings and at home;
 - ✓ ensure staff expectations for children's progress and attainment should be based on child development theories and principles as well as the best cultural practices; and
 - ✓ show awareness of anti-bias issues such as gender, religion and culture.
- 3.3.3. The Ministry of Education or its designated agency, will develop ECCE performance standards that specifically establish expectations and performance indicators which are structured to address the development of children in all learning domains, and to provide teachers with information that will guide their practice.
- 3.3.4. Evaluation will be based on the following:
- ✓ **Informal Monitoring**
Much of the monitoring in ECCE settings may be informal. Staff may work together in the same room and will be generally aware of what others are doing. There may be regular, informal meetings in which all members of staff discuss children's responses to the activities provided and in which they plan the next phase of work. Joint work of this nature helps to ensure consistency in planning, delivery and assessment. Individual members of staff must be given feedback by the principal on their quality of work.
 - ✓ **Formal Monitoring**
A more formal approach should also be used when the principal of the setting regularly collects and appraises activity teaching plans and records to see how consistent they are in quality. The formal approach may include annual appraisal, or regular supervision sessions, in which the principal of the setting has a discussion with an individual member of staff about his or her work and training needs. Targets/standards of performance for teachers should be set as an outcome of the discussions. Appraisal may include a formal observation of the work of members of staff.

3.4. Physical Facilities

The requirements of physical facilities are as follows:

3.4.1 Site

The site on which the centre is built is to be at least 10,000 square feet. It is to be flat or gently undulating with inadequate space for outdoor play equipment e.g. swings, and other outdoor activities.

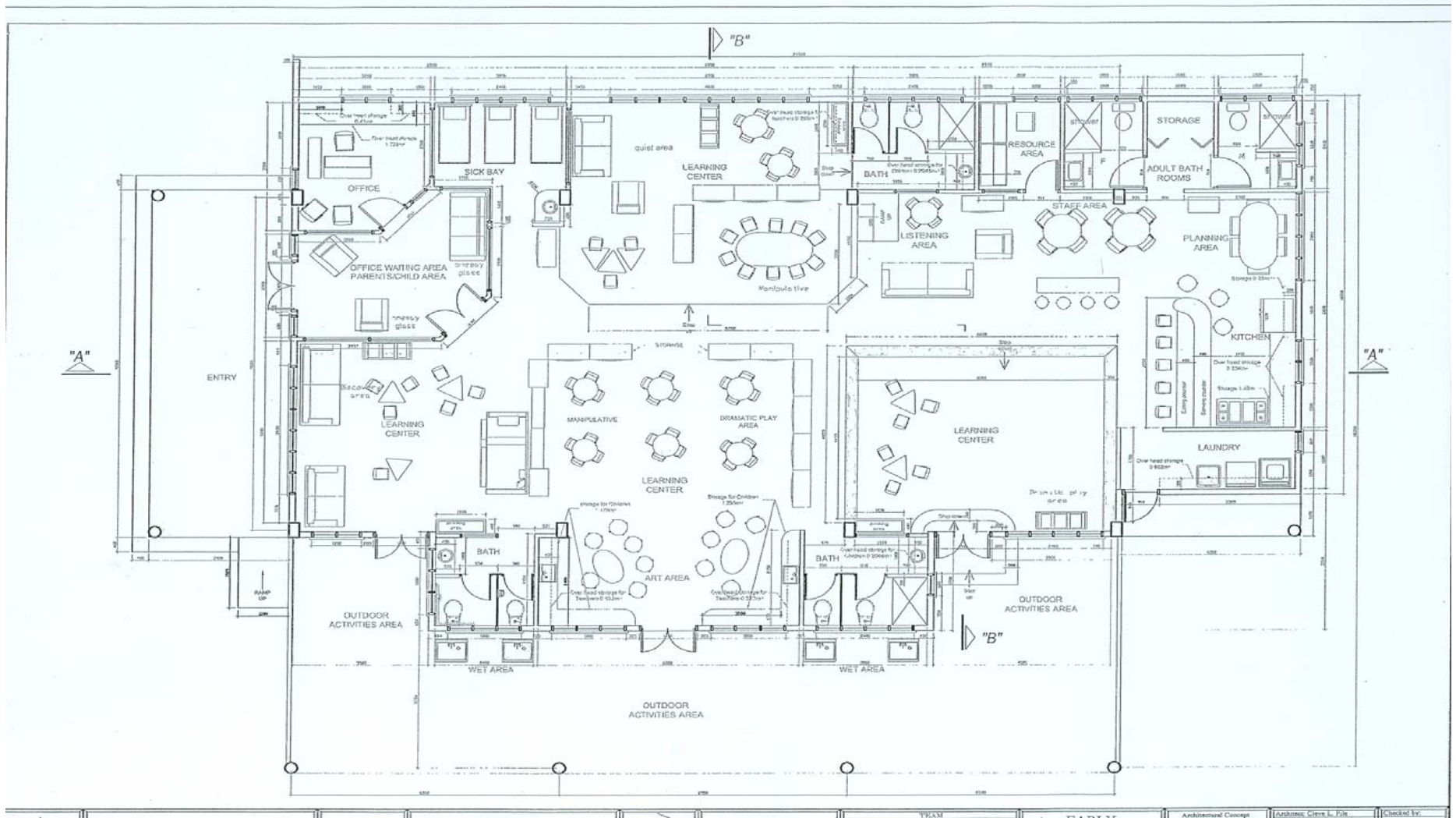
3.4.2 Building

The building (centre) should have a total internal floor area of 355 square metres. It should make provision for:

- ✓ Raised platform consisting of a quiet area and library corner.
- ✓ An administrator office.
- ✓ Sick bay located between Administration and quiet area.
- ✓ Waiting area equipped with one-way wired glass to allow parents and Administration the opportunity to observe the children in activities without the children being distracted.
- ✓ Four Learning Centres – each learning centre being designed to create a different experience through its layout and location.
- ✓ A sunken floor in the main area for dramatic play and a landing intended to serve as a small platform for plays.
- ✓ A covered and open Outdoor activities area which will serve for most wet and sand activities, stretches throughout one length of one side of the school and is designed to accommodate several groups at the same time.
- ✓ Kitchen with a dual serving counter where the inner section functions as the adults preparing and serving area whereas the outer section functions as an area for the children.
- ✓ Toilets and showers for children located in 3 main areas.
- ✓ A Planning area, intended for multi functions for staff engaged in group discussions/work and meetings but from where they can still observe the children.
- ✓ A Resource area for some storage of resource material and teaching aids.
- ✓ Storage for general stock.
- ✓ Special storage for teachers above the children's storage space in each main and specific activity area.
- ✓ Children storage located in each activity area.
- ✓ Entrance porch for general gatherings/ meetings/waiting area for parents etc. This porch will be equipped with notice display boards and seating.
- ✓ Drinking areas; there are 3 main drinking areas located within the main activity areas of the centres.

(See Floor Plan on page 14)

FLOOR PLAN



The Furniture and Equipment should be in accordance with the following specifications:

ITEMS	NO. REQ'D	SPECIFICATIONS
Library shelving	2	Made from solid soft wood with open shelves Outside measurement approx 8" depthx36" Wide x 42" High
Easel, Utility Tray	4	Made of 5/8", 2 ply ply-wood with hard board easel panels 24"x24" safe TM edges, all corners with a minimum of 1/2" radius. Utility Tray: Approx. 23" x 22
Circular Table	10	Table top made of ply-wood covered with plastic laminate (bright colours) and thumb-nose with soft wood frame. Top Approx. 48"D x 22"H
Chairs	50	Made from solid dowel-pinned hardwood Seat Approx. 13 1/2 "D x 12"H with rail space for child safety
Cubby Hole Unit Twin Type on Castors	6	Made of plywood and soft wood edging with variable size opening for multiple storage. Outside measurement 23"D x 48"W x 30"H. NB Omit dividers on one side of unit
Storage Cupboard on Castors	2	Ply-wood finish with lockable doors on castors. Approx. 15"D x 48"W x 36H"
Mirror	1	13"Wx48"H with an unbreakable chrome-plated mirror
Cot	50	2" thick x 3' wide x 4' long. Foam covered with leatherette canvas or stackable, fire resistant vinyl cots
File Cabinet	1	

3.5 Management and Leadership and Teacher Performance

- 3.5.1** The guiding principles of centre management are accountability, transparency, participation, efficiency, planning and timely intervention as well as being driven by objectives, outcomes and results.
- 3.5.2** The management objective of the ECCE centre must reflect the fundamental objective of the centre operations, which is to enhance children's learning and development.
- 3.5.3** The day to day operations of the ECCE centre will be managed by the team headed by the ECCE Administrator. However, these operations will be monitored and evaluated by the school supervisor.
- 3.5.4** Teachers will be supported by an Assistant.
- 3.5.5** The management of each ECCE centre shall be in accordance with the Education Act and the policy objectives of the Ministry of Education and will include the School Based Management approach. Indeed, the highlight of the management of the centre is School Based Management that would allow for a methodically structured decentralisation to the centre level. In such a structure, the ECCE centre will have meaningful authority and responsibility to make decisions on significant matters related to centre operations within the centrally determined framework of policies, goals, objectives, curriculum, assessment, evaluation, standards, transparency and accountability.

