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Acknowledgements

## **INTRODUCTION AND BACKGROUND**

### **BACKGROUND**

#### **General Background:**

##### **1. The Purpose of Inspection**

(a) The purpose of Inspection is to identify strengths and weaknesses so that the school may improve the quality of education it provides and raise the educational standards achieved by its students. The inspection process, feedback and reports give direction to the school's strategy for planning, review and improvement. This is achieved by providing rigorous external evaluation as well as identifying key issues for action. The Inspection should ensure that the objectives of the school are congruent with the educational policies and needs of the students.

##### **(b) Statutory Basis for Full Inspection**

Full Inspections are carried out under Sections 49 - 52 of the Education Regulations, 1982 made under Section 59 of the Education Act. Based on determined criteria, the Ministry of Education and Human Resource Development will establish an investigative team who will evaluate the effectiveness of the systems in the school.

### **SPECIFIC BACKGROUND**

Alexandra School is a co-educational institution situated in Speightstown, St. Peter, Barbados. The principal is Mr. Jeffrey Broomes who leads a teaching staff complement of fifty-one (51) and a support staff of twenty-sixteen (26).

## **2. Goal and Objectives**

The goal of this inspection is to carry out the statutory requirements of the Education Regulations, 1982 Sections 49-52 and thereby fulfil the general purpose of School Inspections. In addition, it is expected that the specific needs of Alexandra School will be identified and recommendations made to address these.

### **Objectives**

The objectives of the Inspection are:

- examine the management structure, systems and the overall functioning of the management team.
- examine the disciplinary structures at the school.
- examine all the existing documents at the school.
- analyse the implementation of Curriculum 2000 and how materials are utilised to enhance learning and evaluate learning outcomes.
- examine the school's physical plant.
- conduct interviews with a randomly selected number of all members of staff.
- conduct interviews with representatives of the student body.
- recommend corrective strategies for the areas being examined.

## **3. TASKS AND OUTPUTS**

1. Meetings with the Principal, Deputy Principal, all staff members, students in leadership roles and selected students from 2<sup>nd</sup> to 5<sup>th</sup> Form, the Board of Management and the PTA;
2. Conducting interviews with the Principal, the Deputy Principal, the Management Team and a random sample of representatives of the teaching and support staff; Questionnaire with remaining members of the teaching staff.
3. Observations of activities before, during and after school.

#### 4. THE INSPECTION IN PROCESS AND SCHOOL IMPROVEMENT

The inspection process should help the school raise the educational standards. Staff was involved as far as possible in the inspection. Members of the inspection team also considered the school's own priorities for development, evidence about the past attainments of pupils and any evidence from the school's own analysis of its provision and standards.

#### 5. QUALITATIVE INDICATORS

Qualitative indicators must be provided and used with other evidence to inform the work of the inspection team.

The indicators will include:

- (i) external examination results;
- (ii) student-teacher ratio;
- (iii) teacher-class ratio;
- (iv) staff profile qualifications and responsibility;
- (v) physical classroom comfort.

*Other evidence will include:*

- (i) samples of students' work including homework;
- (ii) Teachers' plans and records;
- (iii) observation of lessons.

## 6. TABLE OF ACTIVITIES

Below is a Table of Activities with dates for each activity

<b>KEY ACTIVITY</b>	<b>DESCRIPTION</b>	<b>DATES of ACTIVITIES</b>	<b>NO. of DAYS/HRS</b>
Team meeting	Sensitisation of roles and responsibilities re: inspection at Alexandra School	Monday, October 25, 2010	2 hrs.
Meeting with Principal and Deputy Principal	To sensitise the Principal and Deputy about the inspection process	Wednesday, November 03, 2010	2 -3 hrs
Meeting with the entire staff	Sensitise the staff about the school's inspection	Monday, November 08, 2010	2 -3 hrs
Interviews with Management Team	Members of the Inspection Team conducting interviews	Tuesday, November 09 to Friday, November 12, 2010	5 days
Interviews with sample staff	Members of Inspection Team conducting interviews	Monday, November 15 to Monday, November 22, 2010	6 days
Focus groups/ meetings with students	Team Leader appoints persons from Inspection Team to conduct sessions with groups	Monday, November 15 to Wednesday, November 17, 2010	3 days
Tour and Observations	Examining physical plant and observing teachers and students in and out of the classroom	Tuesday, November 09 to Friday, November 26, 2010	10 days

<b>KEY ACTIVITY</b>	<b>DESCRIPTION</b>	<b>DATES of ACTIVITIES</b>	<b>NO. of DAYS/HRS</b>
Meeting with PTA	Sensitise PTA	Saturday, November 20, 2010	2- 3 hrs
Meeting with Board of Management	Gathering information on concerns	Friday, November 26, 2010	2-3 hrs
Interview with Deputy Principal		Friday, November 26, 2010	2-3 hrs
Interview with Principal		Friday, November 26, 2010	2-3 hrs
Discussion on Draft Report	Team Leader and team	TBA	.....
Submission of Report	Team Leader and team	TBA	.....

### **HISTORICAL BACKGROUND TO ALEXANDRA SCHOOL**

Alexandra has a roll of eight hundred and six (806) students. At this co-educational institution a number of curriculum areas are taught: commercial studies, technical subjects, Home Economics, The Humanities, Languages and Sciences. The examining bodies used are Caribbean Examination Council and the Royal School of Music.

In addition, students are engaged in a number of extra - curricular and sporting activities. There is also a vibrant Student Council at the school.

### **Duration of Inspection**

The Alexandra School on site inspection commenced on November 04, 2010.

A team led by Team Leader Professor Winston King and comprising Ministry of Education and Human Resource Officers, Representatives from the Board of Management, Barbados Secondary Teachers Union, Barbados Association of Principals of Public Secondary Schools and the Parent Teacher Association undertook the inspection.

## **AN ANALYSIS OF CXC RESULTS - 2008, 2009 AND 2010**

One of the Qualitative Indicators set out in the School Inspection is “external examination results.” The following Table sets out very clearly the results of CXC Examinations for years 2008-2010. In reading the Table, it must be noted that although the school has included Grades 1-5, the ‘pass’ Grades are in fact 1-3.

<b>SUBJECT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>%PASS</b>
	<b>08/09/10</b>	<b>08/09/10</b>	<b>08/09/10</b>	<b>08/09/10</b>	<b>08/09/10</b>	
BIOLOGY	1/0/0	9/7/4	18/12/16	18/19/2	2/0/0	58.33/50.00/90.48
HISTORY	1/1/0	1/0	4/13	19/15	4/13	60.60/20.69/31.71
CHEMISTRY	0/5/0	7/2/3	14/12/13	8/5/5	3/0/0	65.63/79.16/76.19
ENGLISH A	14/47/53	54/61/65	110/61/138	67/18/122	7/1/0	70.08/89.90/86.20
ENGLISH B	3/4/19	26/15/52	34/26/23	54/56/10	35/38/4	41.72/31.92/86.92
FOOD & NUT	0/0/4	17/22/42	11/12/13	2/0/1	0/0/0	93.33/100.00/98.33
FRENCH	0/2/0	5/4/4	24/5/8	7/14/18	2/11/11	76.32/30.56/29.27
GEOGRAPHY	0/1/0	10/4/3	25/20/26	21/37/23	1/3/3	61.40/38.46/52.72
HOME MAN	0/-/0	2/-/3	2/-/1	0/-/0	0/-/0	100.00/--/100.00
INF TECH	14/19/2	12/32/17	10/7/7	4/4/0	0/0/0	90.00/93.55/100.00
INT SCIENCE	0/0/1	14/27/12	21/14/13	6/1/2	1/1/0	83.33/95.30/92.86
MATHS	10/3/14	53/30/62	86/54/89	41/40/47	12/29/23	73.76/55.41/70.50
PHYSICS	5/1/0	11/5/8	7/10/11	4/0/5	1/0/1	82.14/100.00/76.00
POA	4/3/2	6/4/9	12/17/11	2/11/3	0/8/0	91.67/55.81/88.00
POB	0/3/2	17/16/17	22/29/17	5/7/6	0/0/0	88.64/87.27/85.71
SOC STUD	1/3/5	15/21/26	33/16/15	4/0/0	0/0/0	92.45/100.00/100.00
SPANISH	0/3/1	11/6/8	19/23/13	5/16/14	4/9/2	76.92/56.14/57.89
TECH DRAW	0/3/2	8/8/15	10/7/3	1/1/0	0/0/0	94.74/94.74/100.00
ART	3/0/1	18/7/5	12/23/16	3/6/4	0/0/0	91.67/83.33/84.00
EDPM	14	15	10	0	0	100.00
CPE	18/23/19	3/0/5	0/0/0	0/0/0	0/0/0	100.00/100.00/100.00
WOODS	0/0/1	4/4/6	7/0/0	6/0/0	1/0/0	61.11/100.00/100.00
ELECTRONICS	0/0/0	0/0/4	0/2/5	2/5/2	0/0/0	00.00/28.57/81.81
<b>TOTAL</b>	<b>76/121/140</b>	<b>314/249/394</b>	<b>496/344/359</b>	<b>272/259/179</b>	<b>72/103/56</b>	<b>72.03/71.30/82.09</b>

*source: Alexandra's analysis of CXC Results - 2008, 2009 And 2010*



## **AN ANALYSIS**

Looking at the overall numbers of students achieving Grade 1 there is an increase from 76 in 2008 to 140 in 2010 - an increase of 84.2%. Grade 2 passes also rose from 314 in 2008 to 394 in 2010 - an increase of 25.5%. In the case of Grade 3 the number of passes decreases from 496 in 2008 to 359 in 2010 - a decrease of 27.6%. It is noteworthy that overall pass rate increased from 72.03% to 82.09%.

Although Grades 4 and 5 are not considered as 'pass' grades, the numbers are instructive for future planning in the school. In the year 2008 there were 272 Grade 4 and Grade 5 was 72 - a total of 344. In the year 2009 there were 259 at Grade 4 and 103 at grade 5 - a total of 362. In 2010 there was a decrease at both Grade 4 and Grade 5.

An analysis of the individual subject entries is also worthwhile. Biology, Chemistry, Physics, History, French, Geography, Home Management and Electronics were awarded no Grade 1 passes in 2010. On the other hand, the numbers of Grade 1 passes in English A and B, Food and Nutrition, Integrated Science, Mathematics, Social Studies, POB, CPE, Technical Drawing, Woods have increased in 2010 over the results in 2008.

Some subject areas have declined in the number of Grade 1 passes between the year 2008 and 2010. These are Information Technology, POA, Spanish and Art.

In the case of Grades 2 and 3 passes, there are areas worthy of note. For example, Biology decreased in both Grades from 2008 to 2010; History had no Grade 2 passes in 2010, but increased in Grade 3 passes by 225% over year 2009; English B has increased in Grade 2 passes in 2010 from 2008; Food and Nutrition has increased in both Grades 2 and 3 from 2008 to 2010; French has decreased in both Grades from 2008 to 2010; Geography decreased in Grade 2 passes in 2010 over 2008, but increased marginally in Grade 3 passes; Information Technology increased in Grade 2 passes in 2010, but decreased in Grade 3 in the same year; Integrated Science has decreased in both Grades in 2010 over 2008; Mathematics has increased in Grade 2

passes in 2010, but has decreased marginally in Grade 3 passes in that year; Physics increased in Grade 2 passes in 2010 over 2008, but decreased in Grade 3 passes in the same period; POA increased in Grade 2 passes in 2010 over 2008 and decreased marginally in Grade 3 passes in the same period; POB decreased in Grade 3 passes in 2010 over 2008; Social Studies increased in Grade 2 passes, while decreasing in Grade 3 passes over the period, Spanish Grade 2 and Grade 3 passes declined in 2010 over 2008; Technical Drawing increased Grade 2 passes, while decreasing in Grade 3 passes over the period; Art decreased in Grade 2 passes, but increased in Grade 3 passes over the period; CPE increased in Grade 2 passes while decreasing in Grade 3 passes over the period 2008 and 2010; Woods increased in Grade 2 passes in 2010 over 2008, but decreased in Grade 3 passes; Electronics has increases in both Grades over the period.

Overall, these results are good, especially with the increase in number of subject passes in 2010. The school should be proud of these achievements.

These results need to be further analyzed to get the best picture for the way forward.

## **STRATEGIC PLAN 2009-2014**

### **“The Quest for Excellence - The Mission and the Work”**

According to the Executive Summary, the Plan:

‘Identifies the coordinated goals of the school within the directives of the Ministry of Education, as well as, the initiatives and methods being employed to achieve these goals.’

