

**Government of Guyana / DFIDC Guyana Education Access Project  
(GEAP)**

**Regional Education Development  
Planning and School Improvement  
Planning in Regions Six and Ten**

**Prepared by:  
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## **ABBREVIATIONS**

<b>CfBT</b>	Centre for British Teachers
<b>CEO</b>	Chief Education officer
<b>CPCE</b>	Cyril Potter College of Education
<b>DEO</b>	District Education Officer
<b>DFIDC</b>	Department for International Development Caribbean
<b>GEAP</b>	Guyana Education Access Project
<b>GUIDE</b>	Guyana In-service Distance Education Project
<b>EFM</b>	Education Field Manager
<b>MoE</b>	Ministry of Education
<b>NPQH</b>	National Professional Qualification for Headship
<b>PRISM</b>	Primary School Management
<b>RA</b>	GEAP Regional Adviser (1 each in Region 6 & 10)
<b>REdO</b>	Regional Education Officer
<b>REDP</b>	Regional Education Development Plan
<b>SIP</b>	School Improvement Plan
<b>SSRP</b>	Secondary School Reform Project
<b>STEP</b>	Social, Technical, Economic, Political analysis
<b>SWOT</b>	Strengths, Weaknesses, Opportunities, Threats analysis

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## **1. BACKGROUND**

1.1 The primary purpose of the Guyana Education Access Project (GEAP) is to increase access to secondary education in two target zones, Project Area Region 6 and Project Area Region 10, as pilot schemes which should inform replication at a national level. It is planned to build two new secondary schools in Linden, one in Corriverton and to refurbish and upgrade three other schools in each Region.

1.2 It is recognised that there is a need to raise pupil performance by introducing improvement planning at Regional and school levels which will include improving the quality of teaching and learning in schools through school-based training, increasing the level of learning resources, and increasing community participation.

1.3 Two parallel workshops were organised in 1999 for Regional Education staff in development planning with the twin aims of informing officers about school improvement planning (SIP) processes and drafting a Regional Education Development Plan (REDP). In addition, two parallel one-week workshops were organised in each region to start the process of school improvement planning. These workshops were led jointly by consultants, the RAs and counterparts. School administrators from project schools were provided with training and a “toolkit” to enable them to undertake a full school review and to prepare a SIP. Emphasis was placed on the need to engage all stakeholders in the SIP process to ensure ownership and commitment to the plan.

1.4 This consultancy was undertaken by John Hilsum, of Murgatroyd and Hilsum, in Region 10 from Monday 9<sup>th</sup> October to Thursday 12<sup>th</sup> October 2000 and in Region 6 from Monday 13<sup>th</sup> November to Friday 17<sup>th</sup> November 2000.

1.5 The work was focused on fine tuning the REDPs, providing additional techniques to officers in supporting school planning, and giving assistance to School Improvement Advisory Committees / school administrators to review, revise and implement their plans.

1.6 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.

## 2. TERMS OF REFERENCE

### GUYANA EDUCATION ACCESS PROJECT

#### SCHOOL IMPROVEMENT PLANNING AND REGIONAL EDUCATION PLANNING

Region 10: Monday 9<sup>th</sup> October to Thursday 12<sup>th</sup> October 2000.

Region 6: Monday 13<sup>th</sup> November to Friday 17<sup>th</sup> November 2000.

#### **Section 1 - Title of consultancy:**

Second round of training for educational administrators at both school and Regional office levels within the GEAP Project Areas in Regions 10 and 6.

#### **Section 2 -Background**

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

- Provision of new / refurbished schools
- Increasing access and participation
- Improved teaching & learning
- Improved 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 Ministry to improve the management of education at two levels a) the school (*School Improvement Planning*) and (b) the Regional Office (*Regional Office Development Plans*). A first round of training in the GEAP Project Areas was conducted in August- 1999. The visits proposed for October (Region 10) and November (Region 6) will follow on and build up from this first round of work.

2.3 Two parallel sessions of training and support, will be organised in Linden and Corriverton: (i) for school administrators to assist with the ongoing process development planning; and (ii) regional office staff in- development planning with the twin aims of reviewing the past Regional Education Development Plans and preparing their forthcoming plans.

2.4 The Region 10 workshop will be held during the week *October 9-13* while the Region 6 workshop will be held during the week *November 13-17*.

#### **Section 3 - Specific objectives of the consultancy**

**At the level of School Administrators, the specific objectives are.**

- To review- progress since the workshops of August 1999
- To provide further support and training to heads and senior staff in school improvement planning to enable them to work with school stakeholders to draft and implement individual school plans;
- to provide a “toolkit” of materials to support the monitoring, evaluation and review of school improvement plans

**At the level of Regional MoE staff, the specific objectives are.**

- to review-progress since the workshops of August 1999
- to provide support to the Regional Professional staff to enable them to review current Regional Education Plans, produce a revision that is budgeted in accordance with MOE specifications and which, amongst other components of the overall plan, supports the activities within the GEAP Master Plan.
- to provide strategies for Regional Professional Staff to support School Administrators in the monitoring, evaluating and budgeting of School Improvement Plans.

**At the level of the wider project, the specific objective is:**

- To discuss with GEAP/MOE counterpart staff, education management developments which might help and reform forthcoming project decisions on the proposed Study Tours (eg. areas of study, potential candidates, etc).

***Section 4 - 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 carried out in both Regions, containing two separate regional reports and an overview with a comparison of experiences in the two regions
- include details of the workshop programmes, processes and outcomes with recommendations for further action in each region, participants' evaluations and copies of materials
- Indicate the outcome of discussions with Regional MoE officials with regard to the most suitable location of the SIP/REDP training for 2001 onwards
- include attachments of any teaching/learning materials that might be used by local trainers from 2001 onwards.

### **3. REPORT OF WORK IN REGION 10.**

#### **3.1 Programmes and participants**

The programme content for each event was planned with the Regional Advisor to reflect the needs of the officers and schools in the Region.

Monday 9<sup>th</sup> October: Two workshops for Regional Office staff were held to explore strategies to support schools with improvement planning.

Three separate school based events were held for School Improvement Advisory Committees:

Tuesday 10 <sup>th</sup> October	Christianburg Secondary School
Wednesday 11 <sup>th</sup> October	New Silver City Secondary School
Thursday 12 <sup>th</sup> October	Linden Foundation Secondary School.

#### **3.2 Strategies for Regional Professional Staff to support School Administrators in the monitoring, evaluating and budgeting of School Improvement Plans.**

3.2.1 Monday October 9<sup>th</sup>. The morning session was focused on ways of helping schools to refine their SIPs and included strategies for assisting schools at each stage of the development planning process. There were five officers present. Regrettably the R.Ed.O. was not able to be present.

Strategies were presented and discussed to assist schools with:

- Analysis of attendance and performance data to start to set quantitative targets.
- Environmental scanning (STEP) to update the situation analysis on a regular basis.
- Prioritisation and sequencing of priorities over three years.
- Writing SMART targets within action plans.
- Costing plans to include teacher time as well as finances.
- Monitoring progress using a variety of methods, including officer visits to provide external verification.
- An annual review process.

3.2.2 The programme and full list of issues covered is included as Annex A.

3.2.3 The afternoon session took the form of a review of the Regional Plan to 'model' the way in which Officers could assist schools in reviewing their plans.