Within the context of School Based Management, activities to be performed at schools would include but not be limited to the following:

- ✓ Centre Improvement Planning and the development of three (3) year Centre Development Plans
- ✓ Development of management models for staff and children
- ✓ Designing classroom management structures for effective curriculum delivery, instructional teaching and learning, intervention strategies, technology integration, transition and reflection.
- ✓ Monitoring established financial systems
- ✓ Establishment of systems for monitoring, evaluation and reporting
- ✓ Facilities maintenance and resource management
- ✓

- ✓ Research and data management (student records by gender, documentation of continuous assessment, enrolment/drop out/transition rates, centre to school transition, security etc.)
- ✓ Use of authentic assessment practices and evaluation.
- ✓ Management of relationships with the Ministry's Central Administration and District Offices, Boards, key stakeholders and the wider community.

The Operational Structure of the ECCE centre should reflect the diagram on page 22.

3.5.6 Each centre shall:

- ✓ A centre management committee which reflects a membership of the various stakeholders and which will develop and implement plans and activities/projects for the overall improvement of the school;
- ✓ develop a school development plan which will be made available to the Ministry of Education by June of the previous school year; and
- ✓ provide the Ministry of Education with relevant statistics as prescribed by the Ministry on its achievements of the previous academic year by mid October of each year.

3.5.7 All staff shall be appraised performance-wise in accordance with the policies of the Ministry of Education and the ECCE centre. The use of performance measurement instruments will also be in accordance with those recognised by the Ministry of Education, e.g. the Performance Management Appraisal Process (PMAP).

3.5.8 An important aspect of management is record keeping which will include the following:

3.5.8 **Children's Records**

Children's individual records must include:

- The name, address, telephone number, date of birth and gender of each child attending the setting
- Position in the family and the number of children in the family (age and gender).

- The name, address and telephone number, of the child's parent (s)/ guardian (s)
- The name, address and telephone number of the parent(s)/ guardian (s) work place(s) where applicable.
- The name and telephone number of an additional emergency contact person.
- The name and address(es) of other adults authorised to collect the child.
- The name, address and telephone number of the child's doctor.
- Details of religion
- Details of any specific needs in relation to language, physical needs and development.
- Notes on children's progress across the curriculum (see section 4.1.4)
- Details of a child's dietary requirements
- The child's starting date
- Signed consent from parent(s)/guardian(s) for fieldtrips and to seek emergency medical treatment.
- Daily attendance record kept in Attendance Register.
- The consent of parents/guardians is required before children may be photographed or interviewed.

Details of immunisations, allergies and relevant medical information concerning each child be provided by the parent/guardian(s).

A daily attendance register of all children enrolled at the ECS.

If the ECS provider consents to administer medicine, a record of all medicines given with signed consent from parents/guardian (s).

Staff Records

Individual records must be kept on all staff employed at the setting. These must include:

- The staff member's name, address, telephone number, age, nationality and marital status
- Details of all relevant qualifications and experience
- An emergency contact number
- The staff member's starting date
- The staff member's job description
- Personnel information. e.g. references, salaries, NIS, Health Surcharge etc.

3.5.9 Each staff member should have access to his/her records when needed.

3.5.10 For volunteers and students, a record must be kept of their name, address and telephone number.

3.5.11 The name and telephone number of the registered provider responsible for maintenance of premises must be easily accessible.

3.5.12 A record of relevant information of persons living on the premises.

3.5.13 Supervision and training records must be kept and updated regularly for the staff, volunteers and students.

3.5.14 A daily staff attendance register and time sheet must be kept.

3.5.15 **Accident/incident record keeping**

3.5.16 All accidents/incidents involving children and adults must be recorded detailing:

- Date, time and place
- Name of injured person
- Circumstances of accident/incident
- Nature of injury sustained
- Action taken and by whom
- Confirmation of notification to parents/guardians

- Procedures for handling emergencies should be available to parents.

3.5.17 The Ministry of Education Early Childhood Unit, the NCECCE, **and** the Ministry of Health must be notified immediately of any:

- Outbreak of notifiable diseases, including food poisoning;
- Serious accident or injury to staff or child; or
- Sudden death.

Notice must be done in triplicate and must include the information mentioned in 6.3.1. A copy must be kept at the centre, and two must be submitted to the Education District Office within forty-eight (48) hours.

3.5.18 Accident/incident records relating to any incident in which a child has received an injury should be kept for the registered provider's own protection, until there is no risk of claim against the registered provider and/or their insurance.

3.5.19 Miscellaneous Records

3.5.20 A copy of the Certificate of Registration/Licence must be displayed at all times.

3.5.21 A record of fire drills and tests for safety equipment must be kept in a book retained solely for this purpose. A Drill Plan must be displayed and evacuation routes should be clearly defined.

3.5.22 Menu records must be kept, if applicable.

3.5.23 There must be evidence of a written tenancy agreement (if applicable).

3.5.24 Records of any other important information e.g. Safety precautions for use of swimming pools should be kept.

3.6 Staffing

3.6.1 Each ECCE centre will be staffed with:

- An ECCE Administrator who will be required to have University Degree in ECCE.

- Two ECCE Teachers who will be required to have a Bachelor's Degree in ECCE.
- Two Teaching Assistants who will be required to have a Certificate in ECCE.
- One auxiliary staff member

The teaching staff should reflect a children to teacher ratio of 15:1.

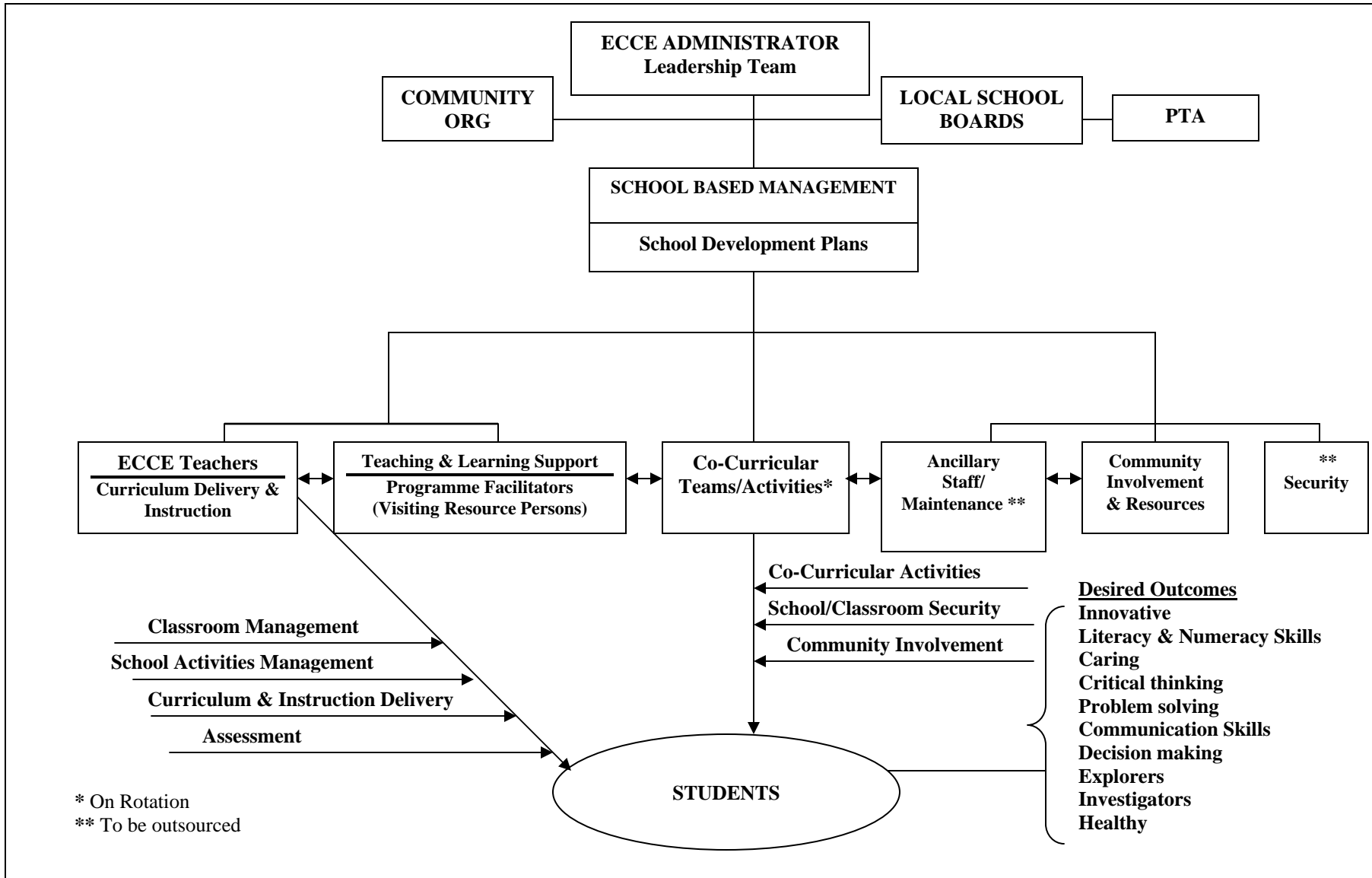
3.6.2 Teacher recruitment will be, in the first instance, based on the qualifications required by the Ministry of Education as outlined in the Administrative Structure (2006). All recruitment will be on the basis of advertisements in the print and/or electronic media, followed by assessments by the Ministry of Education and necessary interviews. Interviews for teaching positions will be conducted by the Ministry of Education. Denominational bodies shall continue to make recommendations of suitable candidates to the Ministry of Education, provided that they satisfy the requirements of the Ministry of Education, in terms of academic and professional or vocational standing.