The Plan outlines the following purposes:

1. ‘To serve as a virtual road map for the work at the different levels of the school’s organizational structure.’
2. ‘To provide a process for engaging the different stakeholders and supportive partners to ensure high student achievement and the development of socially well adjusted citizens.’
3. To equip ‘individuals with skills and abilities to critically assess, confront and overcome the challenges of an ever changing technological society of the future.’
4. To ‘direct the attention of the school’s decision makers towards ensuring a safe, comfortable and aesthetically presentable compound ... conducive to the teaching and learning process.’
5. To provide a teaching/learning process ‘focused on sound academics, civility, creativity and a sense of high social responsibility through service to school, community and country.’

Five (5) critical areas are identified as ‘the pillars that should guide the work of the school over the five-year period:

A. **HIGH SCHOOL ACADEMIC ACHIEVEMENT**

1. In this pillar, the strategic plan outlines eight (8) supporting structures to be utilized:
  - More focus on guidance and early interventions, with a view of identified those at risk of failing: “Teacher Coach” will be indentifying ‘to receive and act on information from subject teachers and the Guidance Counsellor’. The “Teacher Coach” will interface with parents as well as coordinate ‘a group of student mentors who will serve as “personnel tutors” in assigned areas.
2. The initiation of an “Excellence Pyramid” emphasizing personal accountability and all-school support: The notion espouses “support for buddies, mentors, student advisors, teach coach, guidance counsellor and administration. All of this will be buttressed by an improved “After-School” Study Hour programme.
3. The forging of linkages with parents and the community related to the quality of work produced by students. The innovation will be implemented by way of annual open-house displays of students’ work.
4. The promotion of role models and mentors. This would be facilitated ‘by way of regularly scheduled addresses by and interactions with outstanding former students and successful practitioners’ in various sectors of the community.
5. ‘To promote a student and academic friendly classroom’, having regard to containing class sizes, exposure of teachers to different and innovative classroom management techniques;

6. There will be a dedicated focus on in-house training of teachers. This initiative will be built on the creation of a Staff Development Committee specifically responsible for upgrading the teachers' skills in areas such as Instruction, Assessment, Classroom Management and Technology Integration.
7. Motivating students through rewards and affirmations consistently and more expansively;
8. Providing an additional initiative 'to work in a sustained and dedicated manner in an attempt to gain a place in a Sixth form at Alexandra.

**B. CURRICULUM**

Six (6) major initiatives are outlined to positively impact students, through 'significant streamlining and diversification of the curriculum.'

- 'After completing the basic junior course of study, all students will ...'streamline their programme in accordance with their career focus.'  
They must also undertake an accepted basic core in association with their strand focus in the areas of Science, Business, Technical Vocational and a General Option.
- 'The school will accept as a specific responsibility the development of the students' ability to speak properly and to present themselves to the general public in a confident and aciculate manner.'  
'Each student throughout the school will be required to undertake at least one Creative Expressive subject per year group'. This will include making various addresses and presentations at selected times.

- Focus will be on creating a nexus between what is done in school and the expectations of the world of work.

This connection will be facilitated by ensuring that all students will complete at least one research and exploration in the junior school, as well as exposure to a 'life solution' project in each year of the senior programme.

Areas to be covered may include: the use of the computer for Web Quests and Virtual Institutes, creation of an annual original Musical Drama, Study Guides and a School Publication.

- Using the curriculum as a vehicle to develop student leadership, leading to 'success in all areas inclusive of academics and personal development.'
- 'Each subject department will be expected to accept a high level of responsibility for student success in the particular subject offerings.'  
This requires 'the presentation of termly schemes of work, and supported by a coordinated schedule of regular departmental planning meetings.'
- Staff training and retraining in support of curriculum goals and programmes will be a significant strategy within the plans.

### C. **CONFIDENT, CIVIL AND CARING CITIZENS**

The school in appreciation of the fact that its main aim is not only to develop sound academics also embraces the responsibility for total personality development of the students.

The plan identifies some 'specific strategies to accomplish the identified goals'.

- 'Cleanliness of self, teaching environment and the general compound will be totally promoted.'

- Opportunities will be created for students to develop self-esteem and self-confidence.
- Opportunities to inculcate high moral, socially acceptable values, care, empathy and social responsibility. 'Staff will be encouraged to serve as models in this particular area.'
- 'Teamwork and accountability will be promoted by way of the different extra-curricular activities and Sports programmes offered within the school.' The plan also stresses the 'promotion of different authentic learning experiences.'
- The school's work will be finely focused on the notion of service to school, community and country. This will be supported by mentorship programmes, clubs and leadership positions within the school's structure.
- Development of different structures and programmes focussing on anger management and conflict resolution strategies will be undertaken.
- 'Student leadership will be a significant strategy in helping to develop the student that is confident, civil and caring.'
- Students respect for the identified rules and protocols of the schools (sic) will be paramount. Protocols will also be developed to inform and emphasize the 'relationships and interactions' between the various levels of the school's organizational chart, and with the different stakeholders.
- 'Partnerships will be forged to promote parents as genuine partners in the holistic development of children.'

#### D. **TECHNOLOGY MASTERY**

Technology mastery is a major objective of the school. This is based on the universal position that in today's world information technology is pivotal.

Strategies outlined are:

- A basic course of computer studies for all students in the junior school will be implemented. All students will also be required to complete computer based projects.
- There will be the establishment of a technology team from among qualified and interested staff, working with the Information Technology Coordinator to conceptualize plan and implement relevant programmes.
- 'The school will develop and maintain an updated Web Site.
- Through a coordinated effort the school will expand technology facilities to encourage greater technology use.'
- 'All students will be given opportunities to be exposed to different moral and ethical issues that impact computer use and explore appropriate answers and responses.'

#### E. **CRITICAL AND CREATIVE THINKERS**

Critical and creative thinking will determine one's level of success in today's world. Six (6) specific strategies have been identified in the plan;

- 'A decided focus to develop and sustain an interdisciplinary project regime,' designed to give students opportunities to make linkages between different subject areas within the school's programme.
- 'The purposeful creation of a service regime that challenges the students' level of sensitivity, empathy a social responsibility.'
- The curriculum will be designed to encourage and support at least one multi-skilled original musical drama production per year.



- Open-house displays of students' Original work will be promoted.
- Throughout the school, the curriculum design will support student research and student expression.
- 'There will be a school production that will afford students the opportunity to use their different skills in real life situations.'

## **METHODOLOGY AND INSTRUMENTS USED**

### **BEFORE THE INSPECTION**

- First meeting of inspection team (See Appendix 10)
- Meeting held with Principal and Deputy Principal (See Appendix 11)
- Meeting with all staff of Alexandra

The team also held meetings with the following:

- Parent Teachers Association (report attached as Appendix 7)
- The Board of Management (two (2) meetings - before and after). The notes of the second meeting are attached as Appendix 8.

### **DURING THE INSPECTION**

During the inspection the team ensured that the full range of age, gender, attainment was taken into account.

The following materials were examined by the team:

- Timetables
- Unconfirmed notes of Staff and Management meetings 2009/2010
- CXC results 2008, 2009, 2010
- Physical plant (limited)
- Documents provided by the Principal. They are appended to the report on the interview with the Principal.

The team conducted interviews with

- the Principal, Deputy Principal, Heads of Department, Year Heads and other members of the Administrative Staff (Interview schedule for management team is attached as Appendix 1). The Principal's interview schedule is attached as Appendix 9.
- Randomly selected members of the teaching staff (18) (Interview schedule attached as Appendix 2)
- Randomly selected members of the office and ancillary staff nine (9) (Interview schedule attached as Appendix 3)
- The Student Leaders five (5) (Interview schedule attached as Appendix 4 )

The team administered a questionnaire to:

- Teaching staff members (those not interviewed). This instrument is included as Appendix 5.

The team used focus groups to gather data with students (67 from Forms 2-5). The instrument is included as Appendix 6.

Notes of meetings held in 2009/2010 were analyzed and the main ideas and trends established. These are not confirmed minutes or notes. The summary of the notes are attached as Appendix 12.

### **REPORT ON INTERVIEWS WITH MEMBERS OF THE MANAGEMENT TEAM**

*Q1. Are the functions of the Management Team clearly defined?*

Yes - 8

No - 9

Sometimes - 1

The responses were almost evenly divided between Yes and No. One the one hand some felt that there are well defined functions of the Management Team. Even these

teachers were unable to give specifics as to the responsibilities/ functioning of the Team. They all claimed that there were no structured meetings arranged for the Management Team as a whole.

On the other hand, those teachers who responded in the negative suggested that the functions are in the Education Act, not in operation at the school. They felt that when meetings were held they were merely for giving information, a mere formality, and that communication between the Management Team and the Principal was not good. It was reported, that they believe the Principal's interpretation of the Act is problematic.

There are two interesting comments worthy of note, one from each side of the divide. First of all, from the affirmative side the respondent said 'when you do things you think you should be doing you are told you should not have.' Secondly, from the negative response side the view was expressed that there is 'a feeling of being a messenger...with no room for initiative.'

*Q2. Are there systems which enable you to function effectively as a member of the school's Management?*

Yes - 5

No - 13

The majority of these responses were in the negative. The feeling was that this is more likely at the Year level but not at the Head of Department level. One teacher reported that there are meetings once per year mainly for information giving. Heads of Department meetings are ad hoc.

Some examples of lack of input from members of the Management Team were listed. One relates to the lack of buying in on the development of the Mission Statement. The other dealt with the development and implementation of the Strategic Plan.

Overall, the respondents felt that more frequent meetings would allow more middle management input into decisions affecting the school.

*Q3. Do you have any formal responsibility for discipline?*

Yes - 10

No - 8

The majority of the teachers responded in the affirmative but each had some type of qualification. For example, the Deputy Principal said she had been given the responsibility for discipline in the school, but felt it should be shared.

One respondent reported that protocols have been established. Another member of the Management Team believed that ultimately the responsibility for discipline rests with the Principal. Others knew that they were responsible but felt that proposals made did not have sustained support. There was also the feeling that the detention system had failed. The Guidance Counsellor felt that she was excluded too often from the process when interventions might be necessary. One teacher spoke of being reprimanded before a student and parent for taking action that was believed to be consistent with policy.

*Q4. Do you regard yourself as a model for other teachers?*

Yes - 18

No - 0

Although all respondents said Yes to this question, it was difficult to get specific responses to justify the claim that each was indeed a model. Responses included the fact that they abided by the protocols, dressed appropriately, were punctual, visited classes and were diligent in their duties, level-headed and empowered teachers.

*Q5. As a member of the school's Management Team, do you have do you have the opportunity to use your initiative?*

Yes - 3

No - 12

Sometimes - 3

One teacher felt that whereas it might be possible, she would not be comfortable doing so for fear of being censored. Another teacher said that she was discouraged but cooperated with administration. Yet another reported that her suggestion that the school keep records was accepted. One teacher, who answered in the affirmative, reported that she suggested the use of flash drives, showing that opportunity to use initiative was present. Perhaps the most comprehensive insight into this matter was given by one Head of Department who indicated that initiative was sometimes allowed, but care had to be taken, since ideas are not always accepted except if they came from certain individuals. Otherwise, the Principal usually obstructed these ideas.

*Q6. Mention two (2) strengths of the management/administration of the school.*

Strengths identified included:

- Discipline, to some extent, especially regarding uniform
- A staff that will work together, though some persons don't get along
- A Principal who comes up with good ideas, implementation of ideas is different but some do not accept the differing ideas of others
- Detentions are a deterrent, staff available always
- Extracurricular activities are abundant creating bonds between student and teacher
- Each person knows his/her role, and they make sure that the students are taken care of
- Excellent, experienced personnel who went to school here; committed staff.
- Excellent rapport and collegiality
- Professional conduct of teachers
- Principal is a persuasive talker
- Dedication of administrative team to school improvement
- Team members support each other; they are knowledgeable in particular areas and are good at encouraging professional development; they work with the untrained teachers to hone skills.
- Management equals the Principal. The principal has good ideas.
- The administration works hard to ensure things are done despite fears.