3.2.4 The Draft EDP produced in August 1999 was used as the basis for discussion of progress during the past year. Although the targets in the original plan were considered 'hazy' the officers indicated that they had made progress in the areas of improving the quality of teaching, school supervision and language arts. Some progress had also been made in supporting primary schools with improvement planning.

3.2.5 The process used for the morning session was a ‘round table’ discussion interspersed with input and activities to illustrate ways of supporting schools with the SDP cycle.

**3.3 to provide support to the Regional Professional staff to enable them to review current Regional Education Plans, produce a revision that is budgeted in accordance with MOE specifications and which, amongst other components of the overall plan, supports the activities within the GEAP Master Plan**

3.3.1 Each aspect of the current EDP was reviewed. Adjustments were made to the vision statement, while values and aims were confirmed. It was also recognised that a separate action plan would be needed to raise standards in literacy across the Region. A revised Regional Education Development Plan for Region 10 is included as Annex B. However, it should be noted that this REDP is not yet costed nor linked to the Regional budget. Nor does it reflect the major secondary input contained within the GEAP Master Plan. The time allocated to the workshop did not enable either to be addressed fully.

3.3.2 The officers agreed that both issues needed attention and should be included in the REDP. However given the workload on the officers and current practices they may need support from the RA to incorporate the GEAP element and additional training/support to link the EDP to the Regional budget. Budget preparation and planning seem to be two separate processes that need to be sequenced and linked.

3.3.3 Discussion also took place about the need to renew the REDP to match the structure, format and costing of the impending new Five Year EDP for Guyana and a schedule of issues to be considered was circulated to Officers. See Annex C.

3.3.4 The process of the afternoon took the form of a review meeting, with the consultant facilitating the review and refinement of a STEP Analysis, SWOT analysis, mission, aims and progress in achieving aspects of action plans within the draft Regional Education Development Plan.

**3.4 Provide further support and training to heads and senior staff in school improvement planning to enable them to work with school stakeholders to draft and implement individual school plans;  
Provide a “toolkit” of materials to support the monitoring, evaluation and review of school improvement plans**

3.4.1 Tuesday October 10<sup>th</sup>.

A SIAC meeting was convened at Christianburg Multilateral Secondary School. Twelve members were present. The agenda for the meeting along with action notes are included as Annex D. This annex serves as an example of work in all three schools as the agendas were similar.

3.4.2 The first draft SIP had been helpfully typed by the RA and copies distributed. A review was undertaken of the STEP and SWOT analysis followed by discussion and amendment to an action plan on teaching and learning. Amendments were made to costings and monitoring activities added.

The plan was matched against a standard SIP format of:

- the school context
- mission/vision
- values which underpin the mission
- whole school priorities
- action plans
- supporting information

3.4.3 It was agreed that the SIAC still needed to agree a mission and core values as well as completing two further action plans. This was to be undertaken at a meeting to be held on Tuesday 17<sup>th</sup> October, 14:15 to be chaired by Mrs G Britton.

It was also agreed that the plan should be shared with staff, parents, students and the community between November and January 2001

3.4.4 Wednesday October 11<sup>th</sup>.

A SIAC meeting was convened at Silver City Secondary School. Ten members were present. The timing of the meeting proved difficult for students and community members to attend so the membership comprised staff members only.

3.4.5 The first draft SIP had been helpfully typed by the RA and revised by the RA and consultant prior to the event. The first task at the meeting was therefore to check with the head and staff that the priorities and targets were appropriate. Each priority and target was agreed / amended.

A review was undertaken of a draft action plan on curriculum development. At the request of staff this was completed to act as a model for the school to complete the other four action plans. A particular feature of this action plan is data gathering and analysis, a process which CfBT central office could greatly support through the provision of tests from the UK National Literacy Strategy and National Numeracy Strategy.

3.4.6 The plan was matched against a standard plan format after which it was agreed that the SIAC still needed to write a paragraph on the school context, add the school mission and core values as well as completing four further action plans. The headteacher agreed to facilitate this process and to pass the completed plan to the RA.

It was also agreed that the plan should be shared with staff, parents, students and the community between November and January 2001.

3.4.7 Thursday October 12<sup>th</sup>.

A SIAC meeting was convened at Linen Foundation Secondary School. Ten members were present, including two students. The meeting was also attended by Mr Desmond Bermingham, DFID Education Field Manager for Guyana. The first draft SIP had again been helpfully typed by the RA and revised by the RA and consultant prior to the event. The first task at the meeting was therefore to check with the head and staff that the priorities and targets were appropriate. Each priority and target was agreed / amended.

3.4.8 A review was undertaken of a draft action plan on Pastoral Care. This was completed to act as a model for the school to complete the other three action plans. The plan was matched against a standard GEAP/SSRP format after which it was agreed that the SIAC still needed to write a paragraph on the school context, add the school mission and core values as well as completing three further action plans. The RA agreed to facilitate this process with the SIAC.

3.4.9 A particular feature of this meeting was the valuable contribution made by two student members of the SIAC who were able to articulate clearly the criteria for success within the action plan.

3.4.10 It was also agreed that the plan should be shared with staff, parents, students, other headteachers and the community between November and January 2001.

### **3.5 Review of progress since the workshops of August 1999**

3.5.1 It was disappointing to find little evidence of the skills and outcomes of the workshop in 1999. For example, each participant had left that workshop with a completed draft action plan for both literacy and numeracy - none of these were in evidence in the schools. The rapid turnover of staff in the past year has also led to the workshop participants being placed in different schools so that few trained staff were available to the SIACs to help draft SIPs. It is concluded that it is due to the efforts of the RA and counterpart during the past year that schools have draft SIPs. They and the schools are to be congratulated for achieving this.

### **3.6 Outcomes of this consultancy in Region 10**

- A revised working draft of a Regional Education Development Plan in Region 10
- Six officers in Region 10 with increased knowledge and skills in development planning, and with a new range of strategies to support the GEAP pilot schools in their work to draft School Improvement Plans.

- A small cadre of officers with the potential to train others in development planning and with materials to do so.
- Three SIPs in three secondary schools which have clearly defined priorities, targets and action plans that should enable schools to start systematic implementation of the SIPs.
- Three SIACs with increased knowledge and understanding of the SIP process.

### **3.7 Recommendations**

- That further work be undertaken with the REDP to undertake a situation analysis in all sectors through gathering and analysis of data, include all GEAP activities in the plan and costs for each aspect of the plan.
- That Education Officers be offered training in matching the REDP to the budget process in July 2001.
- That GEAP should assist schools and the DOE to obtain and analyse pupil performance data in literacy and numeracy, this to be used to set targets for improvement in each school and the Region.
- That SIACs be given further training and support in School Improvement Planning for at least two more years via the RA and EOs.

## 4. REPORT OF WORK IN REGION 6

### 4.1 Programmes and participants

4.1.1 The programme content was planned with the Regional Advisor to reflect the needs of the officers and schools in the Region. Prior to the consultancy the RA had helpfully circulated a Formative Evaluation Form to each school to enable the school to list progress with the SIP process.

(Annex F)

Three separate school based events were held for High School Administrators, a one-day workshop was held for primary school headteachers and a workshop was arranged for Education officers to review and renew the REDP.