3.6.3 All new teachers must participate in an induction programme conducted by the Ministry of Education. Denominational Boards may also develop their own induction programmes.

3.7 Security

3.7.1 Each centre is to be provided with security personnel. At least one such person will be present throughout the centre hours. The guiding principle is that staff and students in general need to feel secure and safe on the ECCE centre premises and within its immediate surroundings. This will indeed augur well for the effective operations of teachers and other support staff. It will also enhance student learning. Effective ECCE centre security therefore must be provided. Administrators, ECCE teachers and Assistants are at all times to be made aware of the security arrangements.

Figure 1: ECCE Centres Operations Chart



4 PRIMARY LEVEL

4.4 Duration and Structure

4.4.1 The primary level will essentially comprise seven years of schooling or a seven year or seven grade/class program. Two of these years/grades will be at the Infant level and the other five years of five “Standard-Level” classes (Standards I-V).

4.4.2 Organisational Structure

The school is intended for pupils ranging in age from five (5) to eleven plus (11+), but from a functional point of view will be divided into three (3) major parts, namely:

- (a) infant department comprising pupils aged between five (5) and seven (7) – (Infants 1 & 2);
- (b) middle school comprising pupils aged between seven (7) and nine (9) – (Standards 1-3);
- (c) upper school comprising pupils aged between nine (9) and thirteen (13) – (Standards 4-5). The assumption here is that a small number of students may need to repeat one or two grades.

4.4.3 Time Allocations

The school year of thirty-nine (39) weeks, which begins in September and ends in July, consists of the following three (3) terms which are interspersed by vacation periods of varying lengths.

- (a) Term I - September – December
- (b) Term II - January – March
- (c) Term III - April – July

The teaching week runs from Monday through Friday. Teaching periods last for about 30 minutes each. The school day comprises five (5) hours of instruction time.

Generally, classes begin at 8:30 a.m. and end at 3:00 p.m. or begin 9:00 a.m. and end at 3:30 p.m. with a lunch hour, a morning recess period of about 10 minutes duration, and an afternoon recess period of equivalent length.

4.5 Curriculum and Curriculum Implementation

4.5.1 The curriculum to be delivered is developed and prescribed by the Ministry of Education. The subjects taught at this level are:

- | | |
|-----------------------------|---|
| ✓ Language Arts | ✓ Health & Family Life Education |
| ✓ Mathematics | ✓ History |
| ✓ General Science | ✓ Social Studies - which will include a special programme in Diversity |
| ✓ Information Technology | |
| ✓ Conversational Spanish | |
| ✓ Morals & Values Education | ✓ Physical Education |
| ✓ Agricultural Science | ✓ Religious Instruction |
- ✓ Creative Arts

4.5.2 In cases where subject areas may be offensive to religious denominations, these offensive areas will be discussed with the Ministry of Education and alternative programmes acceptable to both the Ministry of Education and the denominational school body/bodies will be put in place.

4.5.3 Arrangements for Religious Instruction will be made in accordance with the Education Act (1966). In accordance with this Act:

- (1) “No child shall be required as a condition of admission into, or of continuing in, a public school –
 - (a) to attend or to abstain from attending any Sunday School or any place of religious worship;
 - (b) to attend any religious observance or any instruction in religious subjects in the school or elsewhere from which observance or instruction he may be withdrawn by his parent; or
 - (c) to attend the school on any day specially set apart for religious observance by the religious body to which the parent belongs.
- (2) Religious instruction shall form part of the curriculum of every public school, and the facilities for religious observance in the school shall be provided in such manner as is prescribed, save, however, that any pupil may be withdrawn by his parent from the instruction or observance without forfeiting any of the other benefits of the school.
- (3) The time during which religious instruction may be given or during which any religious observance may be practised shall be inserted

in a time-table to be approved by the Minister and the time-table shall be kept permanently and conspicuously affixed in every schoolroom.”

- 4.5.4** Co-curricular and extra-curricular activities which are desirable will be conducted in accordance with the policies of the Ministry of Education and the school.
- 4.5.5** **The core of the curriculum implementation and delivery process is the recognition of the concept of multiple intelligences, the use of technology in teaching/learning activities, the need for students to be literate and strong in numeracy skills so as to benefit from a secondary level education.**
- 4.5.6** A combination of classroom, group and individual teaching approach is to be adopted. The ‘teaching in groups’ approach requires that pupils be grouped together in numbers ranging from four (4) to twelve (12) to attempt, or work on, common exercises. It therefore means the arranging of furniture in different patterns e.g. rectangular, circular, etc.
- 4.5.7** The combination of these approaches is to be adopted especially in the areas of Mathematics, English, Social Studies and Reading. Using this combination of approaches, it is expected that the teacher on most occasions will serve as a guide or facilitator to learning. It is also expected that certain subjects such as Science and Information Technology will require special facilities (specialist areas) and the majority of the teaching/learning activities therefore, will take place in these specialist areas.
- 4.5.8** The curriculum should be to fit individuals for life and, while not narrowly focused on the passing of examinations, will embrace the requirements of examinations and assessment related to primary level education.
- 4.5.9** Curriculum Officers and School Supervisors will monitor and evaluate curriculum implementation. Guidance on the delivery of the curriculum and the identification and dissemination of best practices will be provided by the same personnel.
- 4.5.10** Attendance at workshops dealing with curriculum delivery methodology, as well as best practices, will be compulsory for teachers.

4.6 Student Learning, Assessment, Testing and Examinations

- 4.6.1** Learning activities will focus on recognition of multiple intelligences and the student centred approach to meet the aptitude, ability and interest of each student.
- 4.6.2** Student learning activities will be designed in such a manner so as to ensure that each pupil can read and perform in mathematics and science at the recommended level for his/her age.
- 4.6.3** Schools will adopt the Ministry of Education's prescribed methodology of assessment, testing and examinations. In particular, schools will engage in the Continuous Assessment Process as prescribed by the Ministry of Education as well as national testing and assessment at the levels identified by the Ministry of Education. The Ministry of Education or its designated agency, such as the Assessment and Examinations Authority, will design and administer assessment, test and examinations related to the school curriculum.
- 4.6.4** Assessment and evaluation at schools will be both formal and informal and must be designed and developed in keeping with the policies of the Ministry of Education.