*Q7. Mention two (2) weaknesses of the Management/ Administration of the school.*

Weaknesses identified included:

- The poor implementation of initiatives by the Principal especially those related to changes in the curriculum
- Poor communication with staff e.g. Making announcements to parents and students before staff is acquainted with details of the new plans and programmes
- Communication is a major problem
- Principal's word cannot always be trusted
- Failure to allow teachers to contribute at meetings which are infrequent
- A lack of privacy
- Mid-term reporting should have been done by hand to avoid the problem
- Junior staff being able to bypass superiors and go to the principal
- Principal does not listen, only his ideas are good enough
- There is some discomfort with the level of confidentiality on the principal's part
- Too many initiatives being introduced before there is a chance to see if the ones presently in operation were successful or not
- Too much interference as to which subjects students should be studying.
- Lack of meetings to discuss school business; lack of communication leading to a feeling of detachment.
- Goals are not shared; maturity can be an issue; even though the team is excellent, there is no discussion of ideas.
- The principal is the only person who can make decisions, the only person to report to; the deputy principal is almost non-existent, can only run the school when the principal is not there.
- 'The principal has great difficulty in speaking the truth' – this may be the 'most offensive' of the school's weaknesses.
- Unprofessional conduct occurs e.g. putting persons on loud speaker in the presence of others in the office; there is general lack of respect for some people and their feelings.
- There is a lack of initiative due to the apprehension or fear by teachers of being reprimanded; punishments of students for certain infractions may depend on the teacher reporting; some staff members do as they like because they have the ear of the principal.
- The staff is not working together as there are clear divisions.
- Some things are heard for the first time at assembly, no staff involvement.

*Q8. In what ways can teaching be made more effective?*

- Allowing input by teachers in formulating initiatives would help with improvement in teaching
- The use of projects will enhance exam results
- All need to be on the same page re: vision, guidelines and rules
- Older/ younger teachers should not operate differently
- A re-examination is necessary in the case of the timetable options
- More refresher courses are needed re use of technology
- There is a need for work to be showcased
- Increased financing, leading to more resource materials available
- More effective communication at all levels
- Provide more time for planning
- Mentoring of new teachers
- Need to focus on classroom control (some teachers are too friendly with students – this includes the principal who displays an unacceptable level of informality with students at times.)
- Rationalization of programmes --several new programmes (with acronyms) but in some cases these seem to be pieces of already establishing programmes
- An attempt should be made to brighten up the classrooms.
- Inefficient use of technology and insufficient availability of equipment; a wider variety of media is necessary to reach the students
- There is need for greater confidence that the administration supports you in what you do; teachers should be allowed to use their initiative in the classroom and feel comfortable doing it.
- There is need for greater input from parents and more interaction but the principal stated that any teacher/ parents interaction must go through him.

*Q9. In what ways can the administration be made more effective?*

Here are some of the comments:

- More effective communication is required. Things done by the hierarchy are not shared with staff
- Start with administrators in a session, in which there are no holds barred, then have your say and leave it there; too often persons are told 'I am the principal.'
- The Ministry (of Education) seems not to care
- More listening and incorporating ideas from the management team – respect divergent views



- The administration needs to share ownership of initiatives and avoid the recurrence of initiatives petering out due to lack of support
- There needs to be also coaching for posts in administration
- There is a need to define roles
- Substructures are necessary (i.e. Delegation)
- People need an opportunity to talk about what is going on in the school without fear of reprisal.
- There is need to feel as part of a team. There is disconnect between the principal and the administrative staff.
- It is difficult to effect changes if the present principal is here; some new teachers need to be disciplined since they are 'spoilt' here – they would operate differently at other schools.

*Q10. Can you name some training needs for your staff?*

These ideas were given:

- Personal upgrading in Home Economics
- IT training
- More training in Geography
- More instructional and assessment strategies
- Professional development courses
- Training in classroom management, especially for new teachers
- Training for older members of staff which would help to equip them to meet the needs of the different type of students they are encountering in today's classroom.

### **GENERAL COMMENTS**

Some members of the Management Team offered general comments at the end of the interview. These are some of the comments:

- The physical plant needs work to make it more attractive. The school is overcrowded therefore less students would help; the curriculum needs to be reviewed. Although the strategic plan was distributed to all it was not discussed with the staff at the draft stage.

- Everything goes back to the lack of communication whether it is at staff or administration meetings. The fragmentation of the admin team into separate meetings for Heads of Departments and Year Heads is not healthy. An agenda and AOB are necessary at meetings. The principal uses administrators' meetings for information dissemination only.

### **INTERVIEWS WITH MEMBERS OF THE TEACHING STAFF**

The feelings expressed were deeply divided. Some teachers responded in the affirmative and almost equal numbers in the negative. This divide presented a challenge as regards giving a composite picture. As a result, the report on these responses to all questions (except Questions 11 & 12), are divided into **Group A** (those in the affirmative) and **Group B** (those whose responses were in the negative)

*Q1. Does leadership provide clear educational directions?*

Yes - 10

No - 3

Somewhat - 0

*Group A*

This group of teachers was very complimentary towards the leadership's provision of clear educational directions. Some of the comments related to the development plan: 'Development plan was well discussed in staff meetings.' Another respondent reported that the Principal and Deputy Principal care about their children, although sometimes too lenient. Another teacher indicated that the school's vision is clear and directions are clearly given. In the case of this last respondent, the vision was still not clearly articulated even after much comment. Perhaps the most positive recommendation of the great leadership came from a young, temporary teacher who extolled the leadership, outlining the scholarships to go overseas to conferences, and the fact that the strategic plan was shared with all the staff.

### *Group B*

The views of this group were generally completely opposite to those of their counterparts. For example, one respondent was adamant that the teachers come and find things there and they are expected to do them. It was felt by another teacher that they, especially in some subject areas, had no input. One member of this group expressed disappointment that the leadership gave no educational directions. Yet another expressed the sentiment that something had gone wrong with the communication, and most things are communicated at assembly.

*Q2. Are teaching and curriculum development monitored and supported?*

Yes - 9

No - 3

Sometimes - 2

### *Group A*

The respondents felt that despite constraints there had been more change in the curriculum. All reported that monitoring, usually done by the Principal and Deputy Principal was adequate for the most part. The feeling expressed by one teacher in the English Department was that regular meetings were held, the Head was open to change, though the pace of overall change is slow.

A case was cited to illustrate how the HOD and Principal supported teachers. Apparently, a new teacher detained an entire 5<sup>th</sup> form, which bears witness to the fact that had the teacher not expected management support, that action would not have been taken.

### *Group B*

Some members of this group had the feeling of being alone, and had to do most things on their own. They were very clear that there was no monitoring, especially in some of the less recognized subject areas. It was unanimously reported that there was need for more support structures especially for new teachers in classroom management.

*Q3. Are the aims, values and policies of the school reflected through all its work?*

Yes - 6

No - 2

Sometimes - 2

*Group A*

The teachers in this group believed that the school values were traditional, and policies were in place. One teacher focused on the teaching/ learning transactions 'distractions sometimes change aims etc in the classroom.' That teacher reiterated that most persons came up with new ideas.

*Group B*

The teachers in the group responding negatively emphasized strongly that suggestions from staff were not appreciated. Besides, some felt that there was dissonance between what was written and what actually happened. In short then, although the school had a mission statement and strategic plan, these were not really reflected.

*Q4. Does the school, through its development planning, identify relevant priorities and targets, take necessary action, and monitor and evaluate its progress towards them?*

Yes - 5

No - 2

Somewhat - 4

Once again there were strong views both affirmative and negative. However, on both sides the respondents gave no real examples to substantiate their responses. The views seemed to lack any serious conviction.

*Group A*

One respondent reported that committees met regularly, and although she was not involved she was no less enthusiastic about the strategic plan. Another respondent was less positive about the monitoring and evaluation of the priorities and targets. One

teacher who responded 'Somewhat' admitted that all teaching staff were not on board, because some do not act professionally. When probed further on this comment about lack of professionalism, it became clear that it was a case of mis-speak. Indeed that same teacher had already trumpeted the fact that teachers 'do good work,' including their involvement in extracurricular activities.

### *Group B*

The main responses from this group ran completely opposite to those in Group A. For example, one respondent reported that the strategic plan was never discussed. The document was developed by a committee but the knowledge was never diffused to the other members of the teaching staff. Without visible evidence of monitoring and evaluation of the plan, this respondent remained confused.

*Q5. Is there a positive ethos at the school?*

Yes - 5

No - 5

Somewhat - 5

### *Group A*

The responses to this question seemed not as clear cut as in other questions. One respondent who was adamant that all was well at the school, indicated that the ethos in the school was not positive. The reason for this negative view was that there were several cliques and membership of these seemed difficult to achieve. Yet another answered in the affirmative but was unable to expand.

Those teachers who answered in the affirmative spoke mainly about how great the ethos was and how fantastic the Principal was. Here are a few examples of views:

- Staff helpful and materials easily available
- The ethos of the school is great and the Principal is fantastic.

Some in this group were very critical of the senior staff and management. This junior teacher felt that it was all about picking sides: 'If you did not pick a side you were assigned to a side, it is difficult to be neutral.' The end result of the divide was student negative behaviour. Yet another junior staff member spoke of the disrespectful way in which they were treated by senior staff and management. The allegation of a senior member hanging up the phone in the ear of a colleague was mentioned more than once. When asked for hard evidence persons making the allegation could only say they heard so.

### *Group B*

The general feeling of this group was that in the past the school had much more of a positive ethos. Most of them lamented the change from a feeling of family, with contented children, built over the years—people did not want to go the extra mile in caring. One teacher was emphatic that there is a measure of division among staff, some of which might be caused by decisions to give opportunity to certain staff members.

*Q6. Is there a commitment to high achievement?*

Yes - 11

No - 1

Somewhat - 1

### *Group A*

This group believed that the school was striving for excellence in all spheres of activity, especially the area of sports. One member emphasized that staff does extra lessons after school, and even on Sundays, showing deep commitment. All of these activities were present 'despite what's going on.'

Overall, this group which answered in the affirmative outnumbered those responding in the negative. There was an interesting response from one teacher. The belief was expressed that there is a commitment to excellence because despite personality differences, teachers do good work. 'The problem is the principal who is disliked.'

### *Group B*

The teachers who answered in the negative explained that they were unsure if leadership was committed. One respondent believed that the final decision on the recipient of the Teacher of the Year Award would be made by students only, was an example that made persons unsure.

### *Q7. Is there an effective learning environment?*

In this question the responses were largely 'Somewhat.' There were a few answering 'No' and a few answering 'Yes'.

### *Group A*

Although a few responses were in the affirmative the reasons for those responses make interesting reading. For example, one teacher believed that students today were not keen on education, although the learning environment was adequate. Another blamed the frequent interruptions on the learning environment not fulfilling its true potential.

Perhaps the most positive response extolled the leadership of the school, and suggested that the 'fantastic' learning environment was entirely due to the Principal's leadership. This teacher also felt that the high level of discipline allowed for well-controlled classrooms.

### *Group B*

The feeling from this group was that there is need for improvement in classroom management, so that students would be more engaged. One respondent mentioned the classroom distractions such as smell of pigs, paint, tyres. This person concluded that the environment was not conducive to effective learning.

### *Q8. Are there good relationships with pupils?*

Yes - 7

No - 0

Somewhat - 11

The overall responses to this question were generally in the affirmative. However, there are some interesting views offered as expansions. Here are some of these views:

- There are instances where the teacher/pupils relationship is too close, especially with new teachers. The latter could benefit from guidance.
- As a new teacher no, but now better
- The relationship is good without being too friendly – respect is shown.

*Q9. Is teacher evaluation welcome?*

Yes - 9

No - 0

Unsure = 9

In this question the responses were mainly in the affirmative. Some were unsure about the status of evaluation in the school.

*Q10. Are there adequate communication channels?*

Yes - 5

No - 4

Somewhat - 9

These responses showed some of the greatest divide in the whole inspection exercise. The views were almost completely opposite.

*Group A*

The views expressed by this group painted a picture of excellent communication with no need for any improvement. As one respondent reported communication was free in all directions. There was, the teacher emphasized, a notice board on which information is shared. This teacher confessed however, that there was no evidence that discussions were held before finalization of the decisions.

Even when one teacher answered Yes to this question, it was reported that the communication was one way –somewhat dictatorial. Another teacher in the group



admitted that some decisions were made without consultation, but opined that teachers would not supported decisions anyway, because of jealousy. Another teacher blamed the apparent lack of communication on the fact that some teachers said absolutely nothing in the meetings.

### *Group B*

This group agreed that there was a notice board but found several challenges to this system. Apart from being limited as the sole pathway of communication; the state of confusion on the board (notices not removed in a timely manner). This group reiterated that the top-down nature of the communication – all must come from the Principal; things were put in place without knowledge of teachers; the board is not utilized effectively.

### *Q11. Identify two (2) major strengths of the school's management*

Here again the major strengths are not different depending on whether the respondent was praising the administration or finding serious flaws in it. The responses here are not listed as Group A or Group B.