Monday 13 <sup>th</sup> November	Skeldon Line Path Secondary School
Tuesday 14 <sup>th</sup> November	Skeldon High School
Wednesday 15 <sup>th</sup> November	Tagore Memorial Secondary School
Thursday 16 <sup>th</sup> November	Primary Headteachers Workshop
Friday 17 <sup>th</sup> November	Regional Education Officers Workshop

### 4.2 Provide further support and training to heads and senior staff in school improvement planning to enable them to work with school stakeholders to draft and implement individual school plans; Provide a “toolkit” of materials to support the monitoring, evaluation and review of school improvement plans

4.2.1 Monday 13<sup>th</sup> November Skeldon Line Path Secondary School

a) The Formative Evaluation Form indicated that this school had not started the SIP process but that the head would welcome assistance to draft a three-year plan. An agenda was therefore drawn up by the consultant to take the school towards such a plan. Eleven members of staff attended the morning session and nine in the afternoon, two leaving to attend to national election duties. The event was also attended by the RA and counterpart, with the RA helpfully word processing the work of the group so that the school could have a hard copy of the first draft plan.

b) It was established that the school had a motto, mission, and aims that could be incorporated in the plan.

c) Much discussion took place about why a plan is needed and whether the time spent in planning would be cost effective. After an activity to list reasons for having a SIP the group decided to proceed.

d) A second activity took place to list stakeholders in drafting / implementing / monitoring the plan, and recorded for the school. It was noted that the DH would need to set out a timetable for consultations, implementation and review. The SIP will run from September 2001 to August 2004. Since the school has no SIAC the PTA could have a key role to play in the plan process.

e) The content of the plan was agreed:

- school context
- vision
- school pledge
- aims
- priorities over three years
- action plans for each priority
- action plans for each department
- supporting information

f) A school review was undertaken through a SWOT analysis. The school is short of data on student achievement both to review school performance and set targets. The 'Varqa' data held by GEAP could usefully be supplied to the school.

g) Four priorities for development were identified and scheduled over three years:

- Literacy
- Numeracy
- Discipline
- A revised curriculum for lower ability pupils

h) It was also noted that the school is working on reducing staff and student absence and lateness, increasing parental support and staff training - each of these will continue through the plan period.

i) SMART targets were agreed for each priority and a first draft action plan produced. (Annex H) This SIP has been included as an example of three such plans drafted with schools in the Region.

j) The processes used during the day included group work, brainstorming, action planning, presentation, with brief inputs by the consultant.

k) Feedback from the day was highly positive with a suggestion that the priorities of this school should be shared with the others to see if there is scope for co-operation.

4.2.2 Tuesday 14<sup>th</sup> November

Skeldon High School

a) The Formative Evaluation Form indicated that this school had prepared an action plan for year one after the workshop in 1999 and that there had been an improvement in discipline, attendance and literacy. The head had requested that the workshop should start with a SWOT from which to generate priorities. An agenda was prepared by the consultant (Annex G) to take this into account, but without making the assumption that work on the SIP had actually started or that the school would have a written action plan.

b) Six members of staff attended the workshop, plus the chair of the PTA. Regrettably the deputy headteacher, who attended the workshop in 1999, was not present. The workshop was also attended by the RA.

c) It was established that the school had a motto, mission, school philosophy, school pledge and goals that could be incorporated in the plan.

d) Activities took place to list reasons for having a SIP and to list stakeholders in drafting / implementing / monitoring the plan. It was agreed that the headteacher would consult with staff within the school during this term and with the PTA and community after Christmas. The SIP will run from September 2001 to August 2004 with action plans for the first year only. Since the school has no SIAC the PTA could have a key role to play in funding the plan.

e) The content of the plan was agreed and a school review was undertaken through a swot analysis. This school is also short of data on student achievement both to review school performance and set targets.

f) Four priorities for development were identified and scheduled over three years:

- Literacy
- Numeracy
- Discipline
- Increasing school finances

g) SMART targets were agreed for each priority and a first draft action plan produced.

h) The processes used were similar to those of the previous day and included group work, brainstorming, action planning, presentations, with brief inputs by the consultant.

i) Verbal feedback from the day was highly positive with the comment that it had been valuable and enjoyable. It was suggested that the day should be replicated for Tagore School.

4.2.3 Wednesday 15<sup>th</sup> November Tagore Memorial Secondary School

a) The school had not completed a Formative Evaluation Form but the RA indicated that the school had completed a SIP using the SSRP format.

b) An agenda was prepared by the consultant to take this into account and adapted through early discussion with the headteacher. Nine members of staff attended the workshop, including the headteacher who had attended the SIP workshop in 1999. The event was also attended by the RA and GEAP Project Director.

c) It was established that the school had a motto, mission, school philosophy, school pledge and aims that could be incorporated in the plan.

d) As with the two previous schools discussion took place about why a plan is needed, along with an activity to list reasons for having a SIP.

An activity also took place to list stakeholders in drafting / implementing / monitoring the plan and recorded for the school. It was agreed that the headteacher would consult with staff within the school during this term and with the PTA and community after Christmas. The SIP will run from September 2001 to August 2004 with action plans for the first year only.

e) As with the two previous schools the content of the plan was agreed and a school review undertaken through a swot analysis. This school is also short of data on student achievement both to review school performance and set targets.

f) Four priorities for development were identified and scheduled over three years:

- Literacy
- Numeracy
- Discipline
- Training untrained teachers

g) SMART targets were agreed for each priority and a first draft action plan produced.

h) The processes used during the day included group work, brainstorming, action planning, presentations, with brief inputs by the consultant.

i) Verbal feedback from the day was highly positive. It was recommended that the day should be replicated for primary headteachers with a suggestion that they too should focus on raising achievement in literacy.

4.2.4 Thursday 16<sup>th</sup> November Primary Headteachers Workshop

a) The workshop was held in the GEAP Regional office with eleven headteachers attending, six of whom had attended the 1999 SIP workshop. The sessions were also helpfully joined by the GEAP Project Director and VSO for Literacy.

b) The programme was arranged in four parts as follows:

- Part one: General review of the purposes and processes of school improvement planning - why, who, what and how?

Each of these basic questions and principles were covered as a reminder for heads who had attended the previous workshop and as basic information for newcomers.

Some participants had recently completed a SIP for the Education Planning Unit using the SSRP secondary pro-formers and these had been included in some SIPs, leading to a confusing sequence. Discussion therefore took place about a simple plan format with all supporting data being incorporated as one annex.

- Part two: Review progress with individual SIPs - sharing plans with each other  
Eight schools had SIPs with clear priorities and action plans. These were shared, discussed and agreements reached about adjustments to each of them. A SWOT analysis was undertaken to illustrate one way of reviewing a school. A further 'review tool' was also provided based on features of effective schools. (Annex I)
- Part three: Reviewing priorities across the schools  
All schools had listed literacy as number one priority. Time was therefore devoted to data analysis with reading scores, target setting and listing strategies to lift performance. These were incorporated into action plans for literacy. (Annex J)
- Part four: Setting SMART targets/success criteria for each priority  
In order to further sharpen up the SIPs an activity was undertaken to review and refine success criteria within each plan.

c) Participants indicated that the day had been helpful in clarifying the SIP process and had simplified the overall plans, as well as sharpening up the action plans.