4.7 Physical Facilities

- 4.7.1** **The overriding principles in the development and establishment of physical facilities are:**
- **A harmonious alignment with the curriculum and the curriculum delivery process;**
 - **Structurally sound buildings conducive to effective teaching and learning; and**
 - **The safety and comfort of users.**
- 4.7.2** Whenever land is or can be made available the school not be less than 1.2 hectares since the desirable standard is between 1.2 and 2 hectares depending on the size of the proposed school.
- 4.7.3** In the case of an urban or semi-urban site there might be limited space available and the above criteria might not be relevant. In such an instance maximum use would have to be made of the limited space.
- 4.7.4** Consideration of the special organization of the school facilities must take into account provision of the following areas:
- (a) the building area and car park;

- (b) an agricultural plot – preferably located away from the recreation ground and hard courts to prevent interference; and
- (c) a physical education/recreation ground – the use of the hard court area as well as a playing field/recreation ground is recommended. These should preferably be located away from the agricultural plot to prevent interference.

4.7.5 The school building

- (1) The building should be designed to meet the needs of children from the age 5 to 11+ years. It should provide a learning and living environment which –
 - encourages the pupil to have pride in their school;
 - provides compensating surroundings for less fortunate children;
 - harmonises with its particular natural surrounding;
 - is stimulating generally and in particular in its use of colour (preferably pastel colours excluding white) and materials.
- (2) The minimum life span of the building should be fifty (50) years.
- (3) The method of design and construction should allow for minimum cost with respect to projected maintenance and repairs.
- (4) Protection must be provided against vandalism and theft. Minimum use must be made of glass, and wrought iron grilles. Burglar proofing is to be provided in the following areas:

Principal's Office, Storeroom, Diagnostic Room, Staff Room/Resource Room, Library, Science/Technology, Computer, Lab Cafeteria and Art and Craft Room.
- (5) There must be flexibility in the internal as well as the external design of the school.

The internal design should include:

- (a) folding partitions which should separate adjoining classroom on the ground floor:
- (b) the same arrangement should be made for the three (3) corresponding classrooms on the first floor where applicable. This would facilitate the multi-purpose use of the classrooms.

External flexibility must be demonstrated through an external design layout of the building, which would allow for future expansion.

- (6) Units within the building as well as the external areas of the school must conform to specified space norms as laid out in the Schedule of Accommodation.
- (7) At the design and construction stages attention must be paid to adhering to comfort norms with respect to lighting, heat, ventilation and acoustics.
- (8) Adequate provision must be made for the physically challenged.

4.7.6 In particular the building must provide adequate spaces for administration, general classroom teaching/learning, specialist rooms, multi purpose activities, stores, supporting facilities and toilets as follows:

SCHEDULE OF ACCOMMODATION

UNITS OF ACCOMMODATION	NET AREA	UNITS OF ACCOMMODATION	NET AREA	UNITS OF ACCOMMODATION	NET AREA
1. ADMINISTRATION	172	5. STOREROOMS	24		12.6
a. Principal's Office & Storeroom	30	a. Equipment (phys. Education)	12	8. SHOWERS	1.8
b. Reception/Waiting Area/Trophy Area	27	b. Garden Tools and supplies	12	a. Principal's Office	1.8
c. Staff Room/Resource Room (including wall cabinets)	72	6. SUPPORTING FACILITIES	85	b. Staff Room	1.8
d. Sick Bay	15	a. Cafeteria	67	c. Pupils	1.8
e. Covered Enclosed Room/Diagnostic Testing Room	28	b. Guard Booth (Security)	4	d. Cleaners	130.56
2. CLASSROOMS	42	c. Cleaners' Changing Room and Store Room	8	9. CIRCULATION SPACE	3931.37
3. SPECIALIST ROOMS	622	d. Guard Change Room	6	EXTERNAL SPACES	
a. Specialist Classrooms	42	7. TOILETS	48	10. DRINKING TROUGHS	
b. Library	63	a. Principal's Office	3	a. Taps	
c. Science/Technology	42	b. Staff Room	3	11. TROUGH WASHING FACILITIES	2.4
d. Art/Craft	50	c. Reception/Waiting Area	3	a. Trough Washing Facilities	2.4
e. Computer	42	d. Sick Bay	3	12. CAR PARK	27.5
f. Music Room	78	e. Cleaners	3	a. Staff	13.75
Music Store Room	60	f. Guard Booth	3	b. Visitors	13.75
g. Pan Theatre	161	g. Cafeteria	3	13. ASSEMBLY AREA/HARD COURT	300
h. Audio Visual	84	H. Pupils' Toilets:		14. WATER TANKS	
4. MULTI-PURPOSE AREA	300	Male	3	15. AGRICULTURAL PLOT	2250
a. Open Covered Area	100	Female	3		
b. Auditorium, Stage, Change Room, Toilets	200	Urinals	9		

4.7.7 All schools will establish the appropriate physical facilities necessary for the effective delivery of the Ministry Of Education's prescribed curriculum and its recommended methodology for teaching and learning as well as assessment matters. Indeed the provision of these facilities will be wholly guided by briefs for architects prepared by the Educational Planning Division, Ministry Of Education and/or its designated consultants.

4.7.8 The management of funds for construction works as well as the actual construction of physical facilities will be in keeping with a Memorandum of Agreement between the Denominational Boards and the Ministry of Education.

4.8 Management and Leadership and Teacher Performance

4.8.1 **The guiding principles of school management are accountability, transparency, participation, efficiency, planning and timely intervention as well as being driven by objectives, outcomes and results.**

4.8.2 The day to day operations of the school will be managed by the principal. However, these operations will be monitored and evaluated by the school supervisor.

4.8.3 The management of each school shall be in accordance with the Education Act and the policy objectives of the Ministry of Education and will include the School Based Management approach. Indeed, the highlight of the management of the school is School Based Management that would allow for a methodically structured decentralisation to the school level. In such a structure, the school will have meaningful authority and responsibility to make decisions on significant matters related to school operations within the centrally determined framework of policies, goals, objectives, curriculum, assessment, examinations, standards, transparency and accountability.

Within the context of School Based Management, activities to be performed at schools would include but not be limited to the following:

- ✓ School Improvement Planning and the development of three (3) year School Development Plans
- ✓ Development of management models for staff and students
- ✓ Designing classroom management structures for effective curriculum delivery, instructional teaching and learning, remedial strategies and technology integration, etc.
- ✓ Monitoring established financial systems

- ✓ Establishment of systems for monitoring, evaluation and reporting
- ✓ Facilities maintenance and resource management
- ✓ Research and data management (student achievement by gender, subject, Continuous Assessment, national tests for Standard One and Standard Three, SEA, enrolment/drop out/graduation rates, school to school, security etc.)
- ✓ Self assessment and evaluation (teacher developed tests, students portfolio etc)
- ✓ Management of relationships with the Ministry's Central Administration and District Offices, Boards, key stakeholders and the wider community

The Operational Structure of the school should reflect the diagram on page 33.

4.8.4 Each school shall establish:

- ✓ a school management committee which reflects a membership of the various stakeholders and which will develop and implement plans and activities/projects for the overall improvement of the school;
- ✓ develop a school development plan which will be made available to the Ministry of Education by June of the previous school year; provide the Ministry of Education with relevant statistics as prescribed by the Ministry of Education on its achievements of the previous year by mid October of each year;
- ✓ a programme of co-curricular activities designed to support the core curriculum and contribute to the development of national pride, morals and values and good citizenship;
- ✓ a parent teacher association;
- ✓ a school calendar which will include particular days for meeting parents, meeting with the community, exhibition of students work and achievements; and.
- ✓ The class timetables which should be displayed and shared with parents.

2.5.5. The measurement and evaluation of teacher performance shall be the norm. All teaching staff shall be appraised performance-wise in accordance with the policies of the Ministry of Education and the school. The use of performance measurement instruments will also be in

accordance with those recognised by the Ministry of Education, e.g. the Performance Management Appraisal Programme (PMAP).

4.9 Staffing

4.9.1 Schools must be staffed with professionally qualified teachers in keeping with the standards of the Ministry of Education.