### *Strengths*

- Handling of discipline – this is carefully meted out
- Success despite a lack of resources (e.g. playing field, language lab)
- The efficiency of the Deputy Principal in holding things together
- Visibility of Principal and Deputy Principal
- Really good, no conflict
- Good governance
- Behaviour of students is really good
- Meetings are beneficial
- Teachers work very well among themselves and consult frequently
- Ability to generate good ideas
- Attempting to promote the school in a positive light
- Teachers being professional
- Support for programmes once they (the teachers) are involved

- Discipline is good –Principal keeps a tight rein through established structures; physical environment is clean contributing to the good disposition of the students.
- They seem to embrace change; in management there is mostly compliance rather than fighting.
- There is much discussion at staff meetings.

*Q12. Identify two (2) major weaknesses of the school's management*

#### *Weaknesses*

- Lack of unity –there's tension between those for and those against
- Top—down communication seems to be a problem -it should be clear how decisions are reached
- Inability to get people to 'buy in'
- Communication and decision making procedures are inadequate
- There is a dictatorial management style – management team has not been functioning and has only been getting information
- Things stop when the Principal is not here
- Management team is unaware and unclear of instructions
- Destructive criticism
- Segregation into unnecessary niches/ divisions. Cliques work to the disadvantage of the school.
- Some teachers are given too many periods of substitution for absent colleagues --overburdened
- Some teachers, especially senior colleagues, refuse to go to substitute.
- Discord in school, major fronts everywhere; old scholars on the staff should be the strength but have become a weakness – they feel they own the school and feel they have a right because of longevity; unwillingness of seniors to open to new ideas.

#### **GENERAL COMMENTS**

Some respondents offered additional comments at the end of the interview. These comments were mainly from those in Group A:

- The school environment is very interesting. Persons are not directly truthful in everything they do. The atmosphere in terms of teachers is not a happy one – there is a façade of happiness. Students pick it up and comment on it -- they see through the deception.

- We need fewer old scholars on staff they are ‘too immersed in the past.’ The school needs more buildings, more space and more classrooms.
- ‘The principal has the best interest of the students, he is a good principal.’ People need to be professional –respect for him is needed. The respondent heard a shouting match during a telephone conversation between a teacher and the principal where the teacher shouted her hate for the principal. These shouting matches also occurred in staff meetings. The staff room ‘shouting incident’ was also reported by another teacher, but on probing this other teacher’s response, it was confessed that there was no way of knowing what was happening on the other end of the telephone.

### **INTERVIEW WITH STUDENT LEADERS**

The near 90-minute interview was held with the following student leaders:

Head Boy

Head Girl

President, Student Council

Vice President, Student Council

Secretary, Student Council

*Q1. Is the administration of this school efficient?*

Yes - 1.5

Limited - 3.5

*Q2. Is the curriculum at this school adequate for the needs of the students?*

All students answered in the affirmative. They felt that teachers are excellent, but they have gone down in the students’ view ‘because they went on strike.’ When probed about their knowledge of what led to the industrial action, the students intimated that they did not have all of the background. However, they were still adamant that the action represented a lack of commitment to them.

The students also reported that the staff is divided between those for and those against the Principal. Some teachers were even accused of discussing the Principal with students.

Generally speaking, however, they felt that they have a close relationship with their teachers.

*Q3. Is the teaching adequate?*

The unanimous response was that the situation is limited –at least in some classes. They reported that Music should have 8 periods per week but only got 4 periods. This they felt, was inadequate and may put students in this area at a disadvantage at external examinations. One student also felt that having only one history teacher curtailed the development of the subject area. Science, it was reported, is exemplary, especially in Biology and Chemistry.

The students seemed uncertain about what is expected in RLO. One of them expressed the view that it is ‘a period to socialize and run ‘bout.’ Most of them seemed not too enthusiastic about IT, preferring not to be exposed to it in its present form.

*Q4. Are you assigned homework?*

Yes - 5

The students felt that ‘children are getting lazy’, so therefore meaningful homework would be a good thing. There is a problem, they suggested, in the lack of textbooks.

*Q5. Do you do extra homework during your spare time?*

The unanimous response was ‘not really.’ One student felt that it may be because this would lessen the time to be spent on the internet/Face Book.

*Q6. If you had your way, which subjects would you opt to study?*

There was no agreement on which subjects to opt for or drop.

*Q7. Are disciplinary measures at this school clearly defined?*

There was a unanimous Yes on this aspect. The discipline, they agreed, is clearly defined in the ethos of the school. 'There is a rule book but it is not visible.' However, the students lamented the fact that 'a couple of teachers can't control classes.'

*Q8. Are students able to make decisions that benefit the school? If Yes, how? If No, what prevents it from occurring?*

All students answered in the affirmative, and gave the following avenues through which the input is made:

- Student council is the 'voice for students.'
- We can go directly to the Principal, for example in the case of the water cooler.

*Q9. What are two things that you like about your school?*

- We like the atmosphere among students
- We like the student/teacher interaction

*Q10. Is there anything that you dislike about your school?*

They reported that there was nothing they disliked.

## **STUDENT RESPONSES SUMMARY**

A total of sixty-seven (67) students were involved in focus group discussion. The students were drawn from second to fifth year. The time allotted for each year group was forty (40) minutes. The First formers were not included in the focus group discussion.

*Question 1* was intended to relax students but it also sought to ascertain whether there was focus on career direction.

*Q1: Personal goals*

Students for the most part have goals to which they can express and have done some research on. They desire to be managers, professionals - nurses, doctors, scientists, lawyers to name a few. Some of them wish to work in the hotel industry, be artistes such as musicians, singers. One desired to be a politician.

*Q2: Subjects and if they are able to assist with personal goals*

Yes 65% Others No

Reasons for saying No were:

- Restricted subject options

Classes overload and students being filtered into another not of their choosing

The absence of metal work especially for the male students who wanted to pursue this area of work

*Q3: Is teaching adequate?*

There was a divided opinion. Those who agreed gave examples of teachers' commitment in giving extra help and the effort of teachers to ensure that each student understands the subject matter.

The ones who disagreed believed that teaching was ineffective cited 'a don't care attitude by some teachers. They also dismiss any queries for clarification.

*Q4: Homework*

There were differing views on homework but all said yes and believe that there is too much home work as students are promoted to higher forms.

*Q5: Favourite subjects*

The subjects varied from student to student but overall, English, I.T, T.D and Maths rated highest. Students believed that good teaching resulted in their liking for the subject.

*Q6: Disciplinary measures*

Students were sometimes unsure of the measures and viewed them as inconsistent. Discipline was described as moderate.

Students believe that teachers spend too much time on trivial matters that the principal's friendly discourse and greetings were contrary to the teachers'

*Q7: Administration's effectiveness*

Students are confused by the mixed messages that they receive. Some students believed that the administration was moderate while others did not comment. It was clear that they all regarded the principal as effective.

*Q8: Student decision beneficial/not beneficial*

Most students were unsure if they could make decisions. One group however believed that the Student Council made decisions on behalf of the students.

*Q9: Two things that students like about the school*

The chief things were:

- The canteen's food
- Extracurricular activities
- Some teachers' extra efforts
- Sporting programmes in school
- The school is fun

*Q10:*

Dislikes include:

- Flies on the compound
- Lack of opportunities to experience career options through visits to work places
- Poor ventilation and lighting in the classrooms
- Rooms are too small
- More computer equipment that works
- Some changing teacher attitudes
- Better subject choices since these are not student choices
- An improved school spirit

## **INTERVIEW WITH THE PRINCIPAL**

The interview was conducted by Ms. Patricia Warner, Ministry of Education and Human Resource Development and Prof. Winston King. The venue for the interview was the Principal's Office on November 26, 2010, at 1.00 p.m.

*Q1. Do you think that the professional preparation of teachers is adequate?*

*Response*

The Principal answered in the affirmative and intimated that the training in classroom management etc is delivered by the Deputy Principal and himself. Besides, there was also training through Union College, USA and York University, Canada. York University takes 8-10 students from the school per year for a Leadership Programme.

*Q2. Does the training of the teachers ensure effective teaching?*

*Response*

He did not agree. He argued there were many other parameters to be covered. He reported that in Weeks 4 and 9 classes were suspended for one day to allow teachers to get together, allowing consistent monitoring.

*Q3. Are the teachers in the school doing an effective job?*

*Response*

He responded 'Yes in the main,' indicating that most teachers were committed.

*Q4. Do you think that preparation of the administrators ensures effective administration?*

*Response*

Here again the Principal felt that it does in the main. He also reiterated that all teachers were trained and all were experienced.



*Q5. Do you think the Administrative staff is doing a good job?*

*Response*

The Principal was very positive in this response, although he did not elaborate.

*Q6. Is the clerical staff doing an effective job?*

*Response*

The Principal answered in the affirmative, and explained further that they were doing an excellent job. He complained however, that he needed to be aware of the movement of staff at the Board of Management staff. This matter, he indicated, was taken to the Board and it was agreed that a time book was to be set up to monitor staff. However, the Board flip-flopped after a while.

*Q7. Is the ancillary staff doing an effective job?*

*Response*

The Principal felt that the ancillary staff was doing a good job. Mrs. Cumberbatch and Mr. Brathwaite came up for special mention.

*Q8. What are the best features of the school staff?*

*Response*

The Principal listed the following in his response:

- Group of people who are very sacrificial
- There is an award for a teacher who goes over and beyond the call of duty
- Teaching staff is very cohesive
- Staff is not averse to seeking training upgrading
- The staff does not take time away from school, and are punctual.

The interviewers asked two additional questions which are not part of the Form 3: 'Survey of Staff of All Public Schools.' These were included because there were many comments on them by staff and members of the administration team.

*Q9. How do you feel about the effectiveness of communication in the school?*

*Response*

The Principal confirmed that there were structures in place, but he was uncertain about its effectiveness. He was not sure what was the problem.

*Q10. What role does the Deputy Principal play in the school?*

*Response*

The Principal indicated that the Deputy Principal was put in charge of discipline while he retained the area of curriculum. However, she refused. He also intimated that he asked for a meeting with her every Thursday. She came to four and then she stopped.

During the interview the Principal at certain points gave the following documents to the interviewers:

- Leadership Initiatives
- Departmental Planning Form

At the end of the interview, he distributed to the interviewers the following documents:

- Memo from Principals to Head of Departments - 10/05/28 Staff Deployment 2010-2011
- Meeting of Administrative Staff (no date)
- Letter of October 04, 2009, to students re: 'bullying'
- Meeting of the Board of Management - April 12, 2010
- Memo from Principal to Year Heads - 10/06/20; re: Student Progress
- Meeting of Administrative Staff, May 25, 2010 (Agenda)
- Memo from Principal to Head of Departments -10/04/21 re: Book Order
- Memo from Principal to Head of Departments -09/09/30 re: Departmental Review and Planning
- Offence Report Form
- Agenda for Staff Meeting - January 05, 2008

- Letter to Mrs. Jules - 06-12-15 re: Education Regulations
- Letter to Chief Education Officer - 06/07/03 re: Mrs. Margo Clarke
- Letter to Chief Education Officer - 05/10/27 re: Teaching of English A&B
- Agenda for Staff Meeting Term 1 2007
- Memo from Principal to Year Heads, Head of Departments, Deputy - 05/04/25 re: Third Term Commitments
- Memo from Principal to Year Heads and Head of Departments - 06/12/12 re: End of Term
- Temporary Report Form - Academic Year 2009/2010
- Memo from Principal to Staff 05/10/04 re: Compound Reorganization
- Letter to the General Secretary - 05/12/12 re: Mrs. Margo Clarke
- Agenda for Staff Meeting - 08/09/01
- The Alexandra School Departmental Reports Form 2010
- Letter from Principal to Julian Bowen - 06/07/17 re: return of money
- Memo from Principal to Deputy Principal and Head of Departments - 08/09/16 re: Continuous Assessment
- Memo from Principal to Year Heads - 07/09/11 re: Form Assignments.
- Letter from Principal to Mrs. Margo Clarke - 07/10/18 re: R.E. Teaching.
- Agenda for Staff Meeting - March 26, 2008
- Memo from Principal to Head of Departments - December 16, 2009 - re: Departmental Meetings.
- Agenda for Staff Meeting - June 25, 2009
- Agenda for Staff Meeting - June 27, 2008
- General areas/issues of Concern - Factors negatively impacting student performance/discipline.
- Staff Retreat Agenda - August 2008
- Memo from Principal to Mrs. Amaida Greaves - 08/10/14 re: Absence from Duty
- Memo from the Principal to Mrs. Amaida Greaves - 08/10/18
- Memo from Principal to Staff - 08/10/06 re: Acceptable Protocols

- Agenda for Staff Meeting April 12, 2010
- Letter to Chairman, Board of Management - 09/04/20 - re: Mrs. Gillian Daniel
- Memo from Principal to Parents/Guardian - September 09, 2008
- Letter from Principal to parents - 08/11/07 - re: Poor performance of students.
- Letter from Principal to Chairman, Board of Management - 07/06/18 re: Extension of study leave for Deputy Principal.
- Letter from Principal to Mrs. Streat-Jules - 06/12/13 re: Departure from school without permission.
- Letter from Principal to Chief Education Officer - 07/06/27 re: School incident.
- Letter from Principal to Mrs. Margo Clarke - 07/10/03 re: leaving class unattended.
- Letter from Principal to Mrs. Margo Clarke - 07/09/28.
- Letter from Principal to Chairman, Board of Management - 09/01/06 re: Dereliction of duty by Library Assistant
- Memo from Principal to Mrs. Gillian Perry - 07/12/21 re: Textbook Order.
- Memo from Principal to Mrs. Suzanne Lovell - 09/01/12 - re: Thanks and appreciation for exemplary sacrifice.
- Letter from Principal to parent/Guardian - 09/10/02 re: Security challenges.
- Two (2) letters from Principal to Gail Streat-Jules -09/05/30 re: Travel claims and ill health.
- Letter from Principal to Chief Education Officer - June 26, 2009 re: BSTU matters
- Comments in Response to meeting of July 13, 2009 between two (2) members of the Board of Management with Senior Teaching Staff of Alexandra. Written July 17, 2009.
- Letter from Principal to Staff (not named) - 06/11/03 re: Attendance at BSTU activity.