#### 4.2.5 Friday 17<sup>th</sup> November                      Regional Education Officers Workshop

a) A Regional Education Development Plan had been drafted by Education Officers in August 1999 at a workshop led by the consultant. However the plan had remained in draft form for the past year and had not been used as a working 'tool' in the Regional Office. It was therefore agreed with the RA and counterpart that this workshop should focus on the REDP, rather than strategies employed by Education Officers to support the SIP process.

b) A programme was drawn up to review the existing REDP and develop a new plan that could inform a Central Ministry 5 Year Plan.( Annex K). All Education Officers had been invited to the meeting by the RA and counterpart, the GEAP Director, and also urged to attend by the CEO. In spite of these best efforts to involve the officers in the programme only one officer, the RA counterpart, and three newly appointed EWOs joined the workshop.

With so few officers present, it was concluded that it would not be productive to attempt to generate a new REDP, but to modify the programme to review the existing plan and to assist the EWOs to draft an action plan for their area of work.

c) This curtailment of the programme was doubly regrettable since the DFID EFM for Guyana had travelled to the Region to take part, as had the GEAP Project Director.

d) The original REDP was reviewed with some amendments made to the mission statement, outcomes of the plan, core values and principles as well as action plans for literacy, numeracy, teacher training and management within the DEO. Although the REDP had not been used as a working tool, the two officers were able to describe activities that had taken place during the course of the past year to indicate that some of the targets for literacy and teacher training had been partly met. These and other amendments were recorded by the counterpart who agreed to update the REDP and present it to the R.Ed.O. for further discussion.

e) To assist the officers with drafting a new plan the consultant had prepared a list of issues that would need to be considered. ( Annex C) The issues were briefly discussed, additions made to the data to be collected ( text book availability and unit costs of pupils) and left with the officers as reference material to assist with drafting a new REDP.

f) An action plan was drafted with, and for, the EWOs covering four key areas of the work;

- Reducing the numbers of children 'out of school'
- Increasing attendance
- Improving behaviour of students
- Improving home school links.

g) The action plan was recorded by the RA and copies will be provided to the EWOs by the RA.

### **4.3 Review of progress since the workshops of August 1999**

4.3.1 One secondary school had a completed a SIP using the SSRP pro-formers and all three schools had identified development priorities. It was encouraging to note that two schools were committed to the SIP process and were keen to draft and implement action plans. In the third school, Skeldon Line path, a number of senior staff were still questioning the time/cost benefits of the process but they too co-operated in drafting a SIP. All three schools have literacy, numeracy and discipline as shared priorities.

4.3.2 In the primary sector there was evidence that six participants of the August 1999 workshops had used the skills and 'tools' to draft and implement SIPs. At least six schools had SIPs with clear priorities and action plans. One school had established and used a SIAC to draft the plan while several others had consulted with the school community and PTA.

4.3.3 In the workshop with the headteachers of the eleven project primary schools it was evident that they had a well developed understanding of the SIP process and were committed to raising levels of achievement. All eleven also listed literacy as a priority - this should provide a strong platform for the project to support improvement in this area.

#### **4.4 Outcomes of this consultancy in Region 6:**

Three SIPs in three secondary schools which have clearly defined priorities, targets and action plans that should enable schools to start systematic implementation of the SIPs.

- Eleven primary headteachers with a clear understanding of the SIP process.
- At least six revised primary SIPs with clearly defined priorities, targets and action plans.
- Raising standards in literacy prioritised in all 14 project schools with action plans and strategies to raise performance.
- An action plan for the first year of work for three EWOs

#### **4.5 Recommendations:**

- That a further workshop be convened by the R.Ed.O. to review and renew the REDP, this to be done as soon as possible to enable the Region to contribute to the process of drafting a National 5 Year Plan.
- That Education Officers be offered training in matching the REDP to the budget process in July 2001.
- That GEAP should assist schools and the DEO to obtain and analyse pupil performance data in literacy and numeracy, this to be used to set targets for improvement in each school and the Region.
- That GEAP gives schools assistance to establish SIACs and provides training and support in School Improvement Planning via the RA and EO Counterpart.

## 5. COMPARISONS BETWEEN THE REGIONS

<b>Region 10</b>	<b>Region 6</b>
<p>SIACs formed in each secondary school and starting to be involved with SIPs. Students making contributions to one SIAC</p>	<p>No SIACs formed in secondary schools as yet. PTAs acting as a substitute for SIACs.</p>
<p>SIPs drafted in secondary schools with mottoes, mission statements. SWOT reviews used as a starting point to identify priorities.</p> <p>Action plans almost completed and ready to be shared with the wider community.</p> <p>Priorities within SIPs vary from school to school.</p>	<p>Three secondary school SIPs drafted. Schools had mottoes, mission statements, school philosophy, school pledge. These were used as starting points to draft SIPs.</p> <p>Formative Evaluation Reports returned to the RA on SIP progress.</p> <p>All 14 project schools have raising standards of literacy as the top priority in SIPs.</p>
<p>The Regional Education office and schools are short of pupil performance data making it difficult to set measurable targets in SIPs.</p>	<p>Ditto</p>
<p>The Region does not have a costed REDP. Planning and budgeting are seen as separate processes.</p>	<p>Ditto</p>
<p>Production of SIPs has had support from Education Officers who remain supportive.</p>	<p>There was some evidence that primary school participants at the 1999 workshop had worked independently with teachers and the school community to draft SIPs.</p> <p>One primary school had established a SIAC while another had involved children through their Student Governance programme.</p> <p>Apart from the counterpart there was little evidence that EOs had supported the process of drafting/implementing SIPs.</p>

## **6. DISCUSSION OF PROPOSED STUDY TOURS**

6.1 At the level of the wider project, the specific objective is to discuss with GEAP/MOE counterpart staff education management developments which might help and reform forthcoming project decisions on the proposed Study Tours (eg. areas of study, potential candidates, etc).

6.1.1 Discussion took place with the GEAP Director / Regional Advisors and counterparts about the following related issues.

Four of the major education development projects are each providing management training for senior staff in schools and Regional Offices with no apparent co-ordination strategy. It is evident that this could lead to a fragmented approach to school management training in the country at a time when a new Education Strategic Development Plan is being prepared. Of the four projects GBET appears to have the most comprehensive training programme based on the Commonwealth Secretariat 'Better Schools' materials.

6.1.2 One approach to a cohesive and sustainable management development programme could be to use the GBET materials as a 'baseline training package' and add to it by adapting modules from other management development programmes. For example the DFID PRISM materials from Kenya have a module of School Development Planning while the UK NPQH materials cover issues such as accountability, target setting and monitoring.

6.1.3 The proposed GEAP study tours could be established to link with modules in the baseline programme and/or be used to generate additional modules to be added to the programme.

6.1.4 These additional modules could be based on Caribbean leading edge developments and matched with study tour requirements. It is suggested that GEAP could start to build up a list of potential study visits to be selected by seconded officers and teachers eg.

- Consultative approaches to planning in St. Lucia
- Management Information Systems in St. Lucia,
- Development Planning in Technical High Schools in Jamaica,
- Reading Recovery in Anguilla,
- TVET development in St. Vincent.
- Reform of Secondary Education in Jamaica

6.1.5 Two particular management training needs have emerged during this consultancy. The first is the need for officers to link the Regional budget setting process with Educational Development Planning. This need has a parallel in schools where headteachers also need assistance with budget preparation and matching expenditure to SIPs.