4.9.2 Each school will be staffed with:

- 1 Principal
- 1 Vice Principal for Curriculum Instruction Supervision
- 1 Human Resource Officer I for managing clerical, accounting, support services
- 1 School Clerical Officer
- An adequate number of teachers in accordance with the pupil:teacher ratios of:

20:1 for infant classes

35:1 for standards classes

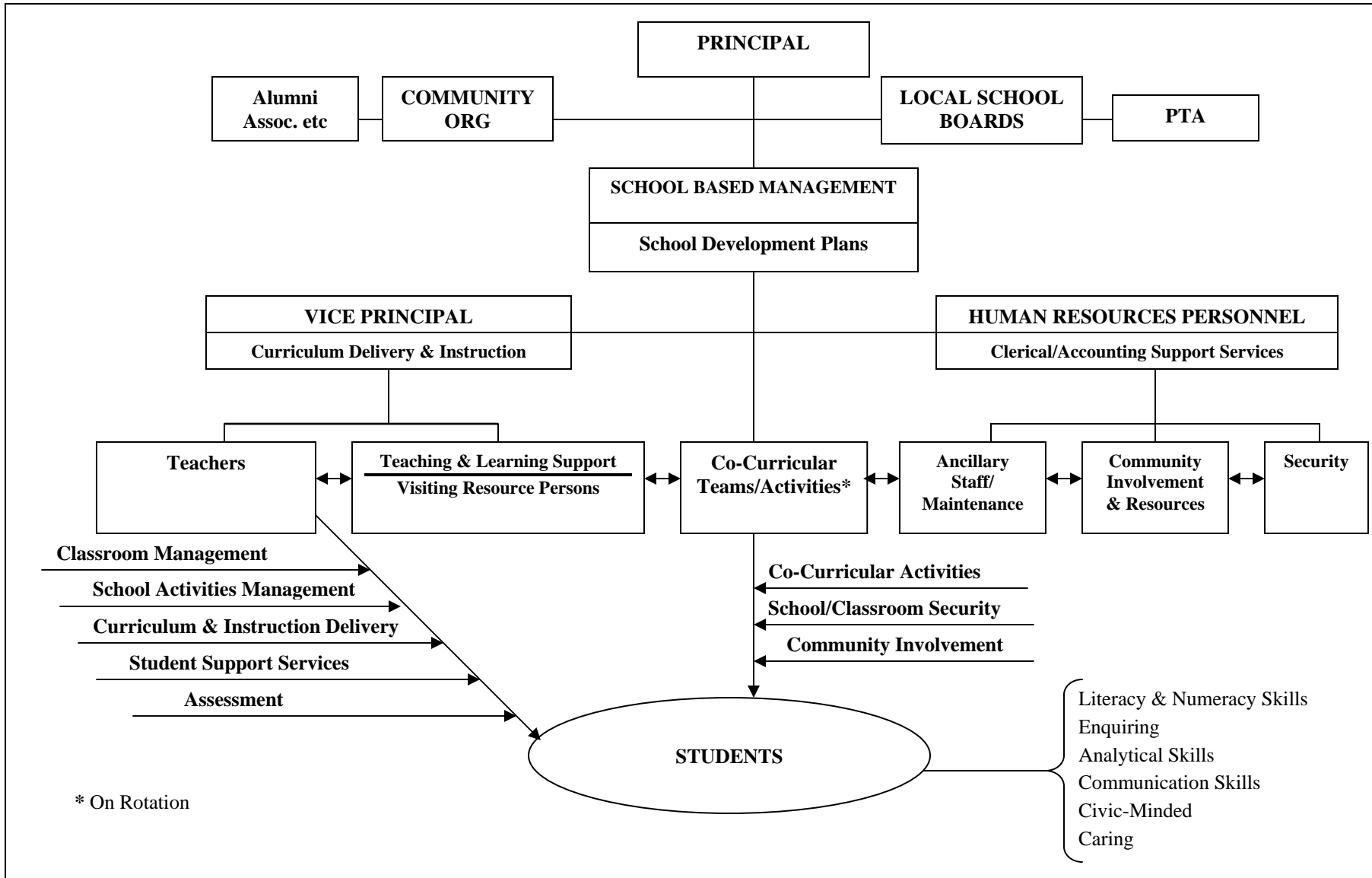
4.9.3 Teacher recruitment will be, in the first instance, based on the qualifications required by the Ministry of Education. All recruitment will be on the basis of advertisements in the print and/or electronic media, followed by assessments by the Ministry of Education and necessary interviews. Interviews for teaching positions will be conducted by the Ministry of Education. Denominational bodies shall continue to make recommendations of suitable candidates to the Ministry of Education, provided that they satisfy the requirements of the Ministry of Education, in terms of academic, professional or vocational standing.

4.9.4 It is desirable that all new teachers participate in an induction programme developed by the Ministry of Education. Denominational Boards may also develop their own induction programmes.

4.10 Security

4.10.1 Each school shall be provided with a minimum of one security officer and shall also have the support of school safety officers. The guiding principle is that staff and students in general need to feel secure and safe on the school premises and its immediate surroundings. This will indeed augur well for the effective operations of teachers and other support staff. It will also enhance student learning. Effective school security therefore must be provided. Principals and teachers are at all times to be made aware of the security arrangements.

Figure 1: Primary Operations Structure



5 SECONDARY LEVEL

5.4 Duration and Structure

5.4.1 The norm of secondary education will be of a five year period comprising five years of continuous secondary schooling. However, where available, schools will offer a Sixth Form Programme (Lower and Upper Form VI). The school will therefore be structured with three levels where available:

1. Lower Secondary Forms I – III – leading up to the National Certificate of Secondary Education (NCSE) - Level I
2. Upper Secondary Forms IV – V – leading up to the NCSE - Level II and/or the Caribbean Secondary Education Certificate and the National/Caribbean Vocational Qualifications at the appropriate levels
3. Sixth Form Level – Forms Lower VI and Upper VI – Leading up to the Caribbean Advanced Proficiency Examinations, Advanced Levels or National/Caribbean Vocational Qualifications

5.5 Curriculum Implementation

5.5.1 **Central to the process of curriculum and curriculum delivery is the theory of multiple intelligences, the need to infuse technology in classroom activities, teaching students how to learn and group work.**

5.5.2 The curriculum to be implemented at all schools will be in accordance to that prescribed by the Ministry of Education, except for certain parts of individual subjects which may be in contradiction to either moral and religious teachings of particular faiths. In such instances the relevant denominational boards will approach the Ministry Of Education and point out the areas which may be considered to be offensive to their teachings. The boards and the Ministry Of Education will agree on alternative programme offerings acceptable to both parties. However, all schools will implement a compulsory common core of subjects, at the lower secondary levels (Forms 1 – 3), as follows:

- ✓ Mathematics
- ✓ Language Arts
- ✓ Integrated Science

- ✓ Social Studies which will include a special programme in **Diversity**
- ✓ Technology Education
- ✓ Visual and Performing Arts
- ✓ Spanish
- ✓ History
- ✓ Physical Education
- ✓ Morals and Values Education (infused)

Provision for Religious Instruction is to be made in accordance with the Education Act (1966).

Other subjects may be added but this common core must be adequately satisfied.

5.5.3 At the Upper Secondary and Sixth Form levels, additional subjects in conformity with guidelines of the Ministry of Education and the requirements of the National Certificate of Secondary Education (NCSE), Caribbean Secondary Education Certificate (CSEC) and Caribbean Advanced Proficiency Examinations (CAPE) developed by the Caribbean Examinations Council (CXC), Advanced Levels and the Trinidad and Tobago National /Caribbean Vocational Qualifications (NVQ/CVQ) will be selected according to the needs of schools and students. In particular at the forms IV –V level, all students will pursue a compulsory core of English Language, Mathematics, and a science subject in a programme which will allow them to offer at least six subjects for the CSER Examination. It is desirable that schools should offer at least one Technical/Vocational programme which may also lead to the NVQ/CVQ qualifications at the appropriate levels. At the CSEC level English Language, Mathematics and Science (at least one science subject) will be compulsory. Students will however be required to offer at least six subjects at the examination. Students entering for the NCSE will be required to satisfy the number of subjects as required by the Ministry of Education.

5.5.4 These additional subjects (at forms IV – VI level) include:

- | | |
|--------------------------|--------------------------|
| • English Literature | • Additional Mathematics |
| • Human & Social Biology | • Biology |
| • Physics | • Chemistry |
| • Geography | • French (optional) |
| • Elec/Electronics Tech. | • Design Tech/T.D. |
| • Food and Nutrition | • Agriculture Tech. |

- Mechanical Eng. Tech
- Principles of Accounts
- EDPM & OP
- Clothing and Textiles
- Tech Ed.
- Principles of Business
- Home Ec./Management
- Building Tech

5.5.5 Guidance in the delivery of the curriculum and best practices will be provided by the Curriculum Division of the Ministry of Education. Schools will adhere to these guidelines and it will be compulsory for subject teachers and heads of departments to attend seminars, workshops and courses organised or offered by the Ministry of Education.