## **INTERVIEW WITH THE DEPUTY PRINCIPAL**

The interview was conducted by Patricia Warner, Ministry of Education and Human Resource Development, and Professor Winston King, on November 26<sup>th</sup> at 10.00 am.

*Q1. Are the functions of the Management Team clearly defined?*

The Deputy Principal responded that these functions are outlined in the Education Act but not within the school. She intimated that she felt like a messenger, not given any room for initiative. She recalled a discussion with the Principal in which he took the position that the Vice President in any organization is the least significant person. She reported that she was not issued an invitation to the Estimate activity 2010. It was also reported that the Board of Management was asked not to have the Deputy at meetings because she and the Principal did not get along. The Board apparently asked no questions.

*Q2. Are there systems which enable you to function effectively as a member of the school's management?*

The Deputy indicated that she felt that there should be meetings for staff to air their views e.g. Teacher of the Year Award. It was also reported that the Mission Statement was not discussed and had little buy in from staff –only Principal input. Further, she felt that there should have been a more thorough implementation plan for the Strategic Plan.

*Q3. Do you have any formal responsibility for discipline?*

This question was answered in the affirmative. The Deputy Principal admitted that the Principal had asked her to be responsible for discipline in the school. However, she felt this should be a shared responsibility. She opined that the Principal was too friendly with students.

*Q4. Do you regard yourself as a model for other teachers?*

The Deputy answered that she felt she had influence in the school; therefore she 'suffers silently --keeping things running.'

*Q5. As a member of the school's Management Team, do you have the opportunity to use your initiative?*

The response here was in the negative.

*Q6. Mention two (2) strengths of the management/ administration of the school.*

The following were listed:

- Some traditional systems are followed without a thought
- Long-serving teachers know what to do.
- There is a committed set of teachers.
- The manager has good ideas, and tries to incorporate those from others.
- The Principal is a persuasive talker.

*Q7. Mention two (2) weaknesses of the management/ administration of the school.*

The following weaknesses were listed:

- Communication is a major problem.
- Inconsistency in punishment which is dependent on who is the staff or student involved.
- The Deputy does not see ads before they appear in the press.
- Deputy does not see reports on temporary staff.

*Q8. In what ways can teaching be made more effective?*

- Classrooms should be brightened up.
- Reduce the number of projects each student has resulting in one interdisciplinary project.
- Working on deficiencies such as referencing, plagiarism, technology.

*Q9. In what ways can the administration be made more effective?*

- People need an opportunity to talk about what is going on in the school, without fear of reprisal.

### **INTERVIEW FOR OFFICE STAFF AND ANCILLARY WORKERS**

There were nine (9) persons interviewed on the 15<sup>th</sup>, 16<sup>th</sup> and 17<sup>th</sup> November, 2010. The interviews were conducted by Miss Undine Shorey with Mr. Griffith from the Board of Management on the 15<sup>th</sup> and 16<sup>th</sup> and Miss Patricia Warner on the 17<sup>th</sup> November 2010. The following are the responses received:

1. *The functions/responsibilities of Ancillary Staff are clearly defined.*  
All nine (9) members said that their functions and duties were clearly defined.

*Do you have copies of your duties?*

Four persons said yes, while five persons said no.

2. *There are clearly defined systems/structures which enable you to function effectively.*

*Y/N please expand.*

While all the respondents said yes, they generally could not expand on their answer.

3. *Mention two major advantages of the management structure in making your job easier.*

The maids, the general workers and the grounds men all agreed that the Principal as overall manager as a good thing because he is the major decision maker. One is given some measure of autonomy so she is satisfied. They say that the supervisor for the grounds men and the general worker is fair and approachable and this allows them to communicate with him if there are any problems. The Office Staff which includes the staff of the Board of Management see the management structure as being in place and

fair, but suggested that it is the personality of the Principal which causes the advantages to be eroded.

*4. Mention two major disadvantages of the management structure in making your job difficult?*

The maids, the general workers and the grounds men see no major disadvantages in the management structure.

The Office Staff, however, except one, see the Principal as the major disadvantage. They see a conflict in the perception of roles. The Board members see themselves as being employed by the Board, but the Principal is insistent that they are employed by the School and therefore must report to him. They also say that audit is made rather difficult since sometimes there is a lack of paper trail and lack of transparency in some financial transactions made by the Principal.

*5. How often do you have meetings with the management team of the school?*

The consensus was that they don't meet with the management team of the school. If there is a special occasion the Principal calls them together to discuss what is to be done.

*6. Do you think this number of meetings is enough to adequately cater to the effective execution of your job? If no, expand.*

No, from the point of view from the Office Staff and the Board Members. Yes from the Grounds men and maids.

From the Board members' perspective they would like more meetings, since they believe that meetings would put processes in place to help in the organization of the School's finances and help the Board of Management to properly guide purchasing by the School.

*7. In what ways do you think your job(s) may be made more effective?*



Generally all the members of the office staff need more equipment to make their jobs more effective. They need more computers, printers, network – like an intranet. They generally, except for two persons, need some representation on the management team. They need a better communication flow and more collaboration with the Principal. They think the management team needs to understand the financial rules which govern government finances. They need to understand the structure of reporting should be made clear. They also need more respect by persons in authority. There should be no micro-management of Departments, whose staff is competently staffed and qualified. Information as to what is going on in the school needs to be shared and there should also be honesty in dealing with finances.

The general workers and grounds men need more personnel and equipment – a blower- to blow away the leaves, a clipper and more cans to dispose of the garbage.

The maids need more co-operation with each other. It has been reported that some maids do not pull their weight. They look at each other and work to suit. They want everyone to do, to do his/her work and not shirk.

## **ANALYSIS OF DATA - A SUMMARY**

This analysis is done using the data collected by the various instruments and is subdivided as follows:

- A. Matters related to Management/Administration:
  - Report on Interviews with Members of the Management Team
  
- B. Matters related to members of the Teaching Staff.
  - Interviews with Members of the Teaching Staff.
  - Analysis of Questionnaire completed by Teachers (n=19)
  
- C. Matters related to students:
  - Interview of student leaders
  - Focus groups with sample of students
  
- D. Matters from the Principal and Deputy Principal
  - Interview with Principal
  - Interview with Deputy Principal
  
- E. Matters from office and ancillary staff
  - Interview of office and ancillary staff
  
- F. Matters related to School Observations
  
- G. Matters from Staff Meetings – 2009/2010.

## **A. Matters Related to the Management Team**

The Management Team consists of the Principal, Deputy Principal, Heads of Departments (10), Year Heads (5), IT Coordinator, Guidance Counsellor, House Coordinator. The total number, excluding the Principal and Deputy Principal is eighteen (18).

From the outset the responses represent a divide between those who answer in the affirmative and those in the negative as regards whether the Management functions are clearly defined.

Both groups agree there are no structured meetings arranged for the Management Team as a whole. Instead, Heads of Department meet separate from Year Heads and the others.

The group which answers in the affirmative was hard pressed to give specifics as to the functions of the Team. On the other hand, the group responding in the negative seems to know that the functions are in the Education Act, but they are adamant that they are not operationalized in the school. This group explains the discrepancy between what should be and what is as a matter of problematic interpretation by the Principal.

Clearly then the varying perceptions of the function should make the work of and relationship within the Management Team problematic.

Since the perception of the functions are widely varied, most members of the Team generally see very few examples of what may be considered as an effective Management structure. They blame this absence of structure and functioning on the rarity of meetings and the lack of opportunities for everyone to make an input.

Some members of the Management Team seem doubtful of their role in the area of discipline, preferring it seems, to place this entire aspect on the Principal. Some members claim to be overlooked in the delivery of discipline in the school, and seem resigned to the fact that whatever happens, it is not their direct responsibility. Perhaps the most disconnecting argument given for doubt about formal responsibility is the incident reported where one teacher was reprimanded in the presence of a student and parent for taking action that was believed to be consistent with apparent policy positions.

All members of the Management Team see themselves as models for other teachers. However, it seems difficult for each to specify any concrete justifications outside of their punctuality, adherence to protocols, adherence to proper dress code. What seems absent, in the main, are any aspects relating to the teaching/learning in the classroom, and providing healthy professional and intellectual development activities. In another area of this analysis and summary, junior teachers refer to this absence of input from senior staff, explaining it as the former's decision not to join a 'clique.' This point will be handled when the analysis of the other teachers is done later in this presentation.

Most of the Management Team members feel that there is no room for their initiative. Even those who claim to have opportunity to use their initiative offer rather strange examples to illustrate how their initiative was encouraged and supported. One example given is the teacher's idea that flash drives should be used. Overall, there seems to be some doubt about whether initiative is allowed and valued.

The strengths and weaknesses of management/administration of the school seem to find more common ground among the respondents. The highlights of the strengths identified are discipline; collegiality of staff even in the face of disagreements; a principal who initiated lots of good ideas; the abundance of extracurricular activities; excellent, experienced personnel.

One wonders how all these strengths are evident in a school where apparently not many of the Management Team know their functions, are not allowed to use their initiative, and have no formal responsibility for discipline.

As regards the weaknesses, again there is some general agreement among members of the Team. The areas of lack of communication and poor implementation strategies are mentioned several times. Also there are frequent mention of apparent unreliability of the Principal's word, the lack of privacy and confidentiality and his feeling that only his ideas have worth. Related to poor implementation of initiatives there is a possible explanation in that too many initiatives are introduced, even before the last ones are evaluated. This latter is perhaps one of the main reasons why innovations fail.

The Management Team lists several ideas that may make teaching more effective. The importance of finance, cooperation among staff, monitoring of new inexperienced teachers, and rationalization of programmes in the curriculum, feature prominently in these ideas. Other suggestions relate to brightening the classroom, mentoring of new teachers, and greater confidence from administration for initiative.

As regards how administration can be made more effective there are some interesting comments. First of all the need for enhanced communication emerges once again. This is perhaps the most persistent comment made throughout the whole inspection process. Also given frequent ventilation is the feeling that the principal has excellent ideas but the implementation suffers because of the lack of 'buy in' by all members of staff. There is also a call for delegation to facilitate effective management. There is another persistent theme which relates to the divide in staff between the junior and senior staff. This has been mentioned often enough to become a critical problem, the resolution of which is necessary for the continued success of the school.

The Management Team hopes for more training and professional development courses.

## **B. Matters Related to Members of the Teaching Staff**

Some fifteen (15) teachers (eight (8) of whom are temporary) were interviewed for this inspection. From the outset it was found that the responses were clearly divided into two (2) groups. This prevented the presentation as a composite picture. The decision was therefore taken to report the responses as Group A and Group B. Group A is the group answering the first six (6) questions in the affirmative, while Group B answers most of these questions in the negative.

As far as Group A respondents are concerned they see not very much wrong with the present conditions. They are complimentary towards the leadership's provision of clear educational directions, including the thorough discussion involving all staff in the development of the strategic plan. However, some of the group are not clearly articulating the school's vision. The group also feels that despite constraints there has been much change in the curriculum, its monitoring and support.

On the other side of the picture, Group B almost completely refute all said on the two matters discussed above. This group claims to have had no input into any initiative, getting their information at assembly at the same time as the students. They also see no evidence of monitoring and support for curriculum development. The question arises: what could make two (2) groups being exposed to the same conditions and environment come up with such opposing views? The answer seems to emerge as we continue this analysis.