The second major need is for training and assistance to be made available to heads and officers with gathering and using data to set targets and judge success. CATs tests, reading tests, and maths tests should be available from CfBT. Without this data they will find it difficult to gather evidence to show that school improvement planning leads to greater pupil achievement.

## **7. SUMMARY OF RECOMMENDATIONS**

### **REGION 10**

- That further work be undertaken with the REDP to undertake a situation analysis in all sectors through gathering and analysis of data, include all GEAP activities in the plan and costs for each aspect of the plan.
- That Education Officers be offered training in matching the REDP to the budget process in July 2001.
- That GEAP should assist schools and the DOE to obtain and analyse pupil performance data in literacy and numeracy, this to be used to set targets for improvement in each school and the Region.
- That SIACs be given further training and support in School Improvement Planning for at least two more years via the RA and EOs.

### **REGION 6**

- That a further workshop be convened by the R.Ed.O. to review and renew the REDP, this to be done as soon as possible to enable the Region to contribute to the process of drafting a National 5 Year Plan.
- That Education Officers be offered training in matching the REDP to the budget process in July 2001.
- That GEAP should assist schools and the DEO to obtain and analyse pupil performance data in literacy and numeracy, this to be used to set targets for improvement in each school and the Region.

That GEAP gives schools assistance to establish SIACs and provides training and support in School Improvement Planning via the RA and EO Counterpart.

**GEAP REGION 10 - TRAINING OF TRAINERS  
SOME TECHNIQUES TO HELP SCHOOLS WITH DEVELOPMENT  
PLANNING**

**Strategic Review**

- Data analysis and target setting:
- Attendance by gender, year group, class, individual, patterns
- CXC results by gender - bar charts
- CXC results by subject - bar charts
- CXC results by individual and subject - bar charts
- CXC results by reading age, individual and subject - scattergrams
- Reading age - scattergrams
- CATs scores / reading age - scattergrams
- STEP analysis

**Agreeing Priorities**

- Base on data, finances available, what is possible

**Sequencing the Priorities over 3 Years -**

- 3 or 4 whole school priorities per year - root and branch
- Produce a chart

**Preparing Action Plans**

- SMART Targets that can be measured

**Implementing & Monitoring the Plan**

Add monitoring processes to the action plans

- Officer reviews of progress with head and senior staff
- Performance testing of pupils
- Lesson observation
- Checking lesson plans / marking
- Moderation of pupil work and school portfolios

**Evaluation and Reporting**

- Join annual review by SIAC and publish success.  
Bring the school back to the data to set new targets.

**Co-operative Republic of Guyana**

**Ministry of Education  
Region 10**

**Regional Education Development  
Plan 1999 to 2001**

**Revised October 2000.**

## **Regional Context**

Region 10 is an administrative region in Guyana with a population bordering around 72,000 people with approximately 10,000 children in the schools. It is a very challenging region where the delivery of education is concerned. The trends in the organisational environment impact on the community socially, technically, economically and politically. The Education department will therefore have to deal with strengths, weaknesses, opportunities and threats which are to be found in the education system. The strengths and weaknesses are evidenced by the performance of children at all levels - nursery, primary and secondary. Given the managerial skills and insights the Department will have to maximise the opportunities and remove barriers in the effort to ensure that every stake-holder is satisfied.

(Please see following the detailed STEP and SWOT analyses carried out by officers in a GEAP workshop in August - September 1999)

## **Mission Statement.**

*Our mission is to improve the levels of our children's achievement by assisting, facilitating, monitoring and supporting schools and other educational institutions in the provision of quality education. Through dedication and purpose we are committed to increasing the level of participation of all children and community members, irrespective of religious persuasions, ethnic origin, gender, age, political affiliation or nationality, in the realization and fulfilment of this mission.*

## **Values**

In a regional education team of officers with diverse roles and personalities it would be unreasonable to expect consensus on every issue. Indeed the very strength of a team often rests in the various skills that are to be found within it. However, it is perfectly possible, and indeed desirable, to consider the values by which the team wishes to operate. It is helpful to the team if these values are made explicit and reviewed from time to time.

The Region 10 team holds the following values:

- efficiency
- dedication
- co-operation
- willingness
- reliability
- support
- care
- unity
- selflessness
- hopefulness
- concern
- confidence in oneself and others

With these values it is felt that the team effort will ensure that the regional officers are heading in the same direction and striving together to provide access to quality education for all.

### **Aims of the Region:**

- To provide quality education for the region's children.
- To provide equal educational opportunity for all children.
- To improve students' attendance at school.
- To foster good leadership qualities in Headteachers.
- To develop managerial skills of Headteachers.
- To assist Headteachers to plan programmes to cater for remedial students.
- To improve the quality of classroom teaching (curriculum content and teaching method)
- To facilitate the participation of both administrative and ancillary staff in the preparation of School Improvement Plans.
- To help schools successfully execute work programmes.
- To give support to school work programmes by providing relevant resources and materials.
- To give supervision to all schools.
- To ensure that schools are places that are conducive to learning.
- To foster increased participation of parents in the education of their children.
- To develop community alliances in order to provide support for education.
- To foster smooth transition from home to school from level to level and from school to work.
- To retain trained teachers

## **Priorities of the Region.**

### **PRIORITY 1: IMPROVE THE QUALITY of TEACHING**

#### **Targets**

1. All teachers to attend school 15 minutes before the start of school
2. Increase in enthusiasm and professionalism of all teachers.
3. Systematic programme of improvement in classroom methodology in all primary and secondary schools by July 2002
4. Encourage use of resources to improve teaching

### **PRIORITY 2: IMPROVE SUPERVISION OF SCHOOLS**

#### **Targets**

- All heads and senior staff to supervise teachers on a daily basis
- Provision of regular support to headteachers in their supervisory role.
- Maintain efficient feedback between MOE, Region and schools.

### **PRIORITY 3: SUPPORT SCHOOL IMPROVEMENT PLANNING**

#### **Targets**

- All schools to draft and implement SIPs by September 2001
- Raise awareness and train headteachers, DHM's and other named stakeholders

### **PRIORITY 4: LANGUAGE ARTS**

#### **Targets**

1. Unified language Arts scheme in every school at each level
2. Raise the awareness of teachers and parents to the relationship between a good Lang. Arts programme and student achievement by use of current data.
3. Conduct refresher and training programmes in Language Arts. e.g. reading, spelling, writing, composition, grammar, literature and penmanship.
4. Identify Field Officers and mentors in the above areas.
5. Raise literacy levels for all children in Region 10 - **note a new action plan is required for this target**

# STEP Analysis

## Trends in the organisational environment

### **Social**

- Rising Unemployment
- Increase in school population
- Decrease in drop outs from Forms 4 and 5
- Adult Population decrease due to migration and unemployment
- Illiteracy
- Increasing rates of crime, death, drug abuse, child abuse, incest, attempted suicide, teenage pregnancy
- Population expansion to outskirts
- Absentee fathers

### **Technical**

- Demand for computer literacy
- Easier access to telephone to enhance communication
- Lack of access to internet and wireless communications
- Possibility of major road network to Brazil