5.6 Student Learning, Assessment, Testing and Examinations

5.6.1 **At the heart of assessment and testing is a Continuous Assessment Process (CAP) which will facilitate the effective monitoring of student achievement and progress as well as the development of a record of student attainment. It is expected that this CAP will be part of the overall strategy of the management of the school.**

5.6.2 The management objective of the school must reflect the fundamental objective of the school operations, which is to enhance student learning. The focus of all activities therefore is to ensure effective student learning. Learning activities therefore will focus on recognition of multiple intelligences and the student centred approach to meet the aptitude, ability and interest of each student.

5.6.3 Schools will be required to adopt the Ministry of Education's prescribed methodology of assessment, testing and examinations. In this regard, students of the relevant age groups will sit the following examinations:

- ✓ the National Certificate of Secondary Education (NCSE) – Levels I and II;
- ✓ the Caribbean Examination Council's Caribbean Secondary Education Certificate (CXC-CSEC), at which students will be required to offer at least six subjects including a compulsory core of mathematics, English language and a science subject;
- ✓ the Caribbean Examination Council's Caribbean Advanced Proficiency Examinations (CXC-CAPE), and

- ✓ Advanced Levels of other examination bodies agreed to by the Ministry of Education.

Students will also be assessed and/or examined for the award of the Trinidad and Tobago National Vocational Qualification (TTNVQ) as well as the Caribbean Vocational Qualification (CVQ).

5.7 Physical Facilities

5.7.1 Schools should be designed bearing in mind first and foremost the curriculum which is to be delivered and should provide a learner friendly environment.

5.7.2 Site

Whenever available the site should be 12 – 15 acres (4.8 – 6 hectares).

5.7.3 Building

The school building should provide the following spaces/area/room.

Hereunder is a model of schedule of accommodation for a large secondary school:

UNITS OF ACCOMMODATION	NO. OF UNITS AS PER 1565 MODEL	SUGGESTED AREA OF EACH SPACE m ²	TOTAL SUGGESTED NET AREA AS PER 1565 MODEL m ²
<u>GRAND TOTAL</u>			<u>20058</u>
<u>INTERNAL SPACES</u>			<u>15470</u>
<u>EXTERNAL SPACES</u>			<u>4588</u>
<u>A. ADMINISTRATION (INCLUDING TEACHER AND STUDENT SUPPORT SERVICES, MAINTENANCE AND CAFETERIA)</u>			<u>1420</u>
<u>I. Administration</u>			<u>982</u>
Principal's office/Conference Room	1	46	46
Principal's toilet and shower	1	6	6
Vice-Principal's office	1	14	14
Vice Principal's toilet and shower	1	6	6
Store room	1	36	36
General office/Records & Filing Room	1	40	40
Fire Proof Safe/Vault	1	7	7
Waiting room/toilet	1	36	36
Bursar Room	1	6	6
Lobby/Trophy Room	1	14	14
Machine Room	1	15	15
Sick bay and First Aid with toilet (Separate accommodation for boys and girls)	1	32	32
Guidance Office	1	20	20
Counseling Room	1	18	18
Teachers' staff room and lounge (Lounge should adjoin teachers' staff room and should also be used as a small conference room for staff development)	1	550	550
Control Room for Security Systems	1	8	8
Lounge for non-teaching staff (including toilet)	1	38	38
Heads of Department	8	6	48
Deans	5	6	30
Heads and Deans Meeting Room	1	12	12
Safety Officers	1	30	30

UNITS OF ACCOMMODATION	NO. OF UNITS AS PER 1565 MODEL	SUGGESTED AREA OF EACH SPACE m ²	TOTAL SUGGESTED NET AREA AS PER 1565 MODEL m ²
2. School Intervention Strategy Program	1	56	<u>56</u>
3. Office for School Board	1	56	<u>56</u>
4. Maintenance Area			<u>72</u>
Maintenance Staff area	1	12	12
Maintenance toilets			
Male	1	3	3
Female	1	3	3
Male and Female Showers (1 each)	2	2	4
Maintenance office	1	6	6
Maintenance store area	1	8	8
General store area (furniture)	1	20	20
Open yard/sink	1	10	10
Guard Booth (with toilet)	1	6	6
5. Cafeteria			<u>254</u>
Food Preparation, Change Rooms, M&F Toilets	1	194	194
Seating	1	60	60
B. SANITARY SUPPORT SERVICES			<u>260</u>
1. Staff Toilets			<u>36</u>
Toilets (male)	3	3	9
Urinals	2	3	6
Showers (male)	1	2	2
Toilets (female)	5	3	15
Showers (female)	2	2	4
2. Students' Toilets/Showers/			<u>224</u>
Changing Areas			
Toilets (male)	21	3	63
Urinals (2 m in length)	1		0
Showers (male)	17	2	34
Toilets (female)	31	3	93
Showers (female)	17	2	34

UNITS OF ACCOMMODATION	NO. OF UNITS AS PER 1565 MODEL	SUGGESTED AREA OF EACH SPACE m ²	TOTAL SUGGESTED NET AREA AS PER 1565 MODEL m ²
<u>C. TEACHING LEARNING SPACES FOR ACADEMIC SUBJECTS</u>			<u>7009</u>
<u>1. Classrooms</u>			<u>2800</u>
General Purpose Classrooms	49	56	2744
Specialist Classroom	1	56	56
<u>2. Geography Room</u>	1	60	<u>120</u> 60
<u>3. History Room</u>	1	60	60
<u>4. Physical Education</u>			<u>152</u>
Classroom	2	56	112
Physical Education Equipment Store	1	40	40
<u>5. Mathematics Laboratory</u>			<u>184</u>
Laboratory Area	1	80	80
Workgroup area & storeroom	1	24	24
Computer Area	1	80	80
<u>6. Language Arts Development Centre</u>			<u>160</u>
Listening Lab/Computer Area	1	80	80
Workgroup Area	1	80	80
<u>7. Language Laboratory</u>			<u>160</u>
AV Room	1	80	80
Language Laboratory	1	80	80
<u>8. Computer Room\ Information Technology Room</u>			<u>126</u>
Computer Room	1	80	80
Server Room	1	11	11
Workroom for Computer Technician/Computer Cart/Broken Computer	1	35	35

UNITS OF ACCOMMODATION	NO. OF UNITS AS PER 1565 MODEL	SUGGESTED AREA OF EACH SPACE m ²	TOTAL SUGGESTED NET AREA AS PER 1565 MODEL m ²
9. <u>Audio Visual Room and Storage</u>			<u>140</u>
Audio Visual Room	1	112	112
Store Room	1	28	28
10. <u>Multi-Media Centre</u>			<u>428</u>
AV Listening \Viewing Area	1	12	12
Lecture\Instruction Area	1	56	56
Entrance, Circulation Desk and Display	1	42	42
Workroom\Storage	1	20	20
Seating -Carrels	1	40	40
Seating - Periodicals	1	7	7
Seating - OPAC\On line Reference	1	9	9
Seating - General	1	100	100
Librarian's Office	1	15	15
AV Hardware and Software (Storage)	1	15	15
Staff Room, Kitchen, Toilet, Restroom	1	12	12
Shelving	1	100	100
11. <u>Science Laboratories</u>			<u>2079</u>
Integrated Science laboratory	3	174	522
Chemistry laboratory	3	174	522
Physics laboratory	3	163	489
Biology laboratory	3	181	543
Emergency shower and eye wash station	3	1	3
12. <u>Technology Studio</u>			<u>660</u>
Forms 1 - 3	3	220	660
<u>D. VISUAL AND PERFORMING ARTS</u>			<u>645</u>
13. <u>Art and Craft</u>			<u>125</u>
Studio & Store room	1	70	70
Lecture Room	1	37	37
Print Room	1	18	18
14. <u>Music</u>			<u>140</u>
Music Room	1	80	80
Store	1	60	60