As for aims, values and policies being reflected through all its work, Group A believes that values and policies are in place. Group B suggests on the other hand that there is dissonance between what is written and what actually happens. Clearly they see no sign of the Mission Statement and Strategic Plan in action.

Overall, there is a definite lack of serious convictions, and they are unable to substantiate their responses.

On the affirmative side the comments are all glowing - committees meet regularly, and even where there is no involvement by their colleagues they are still very enthusiastic. So intent is one teacher to make the situation so 'fantastic' and wonderful that there is inconsistency in the response.

The Group B respondents seem confused about the status of the Strategic Plan. As far as they see it, nothing is happening.

The question about ethos seems not to be well understood. The Group A persons see the formation of 'cliques', especially in respect of senior members of staff, as an awful thing. Group B, on the other hand, lament the demise of the 'family feeling' that once existed - 'people do not want to go the extra mile.'

Here again the question aims, values and ethos makes the division in the staff very obvious.

All members of both groups agree that there is commitment to high achievement. These responses seem to run counter to what has been reported as responses in the first five (5) questions. The reason given by one teacher in Group A is that there is a commitment to excellence but the dislike of the Principal stymies the effort.

The teachers in Group A relate the excellent learning environment entirely on the Principal's leadership. Group B is not so enthusiastic about the learning environment, preferring to suggest improvements in areas such as classroom management.

All teachers in both groups seem to generally agree that relationship between teacher and pupil is good. There is only one note of caution - avoid the pitfall of being too familiar with students.

The question about adequate communication channels is the most divisive of all the questions. However, even some who responded in the affirmative, suggest that the initiation in the communication is one way – ‘somewhat dictatorial’. How then can a dictatorial style illustrate adequate communication channels? The Group B respondents lament the inadequacy of a cluttered notice board, and the top-down nature of communication.

As regards the strengths and weaknesses of the school’s management there seems to be more homogeneity of responses. All respondents agree that lots of strengths exist - good governance, teacher’s professionalism, much discussion at staff meetings, teachers working well among them, and consulting frequently.

These responses of strengths seem so far removed from the earlier responses in the interview of unprofessional teachers, where scarcity of meetings, lack of involvement, and dictatorial behaviour by the Administrative Team were identified.

The appearance of agreement in the responses about strengths gives way to the earlier feelings of divisions in the school when weaknesses are given - lack of unity - tension between those for and those against; top-down decisions - no involvement of staff; dictatorial management style; segregation into niches; too much substitution by junior members of staff; too much destructive criticism.

Perhaps the greatest evidence of the state of affairs in the school exists in the additional comments given by some respondents. They are repeated below for ease of reference. These comments were mainly from teachers in Group A.

- The school environment is very interesting. Persons are not directly truthful in everything they do. The atmosphere in terms of teachers is not a happy one - there is a façade of happiness. Students pick it up and comment on it - they see through the deception.



- We need less 'old scholars' on staff, they are 'too immersed in the past.' The school needs more buildings, more space, and more classrooms.
- 'The principal has the best interest of the students, he is a good principal.' People need to be professional - respect for him is needed. The respondent heard a shouting match during a telephone conversation between a teacher and the principal where the teacher shouted her hate for the principal. These shouting matches also occurred in staff meetings. The staff room 'shouting incident' was also reported by another teacher, but on probing this other teacher's response, it was accepted that there was no way of knowing what was happening on the other end of the telephone.

The questionnaire was administered to the teachers who were not interviewed. This comprehensive instrument captured, not only what was collected in the interview, but also aspects of the National Curriculum and its implementation and adaptation, methods of instruction and assessment used, discipline structures and their functioning management structures.

An analysis of the responses shows that several teachers seem not to be familiar with the National Curriculum - most respondents do not give any opinion on it. Those who respond have no problem with it. Indeed, it is well organized. It is heartening to see that there is a minimized use of 'Essay' as an assessment strategy, and also the increased use of portfolios, projects and practicals. Equally heartening is the use of different authentic instructional strategies e.g. model making, multi-media, internet, email and animations. From a curriculum implementation point of view, there is always need to adopt the curriculum document - some ten (10) teachers report that they are adapting to the needs of their students.

The questionnaire attempts to capture the school's arrangements for children with special needs. Though many teachers say that the school has structures in place, they are not sure of the actual devices. On the aspect of gifted students the responses

relate to the Principal's Achievement Circle and the after School Study Programme, as the main mechanisms through which gifted students are accommodated.

In the area of discipline there are many ideas e.g., personal code of conduct set up by individual teachers, and the school-wide strategies that include merit/demerit, student court and community work. These structures include some very innovative ideas. Despite the listed structures several teachers are doubtful about their functioning. The explanation for non-functioning structure is interesting - lack of reinforcement, mixed messages from management, failure of principal to support measures.

As regards areas of concerns teachers feel about specific aspects of the disciplinary structures, the comment about lack of uniformity with rule enforcement is prominent. Also present in this list is the comment that sometimes there is lack of support for teachers who report matters, and punishment being inconsistent for similar offences. The major discipline problems are listed as disrespect (even in the presence of teachers and the principal), wearing uniform incorrectly, and the students' indifference to their studies (including homework assignments). One teacher reports no concern whatsoever about the disciplinary problems.

Opinions on the cause of indiscipline show two main reasons: Inconsistent punishment for offences, frustrated staff. Both of these comments are cause for concern in the school.

The majority of these teachers are not aware of how and where records on disciplinary matters are kept, although various possibilities are listed.

Most respondents report insufficient number of meetings at the staff level. The feeling is that meetings at all levels are held when necessary.

As regards strengths of management structure not one comment stands out. Collegiality, respect for others, reliable are all mentioned once. The respondents, however, see some areas of management that need improvement. The perennial comment about communication again stands out. Added to this is the second most frequent response, namely participation of staff in decision making. It is interesting to note that three (3) teachers see nothing that needs improvement in the management structure. It is worthy of note as well that the same three (3) persons have no suggestions for improvement, except the ever-present communication.

The General Comments make very interesting reading, if for no other reason they encapsulate such diverse views. Some common themes emerge - school is good; well administered school; school is a disappointment; there is low school spirit; the school is too stressful; too much division among teachers; a good school with many good things happening; however efforts of some teachers are undermined. This set of comments aptly summarizes the school, its administration and the staff divisions. This is the list of challenges which is found in most of the data collected during the inspection.

The barriers to fulfillment of roles and the rating of security arrangements mirror the opinions on the school, and indeed all the variety of responses given on the interviews and the questionnaire. These provide another set of challenges with which the school is faced.

### **C. Matters Related to Students**

This analysis is of two (2) different treatments. First of all, there is the interview with the five (5) student leaders, and secondly, from a series of focus groups with students from Forms 2-5. The total number of students in the focus groups is sixty-seven (67)

#### **1. Interview with the Student Leaders (5)**

From the start of the interview it was very clear that the apparent divisions in the school are impacting the student body. All five (5) students see the curriculum of the school as being adequate for the needs of the students. Although they believe teachers are excellent, they have gone down in their esteem, 'because they went on strike'. They admit to not having all the facts but insist that the industrial action was a manifestation of lack of caring on the teachers' part. They blame the bulk of the problems in the school on the teachers.

This early interaction sets the back drop for the remainder of the interview. They accuse the divided staff of discussing the principal with students, an act that really has no redeeming features. How could teachers discuss their principal with students without lowering the students' view of the school?

Clearly, the student leaders have entered in the divide for and against the principal and this is potentially dangerous. If the boys and girls in the school are taken up with adult matters like staff squabbling with the Principal and among themselves, the teaching/learning activities must suffer.

Other outstanding issues also emerge. The students are a bit unenthusiastic about homework and additional work at home, because it tends to take up time that may be spent on the social networks. Another issue is the deficiencies in some subject areas like Music, Technical/Vocational, and History.

The very lively and enlightening interview ends with the students expressing their love for the school, and hope for the future.

## 2. Students Focus Groups Report

These young students are very clear at the moment of where they want to go and how they intend to get there. Their desires include nursing, medicine, science, law and politics.

They however, have some challenges to their stated desires - restricted subject options, classes overload and students being filtered in other areas not of their choosing.

The students also feel that some teachers are not committed, and they dismiss any queries for clarification in the classroom and outside.

As is usual at their age, they are not particularly fond of homework. They are also quite confused about discipline and disciplinary structures in the school. They are also confused about the mixed messages given about discipline.

All students love the canteen's food, and the extra-curricular activities. They dislike the flies on the compound, poor ventilation and lighting in the classrooms, cramped classrooms, some changing teacher attitudes, better subject choices, and desire an improved school spirit.

Even in these children there is the nucleus of the perception that the principal and the teachers are divided. The signs are there as evidenced by the students' feeling that teachers are ineffective and 'don't care' attitude.

## **D. Matters from the Principal and Deputy Principal**

### **1. Interview with the Principal**

The Principal is quite pleased with the adequacy of teacher professional preparation. He lists the activities in which he and the Deputy are involved to provide training in classroom management. He disagrees that training of teachers alone can ensure effective teaching. Instead he prefers to also see the importance of other parameters.

He believes that in the main teachers are committed and perform creditably. He is also pleased with the job done by the administrative staff, and the clerical staff. He sees the same position in respect of the ancillary staff. He reports that his staff is trained and experienced.

In remarking about the best features of the school staff he praises his cohesive staff who make great sacrifice and are not averse to seeking training upgrading:

He reckons that there are communication structures in place, but he is unsure of their effectiveness. Despite the fact that he seems to be in charge of the school's administration, he is uncertain about what the problem is with regard to communication.

Finally, he gives his view on the role of the Deputy Principal in discipline in the school. He suggests that she has not really performed the role effectively.

A list of documents given to the interviewers is listed at the end of the Principal's interview. On perusal, these represent some of the main activities over the last five (5) years or so.

## 2. *Interview with the Deputy Principal*

The Deputy Principal is very frank in her views about what happens in the school. She sees herself as a 'mere messenger' who must check everything with the Principal before anything could be done. She shares her feeling about the need to keep things running despite the personal challenges she faces.

In a very enlightening discussion she explains her apparent reluctance to carry the responsibility of discipline in the school alone. She believes that this is a task which should be shared.

She confesses her love for the school - her alma mater, and praises the committed staff for their hard work to further the development of the students.

She identifies some of the main challenges that the school's administration faces. These she lists as communication, inconsistency in punishment, alienation from the decision making in the school that she suffers.

## **E. Matters from Office and Ancillary Staff**

While all interviews are of the opinion that the functions and duties, five (5) of them do not have these in writing. They all are confident that there are structures in place to enable them to function effectively but cannot expand on their answer.

In the aspect of advantages of the management structure there is some disagreement. On the one hand, the maids, general workers and grounds men agree that the Principal as manager is good thing, because he is the major decision maker. This group is happy with the way the supervision for the grounds and general workers operate. They see him as fair, approachable and allow communication of any problems. The office staff, which includes the staff of the Board of Management, also

sees the structure as being fair, but suggest that the personality of the Principal causes the advantages to be eroded.

A similar difference of opinion between the two groups exists in the question of disadvantages of the management structure. The maids, general workers and grounds men see no disadvantages in the structure. The office staff, except one, sees the Principal as the major, disadvantages, especially due to the conflict in perception of roles. The Board of Management Staff point out two (2) main problems - who employs the Board of Management staff, and to whom should they report; there is difficulty in auditing due to a lack of a paper trail, and lack of transparency in some financial transactions made by the Principal.

There are not many opportunities to meet with the management team. This happens only on special occasions. The present position is not acceptable. In particular the Board of Management staff would like more meetings which should put processes in place to help organize financial dealings of the school.

All of these workers are clear about what they need to make their jobs more effective.

Generally speaking, the office staff require more equipment - more computers, printers, network (like an intranet). Some of the office staff need some representation on the management team. They also need a better communication flow and more collaboration with the Principal. They see the need for more respect from persons in authority, and the discontinuation of the tendency to micro manage the various departments. They would like to see more sharing of what is happening in the school between management and themselves.

The general workers and grounds men need more personnel and equipment -blower, clipper, and more cans for garbage disposal.



The maids need more cooperation with each other. They want everyone to pull his/her own weight. They hope that shirking work should be a thing of the past.

**F. Matters related to School Observations**

The Inspection team found the physical plant at Alexandra School to be relatively clean and conducive to learning. There were complaints of flies on the compound but this was to have been rectified by an industrial cleaning.

There were no serious disruptions and students seemed on task as they went about their daily activities. On two occasions when there were student infractions, these were dealt with by the Principal. Students must be commended for being well mannered as they extended courtesies to members of the Inspection Team when they were on the premises. The good behaviour was also witnessed at the school's cafeteria as students queued and were supervised by the teaching staff.