### **Economic**

- Impending privatisation of the main industry
- Redundancy in jobs
- Increase (steep) in boat fares affecting major transportation
- Restriction on spending at Regional Administration
- Little relationship between qualification and earnings
- International aid programmes continue to support MoE
- Donor support continues
- LEAP

### **Political**

- Municipal Elections
- Changes in Democratic Council
- Change in Presidency
- National Elections
- Shared commitment from Central and Regional Govt. re: Education
- New Five Year Education Plan

<p><b>OPPORTUNITIES</b></p> <ul style="list-style-type: none"> <li>• Extra Support/Funding from UNICEF, GEAP, SIMAP, SSRP, BNTF, CDB.</li> <li>• More collaborative work with Head Teachers</li> <li>• Privatisation could lead to increased self-reliance</li> <li>• LEAP</li> <li>• HIPC Funds</li> </ul>	<p><b>THREATS</b></p> <ul style="list-style-type: none"> <li>• Reduced Budgets</li> <li>• Privatisation</li> <li>• Inconsistent accounting system</li> <li>• Population changes (Inward and outward migration)</li> <li>• Rapid turnover and loss of experienced headteachers</li> <li>• Poor Regional Office accommodation</li> <li>• Loss of trained teachers</li> <li>• Acting nature of leadership post</li> <li>• Gender imbalance in Regional Office</li> <li>• Unfilled vacancies in schools</li> <li>• Inadequate school supplies</li> </ul>
<p><b>STRENGTHS</b></p> <ul style="list-style-type: none"> <li>• Team Spirit</li> <li>• Common Goal</li> <li>• Individual Expertise</li> <li>• Commitment to education and access for All</li> <li>• Regional Plan</li> </ul>	<p><b>WEAKNESSES</b></p> <ul style="list-style-type: none"> <li>• Too much bureaucracy</li> <li>• Inadequate staffing</li> <li>• Work opportunities for school leavers</li> <li>• IT equipment and training</li> <li>• Lack of MOE transport</li> </ul>

**ISSUES TO BE CONSIDERED WITH THE REGIONAL PLAN**

**Does it fit the new structure for planning?**

**Poverty Reduction Strategy Paper**

**5 Year EDP for Guyana**

**Regional Education Plan**

School Improvement Plans
--------------------------

**How is the plan structured?**

Mission or vision

Values/aims

Key policy principles ( access, equity, quality)

Priorities in each sector (nursery, primary, secondary, post-secondary, Regional Office)

**Action plans for each sector**

Supporting reviews, analysis - technical / social / financial / institutional.

**Has data been gathered and analysed to form targets?**

Has it been disaggregated by gender?

Population - birth and migration figures - how many school places do you need, when and where?

School places available, when and where - implications for building programme.

Attendance

Drop-out

Repetition

Student performance - literacy / numeracy

Teacher age profile

Student teacher ratio

STR by trained teacher

Text books availability

Unit costs per pupil in each sector

**Are the action plans sharp?**

SMART targets

Achievable activities

Realistic time scales

Persons identified to drive the plan

Fully costed in terms of \$ and time

Success criteria matched to the targets

Monitoring processes listed as well as persons.

**Is the plan matched to the budget for 2001?**

What is the Regions share of HIPC?

Is Education involved in LEAP?

**PROGRESSING THE SCHOOL IMPROVEMENT PLAN  
CHRISTIANBURG MULTILATERAL SECONDARY SCHOOL**

**SIAC meeting 10<sup>th</sup> October 2000.**

**AGENDA**

**Introductions**

Distribution of your first draft plan - Ed.

**Focus on each action plan - targets, costings, monitoring - John**

**Matching the plan to GEAP/SSRP format**

- the school context
- mission/vision
- values which underpin the mission
- whole school priorities
- action plans
- supporting information

**Generating and sharing core values**

**Sharing the plan - how and with whom ?**

**Notes of action to be taken following the SIAC meeting 10<sup>th</sup> October 2000.**

**SIAC members agreed to meet on Tuesday 17<sup>th</sup> October , 14:15, to complete the action plans, review the school mission and school aims/values. Mrs Britton to facilitate the meeting.**

**The headteacher agreed to share the completed draft plan with the following groups of people:**

- **Teaching staff - presentation at November staff meeting**
- **PTA - presentation at November PTA meeting**
- **Parents - at parents' evenings for different levels.**
- **Students - discussion at Student Council / assemblies / level meetings**

**Community - via local Linden TV station.**

**ANNEX E - EXAMPLE OF SIP FROM REGION 10**

# **New Silvercity Secondary School**

School Improvement Plan

1999-2002

## **School Context**

(to be completed by school)

## **Missions**

(to be completed by school)

## **Aims/Values**

(to be completed by school)

## Whole School Priorities

### **Priority 1: Curriculum Development**

- All Children Reading, Writing & Spelling at levels equivalent to their Chronological Age
- All students to be functionally numerate and be able to use numeracy skills across the curriculum
- Introduction of IT into the Curriculum (2002)
- Introduction of IA into the Curriculum (2002)

### **Priority 2: Pastoral Care**

- Implementation and Renewal of a Pastoral Care and Guidance Programme
- Implementation and Renewal of the systems of Rewards and Sanctions
- Improve system of Student participation in School Management and School Councils

### **Priority 3: Parental Involvement**

- Double attendance at Monthly PTA Meetings
- Sustained increase in Attendance
- Parent Education Programme
- Build on current programme of parent participation in classrooms

### **Priority 4: Staff Development**

- Provide training for all teachers in Literacy & Learning Support
- Provide Training for all Teachers in IT
- Regular monthly Departmental Staff Development programme in place

All teachers are willing and able to fulfil their roles in all lessons

SWOT Analysis

*What are the possible Opportunities and threats?*

*What are your current strengths and weaknesses?*

<p><b>STRENGTHS</b></p> <ul style="list-style-type: none"><li>• Diversity of School Curriculum</li><li>• Parental Involvement</li><li>• No. of Trained Teachers Rising</li><li>• 5 Graduates</li><li>• 75% Trained</li><li>• 20 in training</li><li>• 5% untrained</li><li>• Community Involvement</li><li>• Staff Morale!</li><li>• Good Conflict Resolution</li><li>• Support from the Regional Office</li></ul>	<p><b>WEAKNESSES</b></p> <ul style="list-style-type: none"><li>• Facilities</li><li>• Space</li><li>• Student Indiscipline</li><li>• Lateness and Punctuality by Student Teachers and Parents</li><li>• Graffiti &amp; Vandalism</li><li>• Lack of Ownership</li><li>• Resources – Books, Equipment, Reference Books</li><li>• Lost Teaching Time</li></ul>
<p><b>OPPORTUNITIES</b></p> <ul style="list-style-type: none"><li>• GEAP – Infrastructure, Training, IT, SIP</li><li>• Agricultural Opportunities</li><li>• Tertiary Training and Education</li><li>• Development of PTA and Community Groups – PATH, Lions, FREED</li><li>• Infrastructure in Linden – Roads</li><li>• UNICEF, Small Enterprise</li><li>• Access to IT</li><li>• Technical Training Opportunities</li><li>• Parent Student Teacher Relationships</li></ul>	<p><b>THREATS</b></p> <ul style="list-style-type: none"><li>• Donation Fatigue</li><li>• Community &amp; Parental Help for schools</li><li>• Brazil Road Project – Drugs &amp; AIDS</li><li>• National Finance &amp; Resources</li><li>• Lack of Employment</li><li>• Increasing Drop outs</li><li>• Disillusionment with Education</li><li>• Social Problems – Teenage Pregnancy, Alcohol, Drugs, Homosexuality</li><li>• Negative Parent Pupil Teacher relationships</li><li>• Political Changes</li></ul>