UNITS OF ACCOMMODATION	NO. OF UNITS AS PER 1565 MODEL	SUGGESTED AREA OF EACH SPACE m ²	TOTAL SUGGESTED NET AREA AS PER 1565 MODEL m ²
<u>15. Drama and Dance Facility</u>			<u>172</u>
Drama Studio/Stage	1	56	56
Dance Studio	1	56	56
Control Room	1	15	15
Dressing Room/Toilet & Shower	1	15	15
Laboratory/Storage	1	15	15
Storage (costumes & prop)	1	15	15
<u>16. Pan Theatre</u>			<u>208</u>
Computer Resource Room	1	10	10
Recording Studio			
Recording hardware Area	1	10	10
Adaptable recording areas	1	13	13
Rehearsal Room	3	9	27
Office/Library/Storage	1	42	42
Main Orchestra Area/lecture room	1	100	100
Male and Female Toilet	2	3	6
<u>E. TEACHING LEARNING SPACES FOR TECHNOLOGY PROGRAMMES</u>			<u>3180</u>
<u>17. Electrical/Electronics Technology</u>			<u>177</u>
Work Area	2	66	132
Store Room	3	15	45
<u>18. Design Technology/Technical</u>			<u>350</u>
<u>Drawing</u>			
Technical Drawing (including AutoCad)	1	110	110
AutoCad Stations	3	55	165
Model Building Room	1	55	55
Store Room	1	20	20
<u>19. HOME ECONOMICS</u>			<u>552</u>
<u>Food Laboratory</u>			<u>340</u>
Classroom	2	30	60
Food Laboratory	2	90	180
Display Area	2	20	40
Store Room (share with Home Management)	2	20	40
Resource Room (share with Home Management)	2	10	20

UNITS OF ACCOMMODATION	NO. OF UNITS AS PER 1565 MODEL	SUGGESTED AREA OF EACH SPACE m ²	TOTAL SUGGESTED NET AREA AS PER 1565 MODEL m ²
<u>Clothing and Textiles</u>			<u>150</u>
Classroom	1	30	30
Workshop Area	1	70	70
Fitting Room	1	3	3
Closet	1	7	7
Closet Store	1	10	10
Store Room (Share with Home Management)	1	20	20
Resource Area (Share with Home Management)	1	10	10
<u>Home Management Area</u>			<u>62</u>
Bathroom	1	10	10
Bedroom	1	12	12
Dining room	1	12	12
Kitchenette	1	12	12
Laundry	1	4	4
Living Room	1	12	12
<u>Beauty Culture</u>			<u>188</u>
Lab Area	1	134	134
Storeroom	1	6	6
Resource Area	1	18	18
Classroom	1	30	30
<u>Dressmaking and Design</u>			<u>90</u>
Classroom/Resource			
Classroom/Workshop Area/Resource Area	1	70	70
Fitting Room	1	3	3
Closet	1	7	7
Closet Store	1	10	10
<u>Tailoring</u>			<u>90</u>
Classroom/Workshop Area/Resource Area	1	70	70
Fitting Room	1	3	3
Closet	1	7	7
Closet Store	1	10	10

UNITS OF ACCOMMODATION	NO. OF UNITS AS PER 1565 MODEL	SUGGESTED AREA OF EACH SPACE m ²	TOTAL SUGGESTED NET AREA AS PER 1565 MODEL m ²
<u>20. AGRICULTURE TECHNOLOGY</u>			<u>354</u>
Laboratory Area			<u>228</u>
Work Area	1	180	180
Teacher's Room	1	12	12
Computer Resource Room	1	12	12
Equipment Room	1	12	12
Chemical Room	1	12	12
Farm Building			<u>126</u>
Technician\Farm Attendant Room	1	12	12
Rabbit Pen	1	8	8
Poultry Pen	1	8	8
Goat\Sheep Pens	1	10	10
Plant Propagation and Nursery	1	17	17
Greenhouse and Hydroponics	1	16	16
Aquaculture and Fish Farming	1	30	30
Farm Tools and Equipment	1	10	10
Agro-chemical Room	1	10	10
Toilet and Shower	1	5	5
<u>21. Business Studies Group</u>			<u>290</u>
<u>Business Laboratory</u>			<u>110</u>
Work Area	1	70	70
Store Room	1	40	40
<u>Electronic and Document (EDPM) Management and Preparation</u>	2	60	<u>120</u>
<u>Office Procedures</u>			<u>60</u>
Training Office	1	60	60
<u>22. Building Technology</u>			<u>291</u>
Classroom Area	1	30	30
Benchwork Area	1	40	40
Machine Area	1	120	120
Finishing Room	1	20	20
Display Area	1	18	18
Tool Storeroom	1	20	20
Material Storeroom	1	30	30
Resource Room	1	12	12
Eye Wash Station	1	1	1

UNITS OF ACCOMMODATION	NO. OF UNITS AS PER 1565 MODEL	SUGGESTED AREA OF EACH SPACE m ²	TOTAL SUGGESTED NET AREA AS PER 1565 MODEL m ²
23. <u>Mechanical Technology</u>			<u>279</u>
Classroom	1	30	30
Heat Area	1	50	50
Sheet Metal Area	1	18	18
Milling and Shaping Area	1	15	15
Grinding and Drilling Area	1	20	20
Workbench Area	1	30	30
Metal Lathe Area	1	45	45
Display Area	1	18	18
Storeroom	1	40	40
Resource Room	1	12	12
Eye Wash Station	1	1	1
24. <u>Auto Mechanic</u>			<u>334</u>
Auto Mechanic Workshop (see layout)	1	334	334
25. <u>Plumbing</u>			<u>180</u>
Plumbing Workshop (see layout)	1	180	180
26. <u>Air Conditioning</u>			<u>193</u>
Air Conditioning Workshop (see layout)	1	178	178
Storeroom	1	15	15
27. <u>Masonry</u>			<u>180</u>
Masonry Workshop (see layout)	1	160	160
Storeroom	1	20	20
28. <u>Welding</u>			
Welding workshop (see layout)	1	168	168
G. <u>MULTIPURPOSE FACILITIES</u>			<u>1550</u>
Multi-purpose hall			1162
Stage/storage			388
H. <u>Circulation Space</u> <i>(to include corridors, verandahs, linkages such as covered walkways)</i>			<u>1,406</u>

5.7.4 All schools will establish the appropriate physical facilities necessary for the effective delivery of the Ministry Of Education's prescribed curriculum and its recommended methodology for teaching and learning as well as assessment matters. Indeed the provision of these facilities will be wholly guided by briefs for architects prepared by the Educational Planning Division, Ministry of Education or its agent.

5.7.5 The management of the related construction works as well as the funding provided by Government for those works, will be in keeping with a Memorandum of Agreement between the denominational boards and the Ministry of Education.

5.8 Management and Leadership and Teacher Performance

5.8.1 **The guiding principles of school management are accountability, transparency, efficiency, participation, planning and timely intervention as well as being driven by school philosophy, policies of the Ministry of Education, objectives, outcomes and results.**

5.8.2 The day to day operations of the school will be managed by a **management team** headed by the principal.

Teachers will be supported by Student Learning Assistants and each form level will have such an Assistant.

Each school will engage in the following activities, inter alia:

- ✓ Curriculum delivery through effective lesson planning
- ✓ Curriculum delivery supported by a Curriculum Team
- ✓ Monitoring and evaluation of school and student performance
- ✓ Development and submission to the Ministry of Education of a biennial Review of Stewardship in keeping with guidelines provided by the Ministry of Education

The provision of the following services shall be the norm:

- ✓ Textbook Rental/Grant
- ✓ Student psycho-social
- ✓ Health
- ✓ School Nutrition

- ✓ Student Transportation
- ✓ Information and Communication

5.8.3 The management of each school shall be in accordance with the Education Act, as well as the policies of the Ministry of Education, and will include the School Based Management approach. Indeed, the highlights of the management of the school is School Based Management that would allow for a methodically structured decentralisation to the school level. In such a structure, the school will have meaningful authority and responsibility to make decisions on significant matters related to school operations within the centrally determined framework of policies, goals, objectives, curriculum, assessment, examinations, standards, transparency and accountability.