The Deputy Principal, teachers and all non-teaching staff were also very courteous and assisted where necessary in ensuring that rooms were available and ready for the Team. The Principal was cooperative as long as he had been apprised of the schedules and changes to them.

One drawback was the limited classroom teaching observations. There were four such observations. A summary of the observations suggest that teachers are attempting to deliver the National Curriculum. The new curriculum initiatives timetabled at Alexandra.

## **G. Matters from Staff Meetings**

The notes of a sample of meetings held during 2009 and 2010 were read and analyzed. There are certain areas which stand out. The matter of the Strategic Plan (2009 –2014) stands out. It is discussed more than once. There is a clear attempt in the notes to have the Plan developed and implemented. The Principal set up a committee consisting of 13 members to plan certain areas of the plan, as recorded in the notes of January 05, 2009. The composition seems quite well balanced and the purpose of the plan is well outlined. The matter is revisited in the notes of April 14, 2009. There is at this point an ‘update on progress so far, and composition of the committee working sub-committees’ discussed. Added to this, the hope is expressed that staff representatives have been reporting about what is happening. In the meeting of September 01, 2010, it is announced that the committee meeting would be held in ‘a week’s time’, while a full staff meeting would follow, ‘so that everybody is on board with the contents of the strategic plan.’ It is strange then that in the responses from various persons, there is denial of any knowledge of the plan.

## **RECOMMENDATIONS**

1. There is an urgent need to find some mechanisms and strategies to heal the rifts that are militating against the continued development of the school. All the data collected show divisions between the Principal and some members of the administrative team; between the Principal and some members of the teaching staff; and between some of the teaching staff and the students, and among the teachers themselves. The differences seem to exist even between some members of the office staff and the Principal.
2. In the present atmosphere at the school, where the various divisions have taken seemingly immovable positions, it is difficult to see how there could be professional co-existence. For the benefit of the continued progress of the school, this situation should not be allowed to continue.
3. The problems at the Alexandra School are real and the need for corrective action is imperative. Corrective action should include an immediate injection of funds for professional expertise in helping the staff to rebuild trust and collegiality among themselves, so that this can be filtered down to the students.
4. Communication and interpersonal relationships need urgent attention. Lack of effective communication at all levels of the school has led to misunderstanding and mistrust. The various stakeholders need to be persuaded that continued ineffective communication, failed strategies of management and administration must be replaced for the good of the school.
5. Perhaps the most devastating result of the rifts and miscommunication is the effect that these have on student perceptions, and eventually the teaching/ learning activities. Strategies need to be developed to, as far as possible, insulate the students from the differences that exist between the various sectors of the school's management and teaching staff, and other staff. It seems unwise

for any teacher or management team member to discuss the perceived problems in the school with students.

6. There is a need to rationalize the roles and functioning of the Board of Management staff and the other areas of administration of the school. The apparent level of vagueness that now exists should be handled carefully but quickly.
7. The school has a well-documented history of high achievement at all levels and in many different spheres. The results at CXC examinations are excellent, especially in the last few years, the achievement in sports and aspects of culture are also noteworthy. The school boasts of its input into the development of cricketers like Kemar Roach and others. All these must be maintained and further enhanced in the years to come.
8. Some well-tested mechanisms for developing problem solving skills should be designed and implemented. The expertise and experience of the Principal and other members of staff could be used for such activities.
9. Courses in educational management should be planned and delivered to the administrative team as well as some members of the teaching staff. Clearly, some of the comments made during the inspection from some members of the management and teaching staff, show insufficient knowledge and skills in effective management.
10. There should be official minutes of all meetings of staff, Heads of Department, and Year Heads. These minutes are especially critical for keeping a check on what is decided, who should follow up on what, and so on. The draft minutes should be circulated to all concerned before the next meeting, allowing adequate time for their perusal. The minutes should be subjected to confirmation, and there should be discussion on matters arising etc. to form part of the permanent record of proceedings. The item Any Other Business (AOB) should be part of the

agenda, to facilitate the inclusion of ideas from all those present at the meeting, and to allow for more staff involvement. This recommendation should help to minimize misinterpretations and misunderstandings.

11. There are aspects of the school's functioning (e.g. the numbers of curriculum initiatives as such as RLO which need to be evaluated) revealed in this inspection which should be studied in more depth to facilitate improvement in this and other schools.

**APPENDIX 1**  
**INTERVIEWS WITH MEMBERS OF THE MANAGEMENT TEAM**

1. Are the functions of the Management Team clearly defined?  Yes  No  Sometimes
2. Are there systems which enable you to function Effectively as a member of the school's Management Team?  Yes  No  Sometimes
3. Do you have formal responsibility for school Discipline?  Yes  No  Sometimes
4. Do you regard yourself as a model for other teachers?  Yes  No  sometimes
5. As a member of the school's Management Team, I have the opportunity to use my initiative?  Yes  No  Sometimes

6. Mention 2 major strengths of the management/administration of the school.

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7. Mention 2 major weaknesses of the management/administration of the school.

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9. In what ways can the teaching be made more effective?

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10. In what ways can the administration be made more effective?

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## APPENDIX 2

### INTERVIEWS WITH MEMBERS OF THE TEACHING STAFF

Teacher Status \_\_\_\_\_

All statements refer to your school.

1. Does the leadership provide clear educational directions  
 Yes  No  Somewhat
2. Are teaching and curriculum development monitored and supported?  
 Yes  No  Somewhat
3. Are the school's aims, values and policies reflected through all its work?  
 Yes  No  Somewhat
4. Does the school, through its development planning, identify relevant priorities and targets, take the necessary action, and monitor and evaluate its progress towards them?  
 Yes  No  Somewhat
5. Is there a positive ethos at the school?  Yes  No  Somewhat
6. Is there a commitment to high achievement?  Yes  No  Somewhat
7. Is there an effective learning environment?  Yes  No  Somewhat
8. Are there good relationships with pupils?  Yes  No  Somewhat
9. Is teacher evaluation welcome?  Yes  No  Somewhat
10. Are there adequate communication channels?  Yes  No  Somewhat
11. Identify two major strengths of the school's management team.  
\_\_\_\_\_  
\_\_\_\_\_
12. Identify two major weaknesses of the school's management team.  
\_\_\_\_\_  
\_\_\_\_\_

## **APPENDIX 3**

### **INTERVIEW SCHEDULE FOR OFFICE AND ANCILLARY STAFF**

1. Are the functions/ responsibilities of Ancillary Staff clearly defined? Y/N.  
Please expand.
- 2.
3. Are there clear systems/ structures which enable you to function effectively?  
Y/N. Please expand.
4. Mention two major advantages of the management structure in making your  
job(s) easier.
5. Mention two major disadvantages of the management structure.
6. How often do you have meetings with the management team in the school?
7. Do you think this number of meetings is enough to adequately cater to the  
effective execution of your job(s)? If no, please expand.
8. In what ways do you think your job(s) may be made more effective?



## APPENDIX 4

### INTERVIEW WITH STUDENT LEADERS

Form:

Age:

Sex:

1. Is the administration of this school efficient?  Yes  No  Limited
2. Is the Curriculum at this school adequate for the needs of the students?  Yes  No  Limited
3. Is the teaching adequate?  Yes  No  Limited
4. Are you assigned homework?  Most of the time  Some of the time  
 Never
5. Do you do extra homework during your spare time?  
 Most of the time  Some of the time  
 Never
6. If you had your way which subjects would you opt to study?  

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7. Are disciplinary measures at this school clearly defined?  Yes  No  

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## APPENDIX 5

### QUESTIONNAIRE FOR TEACHERS

School : \_\_\_\_\_

#### PERSONAL INFORMATION

Name of Teacher : \_\_\_\_\_ Male  Female

Department : \_\_\_\_\_

Subjects teaching \_\_\_\_\_

Qualifications: \_\_\_\_\_

Training: \_\_\_\_\_

Administrative Post: Head of Department  Year Head

Status: Appointed  Temporary  Part time

Age: <30 yrs  30 – 40 yrs

41-50 yrs  51> yrs

Length of time teaching: \_\_\_\_\_

Length of time teaching at school: \_\_\_\_\_

Extra- curricular involvement: \_\_\_\_\_

**A. CURRICULUM**

1. What is your opinion of the *National Curriculum*?

.....

.....

2. Do you have any concerns/challenges with the *National Curriculum* as it relates to your subject area?

1.....

2.....

3.....

4.....

3. Identify the type(s) of assessment strategies you use on a regular basis.

- |             |                       |                   |                       |                |                       |
|-------------|-----------------------|-------------------|-----------------------|----------------|-----------------------|
| Oral        | <input type="radio"/> | Essay             | <input type="radio"/> | Pen/paper test | <input type="radio"/> |
| Open-ended  | <input type="radio"/> | Written objective | <input type="radio"/> | Project        | <input type="radio"/> |
| Combination | <input type="radio"/> |                   |                       |                |                       |

Other (specify) .....

4. Have you adapted the *National Curriculum* in any way to meet your students' needs?

.....

.....

.....

5. Do you use different methods of instruction instructional strategies according to your students needs?

(specify)

.....  
.....

6. Do you use different methods of assessment according to your students needs?  
(specify)

.....  
.....

7. Are special structures in place to identify

(a) *Students with special needs / needing remediation.*

If yes, please specify .....

If no, why not .....

(b) *Gifted students.*

If yes, please specify .....

If no, why not .....

**B. DISCIPLINE**

8. Identify discipline structures in place at your school

.....

.....

.....

9. Do you have your own class rules/code of conduct?.....

10. What are the strengths of disciplinary structures in place at the school.

.....

11. What aspects of the disciplinary structures are cause for concern?

.....

.....

12. Identify some major discipline problems at the school.

.....

.....

13. How are records, concerning discipline problems, kept at the school?

.....

.....

14. In your opinion indiscipline at your schools is a consequence of.....

.....

.....

**C. MANAGEMENT STRUCTURES**

15. How often are meetings held with

Staff .....

Department .....

Year Group/level .....

Please tick appropriate box

	Always	Most of the Time	Some times	Never
16. These meetings have a clear agenda/structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Action items are usually followed up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. In your opinion management				
(i) encourages participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) implements suggestions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Leaders at School				
(i) are doers not talkers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) are innovative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) are resourceful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) are approachable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(v) motivate				
- staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. What are some strengths of the management structure at your school?

.....

.....

21. What areas of the management structure at your school need improvement?

.....

.....

22. Do you have any suggestions on how the management structure can be improved.

.....

.....

**D. GENERAL**

23. Opinion of school

.....

.....

24. Barriers to carry out your role

.....

.....

25. Are you satisfied with the security procedures at the school?.....





## APPENDIX 6

### STUDENT FOCUS GROUP QUESTIONS

Form:

Age:

Office Held:

Sex:

1. What are your personal goals?

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2. The Curriculum at this school is adequate for the needs of the students.  Yes  No  Limited

3. The teaching is adequate.  Yes  No  Limited

4. Are you are assigned homework?  Most of the time  Some of the time  Never

5. Do you do extra homework during your spare time?  
 Most of the time  Some of the time  Never

6. If you had your way which subjects would you opt to study?

---

7. Disciplinary measures at this school are clearly defined?  Yes  No

8. Students are able to make decisions that benefit the school? If Yes, how? If No, what prevents this from occurring?

---

9. What are two things that you like about your school?

10. Is there anything that you dislike about your school?

## **APPENDIX 7**

### **MEETING WITH ALEXANDRA'S PTA**

A meeting was held on Saturday, November 20, 2010 with the members of the PTA of Alexandra Secondary School. Parents and some members of staff were in attendance.

Professor King gave a background to the inspection being conducted at the school. Questions were posed by parents as to whether there was a specific reason for the full inspection at the school, how the samples for those to be interviewed were chosen, if there would be parental involvement in interviews, with whom will the report be shared and what would be done with the recommendations. Answers to the above were provided by Professor King.

An observation by a parent was that the physical plant needed cleaning. The response was that a general cleaning was to have taken place that weekend. Another query was that there are no provisions for academic progression and that teaching and learning were of some concern. Parents express a concern with the absence of an end of year report as some students received 6/13 grades and parents have any idea of how their children performed.

A discussion followed where parents believed that when students who are falling behind the required standard, teachers should be offering extra classes to assist them to reach their potential.

Parents were reminded by Professor King that learning is the child's responsibility and the child should be encouraged to strive for excellence.