# **STEP Analysis**

## **Trends in the organisational environment**

### **Social**

- Single parent families
- Selfishness
- Self respect and respect for others lacking
- Drugs, Teenage Pregnancy, Alcohol, Crime, HIV
- Dishonesty in Business and Social Relations
- Strength of the family
- Strength of the recreational opportunities
- Church Clubs, Rotaract/ary, Lions, Leos

### **Technical**

- Computing, Internet & WWW
- Lack of fundamental facilities, Elec. Water, Buildings, Roads, typewriters
- Outward migration of qualified people
- Improved Communication

### **Economic**

- Lack of adequate and appropriate Job opportunities
- Declining National Economy
- Budget constraints at MoE
- Small enterprise grants & bilateral donor grants coming in
- Lack of diversification in Economic Base

### **Political**

- Change & future national elections
- Emphasis of Education at the National Level
- Local Management Capacity
- Honesty ?

**Guyana Education Access Project**

**School Improvement Planning**

Formative Evaluation

Progress to Date

October 2000

**Overall Principles and Values**

Contact person(s):

Activity Group(s):

**School Review**

Contact person(s):

Activity Group(s):

**Agreeing Priorities**

Contact person(s):

Activity Group(s):

**The Three Year Plan**

Contact person(s):

Activity Group(s):

**Action plan for Year 1**

Contact person(s):

Activity Group(s):

**Implementing and Monitoring**

Contact person(s):

Activity Group(s):

**Evaluating**

**Contact person(s):**

**Activity Group(s):**

**School** \_\_\_\_\_

**Formative Evaluation**

**Progress to Date**

**Where we are now**

**What has been achieved in the planning process**

**What we would like to do next**

**Who will be involved in the school**

**What support is required from outside the school  
(Clusters Regional Education Office GEAP Others)**

**Any other comments**

**A THREE YEAR SCHOOL DEVELOPMENT PLAN  
FOR  
SKELDON HIGH SCHOOL**

**SUGGESTED AGENDA**

Introductions

Establishing where the school is now with development planning

Recap:                   Basic principles of school development planning  
                              Agreeing why a plan is needed  
                              Who should be involved in drafting / implementing / monitoring  
                              the plan

Agreeing what should be in the plan - school context, vision, aims, priorities, action plans, supporting information

Undertaking a school review - swot analysis & data analysis

Identifying priorities for development

Scheduling priorities over three years

Setting SMART targets for each priority

Action planning

Review of the day

# **Skeldon Line Path Secondary School**

## ***School Improvement Plan***

**strive to be Happy**

# Guyana Education Access Project

## Skeldon Line Path Secondary School School Improvement Planning Workshop

**13 November 2000**

### **Why Have a Plan:**

To give direction to the school  
Help to set a focus  
Support the school organisation and administration  
Set development priorities  
Support the management of change  
Increase the potential for learning  
Identify goals and how to achieve them  
Monitor and evaluate innovation  
Monitor the budget  
Celebrate success

### **Who is involved**

*Drafting* – Headteacher + senior management team

*Consult with:*

Teachers (whole staff)

PTA

Student Council

Regional Education Department Staff

*Other stakeholders:*

Building Sub Committee

Local business people

Central Planning Unit – Ministry of Education

Donor agencies

### **Time Frame**

Discuss/agree to the end of Term 2 (Easter)

Implement in Term 3

Evaluate on a termly basis

Develop a rolling programme for the three year plan. This means there is always a three year plan to work to

### **Content of the Plan**

A brief description of the school

- Number of teachers/students
- The site

Context

School motto

Mission statement  
 School pledge  
 School aims  
 Development priorities  
 Action plans  
 Support information  
 Copies of regional/national priorities

**Appendix**

- Roles/responsibilities of staff
- Equipment/resources
- Plans for refurbishment
- Budget plans

**SWOT Analysis**

<p><b>Strengths</b>          Plenty of available space          Organised instructional programme          Inter-department cooperation          Experienced senior staff</p>	<p><b>Weaknesses</b>          Lack of suitable subject specific rooms          Too many untrained/unqualified teachers          Lack of suitable library          Attrition (staff)          Community/school relationships          Little private sector involvement          Low levels of literacy/numeracy          Open plan classrooms          Motivation</p>
<p><b>Opportunities</b>          In service training          In house staff development          Extra curricula activities          All purpose assembly hall          IT facilities          GEAP input</p>	<p><b>Threats</b>          Poor motivation from parents          Migration of qualified staff          Parental choices          Increase in absenteeism          Declining interest in education          Students drop out to learn trade skills          Handed down directives          Erosion of authority</p>

**Priorities**

Develop library

Improve:

- Literacy
- Numeracy
- Parent teacher relations
- Discipline
- Attendance/reduce lateness

On site staff development

Create specialist resource areas

Develop teacher/learning materials

Curriculum development for less able students

**School Motto**

Strive to be happy

**School Philosophy**

The school shall, within its available resources, strive to implement a curriculum that will provide for the physical, social, emotional, mental, spiritual and aesthetic well of each individual within its care, in order to assist each to develop her/his full potential, as a member of the Guyanese and whole community.

**Three Year Time Plan**

September 2001	September 2002	September 2003
Literacy ----->	----->	----->
Numeracy ----->	----->	----->
Staff Development ----->	----->	----->
Curriculum Development for less able students ----->	----->	----->
Library ----->	----->	----->
Improve parent relations ----->	----->	----->
Reduce lateness/increase attendance of students/staff ----->	----->	----->

**Smart Targets**

By September 2002 the aim is to improve literacy in forms 1/2

The literacy level of many students is well below what is acceptable for their chronological age. The aim is to increase levels of literacy to an acceptable level.

### Action Plan for Literacy

Targets	Tasks	By When	Who	Cost	Success Criteria	Monitoring	Staff Development
By 2002 all students in Form 1 should be able to read to a level equal to their chronological age	1. Assess the baseline of each pupil	11.2000	HOD Lang Dept.		1. Evaluate students reading ability	HOD & lang teachers HOD	1. Develop a base line test
	2. Orient teachers with strategies for the teaching of reading	01.2001	Teachers In Lang Dept		2. Clinical supervision of reading teachers	Lang dept teachers	2. Identify teaching strategies for teaching of reading
	3. Procure & provide suitable reading materials	04.2001	Resource Persons GEAP- TT Trainers		3. All students have access to reading and instructional Materials	Language dept	3. Identify ways which materials can be obtained
	4. Spelling bees and phonic drills should be held regularly	09.2000->			1. Students given 60% and more during these exercises		4. Evaluate students performance and identify areas of weakness and possible solutions