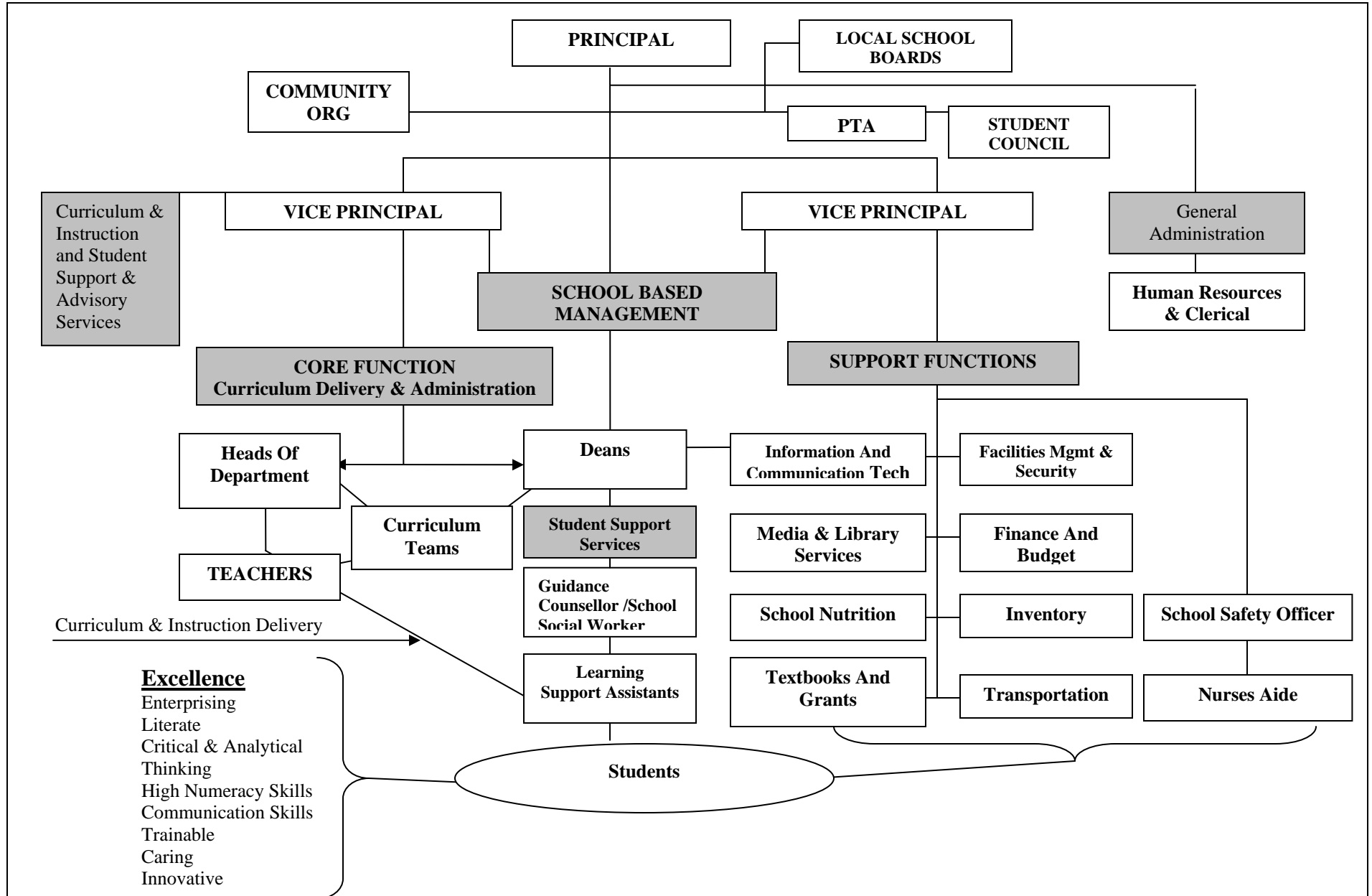
Within the context of School Based Management, activities to be performed at schools would include but not be limited to the following:

- ✓ School Improvement Planning and the development of three (3) year School Development Plans
- ✓ Development of management models for staff and students
- ✓ Designing classroom management structures for effective curriculum delivery, instructional teaching and learning, remedial strategies and technology integration, etc.
- ✓ Monitoring established financial systems
- ✓ Establishment of systems for monitoring, evaluation and reporting
- ✓ Facilities maintenance and resource management
- ✓ Research and data management (student achievement by gender, subject, NCSE, enrolment/drop out/graduation rates, school to school/and school to university, security etc.)
- ✓ Self assessment and evaluation (teacher developed tests, students portfolio etc)
- ✓ Management of relationships with the Ministry of Education's Central Administration and District Offices, Boards, key stakeholders and the wider community

The Organisational Structure of the school should reflect the diagram on page 49.

- 5.8.4** Each school shall:
- ✓ Establish a student council with whom the principal will consult on matters related to the operations of the school, its vision and mission and its developmental plans;
 - ✓ Establish a school management committee which reflects a membership of the various stakeholders;
 - ✓ Develop a School Development Plan which will include projects, activities and outputs in the interest of the improvement of the school, in the context of the School Based Management System. This will be made available to the Ministry of Education by February of the previous school year;
 - ✓ Develop and maintain a database on relevant statistics, school performance and achievements on an annual basis. These statistics could then be used in the development of a School Profile.
 - ✓ Provide the Ministry of Education with relevant data on its achievements of the previous year by mid October of each year.
 - ✓ Develop a Policy and Management Plan for the implementation of co-curricular and extra-curricular activities. This is necessary given the age range of students (12-18+), size of school plant and wide curricula offerings and indeed the need for co-curricular and extra-curricular activities at this level. It is to be noted that many of these activities will take place after normal school hours.
- 3.5.5. The measurement and evaluation of teacher performance shall be the norm. All teaching staff shall be appraised performance-wise in accordance with the policies of the Ministry of Education and the school. The use of performance measurement instruments will also be in accordance with those recognised by the Ministry of Education, e.g. the Performance Management Appraisal Programme (PMAP).

Figure 2: Secondary Operations Structure



5.9 Staffing

5.9.1 Each school will be staffed with:

- ✓ 1 Principal
- ✓ 2 Vice Principals
- ✓ Deans (according to size of school)]
- ✓ Heads of Departments (according to size of school)
- ✓ 1 Guidance and Counselling Officer
- ✓ 1 School Bursar
- ✓ 2 Learning Support Assistant
- ✓ 2 School Safety Officers
- ✓ 1 Nurses Aide
- ✓ Teachers in accordance with a subject teacher workload of 75 – 80% of the weekly total for general subjects and 66 2/3% for practical subjects.

Each teacher of a subject will be required to have a University Degree from an accredited university in that particular field.

5.9.2 Teacher recruitment will be on the basis of advertisements, followed by assessments by the Ministry of Education and necessary interviews. Interviews for all teaching positions will be conducted by the Teaching Service Commission. Denominational bodies shall continue to make recommendations of suitable candidates to the Ministry of Education, provided that they satisfy the requirements of the Ministry of Education, in terms of academic, professional or vocational standing.

5.10 Security

5.10.1 Each school will be provided with security personnel from a security firm approved by the Ministry of Education.

5.10.2 The guiding principle is that teachers, students and school staff in general need to feel secure and safe on the school premises and its immediate surroundings. This will indeed augur well for the effective operations of teachers and other support staff. It will also enhance student learning. Effective school security therefore must be provided. Principals and teachers are at all times to be made aware of the security arrangements. Given the age range of the students at this level (12-18+ years), the size of school plant and breadth of curriculum, it is desirable that each school should have a school security committee which will work in tandem with the Ministry of Education and/or its agency in these matters.

CONCLUSION

It is expected that this National Model will serve as a unifying force in the education of our young citizens. Its focus and intent are to provide common ground and understanding of the manner in which schools should approach the business of education. Common ground and understanding of how education should be provided for our young citizens assumes greater significance against the background of:

- i. a curriculum which enables young persons to be well-rounded and fit for life in a rapidly changing environment; and
- ii. a plural society.

The Ministry of Education and indeed the Government of Trinidad and Tobago have placed great faith in the efficacy of education. Education delivered and engaged in, in an appropriate manner, serves to enhance good citizenship, augment productivity, uplift morals and values and promote a healthy society. This National Model for schools is one of the major vehicles through which appropriate and meaningful education, to ensure the attainment of all of these objectives, can be delivered.

We often ask: What are we educating for?

We are educating to produce citizens who can contribute to the social and economic development of Trinidad and Tobago. In a global environment such citizens must be nationalistic at heart but with an outward look toward regionalism and the wider world. In this context all citizens, young and old, are required to be highly literate, have adequate numeracy skills, be scientific in approach to life, be technologically literate, be resilient and morally sound. Moreover, citizens should be able to respond to the requirements of a rapidly changing world brought about by the ever increasing pace of development through science and technology.

Against this background the case for a National Model in education with diversity as a common element of its curriculum is obvious. Also obvious is the need for the National Model to focus on:

- School Based management
- Duration of levels of education
- Curriculum and Instructional Delivery
- Student Learning and Assessment
- Physical Facilities

- Staffing
- Operational Structures of the Schools/Institutions and Security.