## **APPENDIX 8**

### **MEETING WITH THE BOARD OF MANAGEMENT OF ALEXANDRA SCHOOL**

The Board of Management members present were:

Mr. Keith Simmons	Board Chairman
Rev. Keith Griffith	Board Member
Mr. Othneil Griffith	Board Member
Mr. Hugh Brathwaite	Board Member
Ms. Tracelyn Bend	Board Member
Ms. Vaneisha Cadogan	Ministry's Rep. on Board
Mr. Erskine Gittens	P.T.A Rep. on Board

Members of the School Inspection Team present were:

Prof. Winston King	Team Leader
Ms. Patricia Warner	Snr. Ed. Officer
Ms. Undine Shorey	Ed. Officer
Mr. Fernando Carter	Snr. Ed. Officer
Mr. George Jackman	Rep. BSTU

A meeting was held at Alexandra School on 26<sup>th</sup> November, 2010. The meeting was held to capture the Board's perceptions of the overall management of Alexandra School. This was done so that the views of the Board of Management could be represented in the overall findings of the team carrying out the inspection of the school.

The Alexandra School was considered to be a good school and students are performing well. However there were tensions between the Chairman of the Board and the Principal, the Principal and the Deputy Principal and the Principal and some members of staff.

The relationship between the Principal and the Board of Management is strained. The Principal wrote a letter reporting two members of the Board to the Ministry. He requested that they be removed from the Board. The Chairman was summoned to defend the allegations in the letter. Another incident cited was a letter sent by the Principal to the Board of Management stating that its members were not to be on the school's premises without the Principal's permission. Another area of concern is the Principal's attempt to change the minutes of the Board's meetings.

A major concern was that communication was the main problem since it was believed that the Principal lacked people's skills and at times can have a distortion of information. The Board expressed that the Principal seemingly did not understand that he was a public officer and as a result his administrative responsibilities must reflect this. The teachers too need to understand their responsibilities as public officers. The Board finds it very difficult to function and pointed out that the Ministry of Education and Human Resource Development is not without blame for how the situation has been prolonged without meaningful solutions.

It was noted that the Principal has some good ideas but the methodology for implementation and evaluation coupled with the lack of communication, made them not as effective as they could be.

It was also believed that there was a serious power struggle at the school and in this less than comfortable situation, there would soon be an effect on teaching and the generally good work at the school. Staff were summarised as being competent, dedicated and committed to their tasks despite the difficulties in relationships between the Principal and some staff members. However, there are seemingly some members of staff who may be contributing to the breakdown in relationship between the Principal and Staff of the school.

What is of particular concern to the Board is that in this untenable situation at the school, the Principal reported that he has no stress. One recommendation from the Board is that the Public Service needs to be called upon to be involved in the rift.

## APPENDIX 9

### INTERVIEW WITH THE PRINCIPAL

School: \_\_\_\_\_

Date: \_\_\_\_\_

#### STAFF EVALUATION

1. Is the professional preparation of teachers adequate.?  Yes  No  Somewhat
2. Does the training of teachers ensure effective teaching?.  Yes  No  Somewhat
3. Are the teachers of the school doing an effective job?.  Yes  No  Somewhat
4. Does the preparation of administrators ensure effective administration.  Yes  No  Somewhat
5. Is the Administrative staff doing an effective job?  Yes  No  Somewhat
6. Is the clerical staff doing an effective job?  Yes  No  Somewhat
7. Is the ancillary staff doing an effective job?  Yes  No  Somewhat
8. What are the best features of the school staff?

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## APPENDIX 10

**Minutes of the 1<sup>st</sup> Team Meeting**  
**to discuss the School Inspection for Alexandra School**  
**held on 25<sup>th</sup> October, 2010**  
**Ministry of Education & Human Resource Development**

Present Were:

Ms. Joy Gittens	-	Deputy Chief Education Officer (ag),
Ms. Patricia Warner	-	Senior Education Officer (ag), Teacher Evaluation Unit
Ms. Vaneisha Cadogan	-	Senior Education Officer, Curriculum and Assessment
Professor Winston King	-	Emeritus Professor, UWI
Mr. Fernando Carter	-	Senior Education Officer (ag), Secondary
Mrs. Deborah Howell	-	Education Officer (ag), Teacher Evaluation Unit
Mr. Winston Crichlow	-	President, BAPPSS
Mr. Erskine Padmore	-	General Secretary, BSTU
Mr. William Gittens	-	President, PTA
Mr. Keith Griffith	-	Member, Board of Management
Mrs. Ventris King	-	Administrative Officer (ag), Teacher Evaluation Unit

The meeting which started at 3:17 p.m. was chaired by Ms. Patricia Warner. There was one minute silence acknowledging the passing of the Prime Minister, followed by prayers. After welcoming everyone, the introductions were made and then Professor King was invited to present the guidelines for the inspection.

Apologies were made for the Chief Education Officer (Ag), and the Permanent Secretary (Ag) who was unable to attend the meeting.

2. Professor King explained that the **Guidelines for the Inspection** were embedded in the Education Act, and that schools should be inspected from time to time. He made reference to **The Purpose of Inspection** and noted that it was important to identify strengths and weaknesses and to see which areas could be improved.
3. It was noted that in the **Statutory Basis for Full Inspection** it was clearly stated that the management structure and the management team were critical.
4. Professor King stressed that in the **Code of Conduct**, confidentiality was very important. He also felt that courtesy was vital and individuals should be courteous to the Team. The importance of the role of the Parent Teacher Association was highlighted and it was also stated that those interviewing parents etc, must be honest and objective.

5. In the **Inspection Process** the meeting was informed that the results of CSEC and CAPE should be examined since this determined the performance of the schools. Professor King also noted that another important area was the inspection of the staff's timetable.
6. The meeting was informed that in order to create **Equal Opportunities**, each Inspection Sub-team would be made up of two (2) persons and the Inspection team would comprise a member of the PTA. It was also stated that the Inspection would take place during the month of November.
- 7, Professor King pointed out that **Quality Assurance Requirements** highlights the need for classroom observation and he further stated that an assessment was more than an evaluation.

It was also pointed out that staff members will be inspected individually.

8. It was verified that **After the Inspection** and the signing off by the school, then the report must be submitted to the Ministry of Education.
9. Some questions posed by the Team included the following:

Was the Principal duly notified in writing?  
Was a letter sent to the Board of Management?

It was verified that the Principal was notified in writing along with several telephone conversations. Also, individual letters were delivered, one to the Board of Management and the meeting was reminded that important documents are usually hand delivered and a signature secured upon receipt.

10. It was noted that the Inspection would involve an examination of disciplinary structures with the emphasis in certain areas. It was recommended that ***procedures and practices*** should be added to these structures in order to gain more scope. One such area included a system of checks and balances where students are also interviewed as part of the procedural flow. Inspection of all schools has been recommended.
11. Mr. Keith Griffith, a member of the Board of Management of the Alexandra School expressed the view that the practices at the school had led to the need for the Inspection. He queried whether in keeping with the Education Act, the Inspection would be able to focus on the challenges in the school. He also felt that the Inspection should not use the general model to address specific matters. Mr. Griffith noted that there were good things happening at the school and he also stated that there were recurring problems. He was of the opinion that after the Inspection these issues must be addressed, using the information gleaned from the interviews. He stated that there were legitimate concerns from the Principal, the teachers and others and he felt that some areas needed more probing. He

disclosed that since specific things had led to the necessity for the Inspection there should be no prejudice.

12. Mr. Winston Crichlow, the President of BAPPSS agreed that there were challenges in the school and as a result emotions were running high. However, he was confident that as the Inspection progressed, pertinent information would be revealed, from both the teachers and the students.
13. Ms. Vaneisha Cadogan was in agreement with Mr. Griffith, expressing the view that it was vital that nothing is overlooked. She felt that the Inspection Team's responsibility was to get to the core of the issues rather than just focusing on a general inspection.
14. Mr. Fernando Carter queried the type of tools which would be used to unearth certain aspects of relationships. Ms. Warner informed the Team that observations and challenges would be revealed through the meetings. She also confirmed that through these meeting those relationships would be brought to the fore.
15. Ms. Joy Gittens confirmed that the Teams would conduct interviews with the Board of Management, the Principal and also the ancillary staff and a record would be made of these interviews.
16. It was noted that there would be a random sample of the staff to be interviewed. Areas identified included heads of departments, names chosen from the register and the ancillary staff. This would possibly be a third (1/3) of each section.
17. Ms. Gittens informed the meeting that in the past only the Education Officers conducted the classroom assessment. She stated however, that Curriculum Officers could now be used. Also, in addition to the interviews and classroom assessment, general observation could also be done by any member of the Team. It was also noted that the Officer would lead the discussion.
18. The following teams were recommended:  
  
Mrs. Deborah Howell & Mr. Winston Crichlow  
  
Ms. Vaneisha Cadogan & Mr. William Gittens  
  
Mr. Fernando Carter & Board of Management Representative  
  
Ms. Patricia Warner & BSTU Representative
19. The following Timetable was suggested with tentative dates for each activity:  
  
1<sup>st</sup> November – Meeting at Alexandra School with Officers



5<sup>th</sup> November – Meeting with entire staff (may be shifted to the following week or recommendation to close school early on that day) Ms. Warner will speak at that meeting

8<sup>th</sup> November – Meeting with the Board of Management

26<sup>th</sup> November – Interview with Principal and Deputy Principal

20. There being no further business, the meeting ended at 4:50 p.m. Professor King thanked everyone for attending.

*Prepared By:*

Ventris King (Mrs.)  
Administrative Officer (ag)  
2010-10-25

## **APPENDIX 11**

Meeting with Principal and Deputy Principal  
Held November 4, 2010  
Alexandra Secondary School Inspection

### **Present at meeting**

Mr J. Broomes – Principal Alexandra Secondary School  
Mrs B. Neblett-Lashley  
Professor W. King – Inspection Team Leader  
Miss P. Warner – Senior Education Officer (Teacher Evaluation)  
Ms D. Howell – Education Officer (Teacher Evaluation)  
Mr F. Carter – Senior Education Officer (Secondary Section)

### **PURPOSE**

Professor King guided the meeting through the Guidelines for School Inspection document. He informed that he would make copies of the Guidelines for School Inspection available to the Principal.

The Principal informed that his Administrative team comprised the Principal, Deputy Principal, Year Heads, IT Coordinator and Guidance Counsellor. In addition he pointed out that there was someone responsible for in-house systems.

The Principal indicated that he considered Form J to be a redundant document, and had therefore submitted the programme budget document to the Ministry of Education. He also indicated that he had submitted documents for 2007-2008 and 2008-2009.

### **CODE OF CONDUCT**

Mr Broomes stated that confidentiality should apply to the body corporate.

He stated that he was not in favour of Mr Crichlow representing BAPPSS, but thought that the representative should be a retired person.

The Principal indicated that information about the number of ancillary staff as well as CSEC results for 2008, 2009 and 2010 were made available to the Ministry of Education.

He informed that there were about 5 special needs students within the school.

The Principal informed that the former Deputy Principal's room would be available for Professor King.

### **QUALITY INDICATORS**

Mr Broomes expressed the view that a schedule should be made available giving teachers adequate notice for observation of lessons. He further indicated that the instrument should be made available to teachers.

The Principal indicated that he would supply a student list, including the executive of the Student Council, the Head boy and Head girl.

He also promised to supply the school's time-table, staff list, programme budget and examination results. He reminded the meeting that the school's Strategic Plan had been submitted to the Ministry of Education. He stated that a summary of the Strategic Plan will be made available to Professor King.

It was agreed that the school would be closed at 1:00 pm. on Tuesday November 9 to facilitate the Inspection team meeting with staff. This was well suited since a Year meeting was to be held at 3:00 pm. that day.

## **ACKNOWLEDGEMENTS**

The following persons must be thanked for their contributions in helping to make the inspection at Alexandra School a completed task.

The Principal and all members of staff of Alexandra School; the Chairman, members of the Board of Management and Board staff of Alexandra School;

The Inspection Team of Mr. George Jackman, Barbados Secondary Teachers Union; Mr. Winston Crichlow, Barbados Association of Principals of Public Secondary Schools; Mr. Othneil Griffith, Representative of Board of Management; Mr. Erskine Gittens, PTA President, Alexandra Secondary; Ms. Undine Shorey, Ms. Patricia Warner, Mr. Fernando Carter, Ms. Vaneisha Cadogan and Curriculum Officers and Ms. Joy Gittens from the Ministry of Education and Human Resource Development. Mrs. Ventris King, Administrative Officer and Mrs Diana Brathwaite of the Ministry of Education and Human Resource Development who went beyond the call of duty typing and facilitating the readiness of the report.

Professor Winston King must be specially thanked for his guidance, professionalism and thoroughness in ensuring that the inspection and the draft report were completed in the scheduled time.