### Action Plan for Literacy (Part 2)

Targets	Tasks	By When	Who	Cost	Success Criteria	Monitoring	Staff Development
<p><b>Writing</b> All pupils in Form 1 should be able to express their thoughts in writing in cohesive manner By 2002</p> <p><b>Speaking</b> All pupils should be able to speak standard English by 2002</p>	<p>Know and apply grammatical rules. Write grammatically correct sentences</p> <p>Speak standard English</p>	<p>April 2000</p> <p>July 2002</p>	<p>Lang. Department</p> <p>Lang. Department</p>		<p>Write paragraphs on given topics, issues events etc.</p> <p>Impromptu speech on given topics</p>	<p>Impromptu speech on given topics</p> <p>Lang Department</p>	<p>Orient teachers with rules governing grammar/sentence Construction</p> <p>Discuss and identify strategies for the development of pupils speaking skills</p>

### Action Plan for Curriculum Development for Less Able Students

Targets	Tasks	By When	Who	Cost	Success Criteria	Monitoring	Staff Development
All low ability students will have a curriculum and teaching matched to their ability by 2003	1. Examine level 5/6 and the present level 7 and integrate them with more practical approach	01/2001	HOD's with members of all members		1. Continuous assessment e.g. Tests	1. Corrective work (in tests) 2. Marking of workbooks	1. Preview curriculum to accommodate low achievers
	2. To solicit the assistance of GEAP and the MOE to provide materials for classroom preparation e.g. teaching aids flow charts	01/2001	School administration and HOD's		2.Oral responses (evidence of more interaction amongst students during lessons) 3.Teachers will more confident in carrying over concepts 4.Increase percentages in exam passes	3. Each department will be responsible 4. Assistance from GEAP and Dept of Education	2. Departmental meetings to discuss relevant/ Suitable hearing aids
	3. To train teachers in methodology for low achievers	09/2001	School administration and GEAP				3. Practical lessons to demonstrate

### Action Plan for Improving Discipline

Targets	Tasks	By When	Who	Cost	Success Criteria	Monitoring	Staff Dev
1. By 09/2001 the indiscipline cases should be identified and grouped as extremely average and common	Identifying types of indiscipline cases and grouping them	09/2001	Prefects, supervisors. Form teachers.		Checklists & Observation schedule	Observation Reported cases	Training of staff on the check list and observation schedule
2. By 09/2001 the analysis should be done to identify frequency, mode of occurrence in each groups indiscipline	Analyse data collected from reported cases, checklists observation schedules	09/2001	Divisional Heads		Graphs and charts	Interpretation evaluation of the graphs and charts	Familiarising staff with the findings
3. By 09/2000 lessons should be identified for each grouped indiscipline behaviours and corrective measures to be implemented	Identifying reasons for the indiscipline behaviours Working out corrective measures to be taken for various forms of indiscipline	09/2002	Admin Staff		List with the indiscipline behaviours and measures to be taken for each type	Testing to see how appropriate the measures are	Staff discussion
4. By 09/2003 level or number of indiscipline cases should be reduced by 30% i.e. 10% per year	Reinforcing of school rules stating penalties for breaking rules	09/2003	Administrators		Measuring the level of reported cases	Recording reported cases	Staff development on how to administer penalties

### Action Plan for Numeracy

Targets	Tasks	By When	Who	Cost	Success Criteria	Monitoring	Staff Dev
By 09/2002 improvement in CxC pass rate in maths to over 50%	1. Do remedial teaching to weaker students and more practical work	9/2001	Maths Teachers	Increase in number of teachers per class Time and money Time Time	Increase in performance in periodic tests	Periodic tests	Awareness of the various teaching methods and learning materials in remedial teaching
	2.Expose students to concrete materials	9/2001	Maths Teachers		Increase in performance in assessments	Assessment by observations and verbal responses	
	3. Teachers using suitable teaching strategies	9/2002	HOD		Teaching using the various methods in lesson plans	Check lesson plans and visit classrooms	Making suitable learning and concrete materials  Executing lessons by using different teaching strategies
	4. Provide extra lessons to weaker students	9/2001	Maths Teachers		Increase performance in tests	Periodic tests	



## FEATURES OF AN EFFECTIVE SCHOOL

## Task

<b>Rating</b> <b>5 = excellent</b> <b>1 = poor</b> <b>U = unsure</b>	<b>Evidence</b> What is your evidence (how do you know)?						What further information do you need
1. Professional leadership  Rating    5    4    3    2    1    U							
2. Shared vision and goals  Rating    5    4    3    2    1    U							
3. A climate conducive to learning  Rating    5    4    3    2    1    U							
4. Emphasis on teaching and learning  Rating    5    4    3    2    1    U							
5. Explicit high expectations  Rating    5    4    3    2    1    U							
6. Consistency of high quality educational provision  Rating    5    4    3    2    1    U							
7. Positive pupil behaviour and attendance  Rating    5    4    3    2    1    U							

8. Frequent monitoring of pupil progress						
Rating	5	4	3	2	1	U
9. Pupil involvement and responsibilities						
Rating	5	4	3	2	1	U
10. Purposeful teaching						
Rating	5	4	3	2	1	U
11. Effective Management						
Rating	5	4	3	2	1	U
12. Community and Home-school partnership						
Rating	5	4	3	2	1	U
13. Strategic Planning: School Improvement Target Setting						
Rating	5	4	3	2	1	U
14. Teacher Collegiality and Development						
Rating	5	4	3	2	1	U
15. Recognition and Incentives (Pupils and Staff)						
Rating	5	4	3	2	1	U

## USING TEST DATA TO ASSESS PROGRESS OF INDIVIDUAL PUPILS

Here are two sets of standardised reading age scores for the same class of pupils with tests taken at the age of 8 and again at 9. Separate scores are given for boys and girls.

Plot the performance of each individual pupil on the attached graph using a x for girls and a ● for boys. The first two girls have been plotted for you.

What does the scattergram indicate about the performance of lower achieving pupils?

What does it indicate about the performance of the higher achievers?

What about the group in the middle?

What does it indicate about the relative performance of girls and boys?

Does it raise questions about individual pupils?

What would be your response to the data in terms of teaching and classroom practice?

## Kingfisher Class Reading Test Scores at 8+ and 9+

Girls = x

Boys = ●

Age 8+	Age 9+	Age 8+	Age 9+
76	78	70	74
81	83	82	88
87	84	84	90
90	90	86	90
93	95	96	92
94	90	94	96
99	101	98	98
101	94	104	106
105	107	106	100
105	90	107	102
110	118	112	105
112	95	115	110
116	116	120	115
120	125	122	125
121	122	122	110
121	124		
124	115		

**REGION 6 EDUCATION PLANNING WORKSHOP - 17TH NOVEMBER  
2000.**

**PROGRAMME**

**INTRODUCTIONS**

**REVIEW OF EXISITING REDP**

- **Mission statement**
- **Outcomes of the plan**
- **Core values and principles**
- **Action plans for 1999 - 2000.**

**AGREEING WHAT TO CARRY FORWARD TO THE 2000 - 2001 PLAN**

**ISSUES TO BE CONSIDERED FOR A REVISED REDP**

**REVIEWING EACH SECTOR TO IDENTIFY PRIORITIES FOR NURSERY,  
PRIMARY, SECONDARY EDUCATION & THE REGIONAL OFFICE.**

**SETTING TARGETS FOR EACH PRIORITY**

**DRAFTING ACTION PLANS**

**COSTING THE REDP**

**TAKING THE PLAN FORWARD**

**REVIEW OF THE DAY**